



WESTERN GOVERNORS UNIVERSITY®

Institutional Catalog

Western Governors University
2023 University Catalog
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Undergraduate and Graduate Programs

Teachers College

College of Business

College of Information Technology

Leavitt School of Health

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 sending an email to the Student Records department at records@wgu.edu.

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About Western Governors University

Why are we called Western Governors University? Our name tells the story of our founding—a story that dates back to 1997, when a group of U.S. governors came up with an innovative answer to a question of growing concern: How can we ensure more of our residents have greater access to a college education that fits their schedule? That meeting of the Western Governors' Association marked the beginnings of a new national university.

From the beginning, we were designed to be different. The U.S. governors who founded WGU knew that the college student of the 21st century would be very different from students in the past. For millions of working adults, the dream of pursuing a college education could only become a reality once the boundaries of time and place could be removed. Overcoming this challenge was at the heart of the WGU idea.

It was the mid-1990s, and a new technology was quickly emerging: the internet. As more and more Americans were able to get online, the possibility of an “anywhere, anytime” education became a reality. And more than simply delivering traditional, lecture-based learning via modem and monitor, our founders recognized that technology could be used to fundamentally change the way college students learn. Harnessing the power of the internet and our innovative new learning model—competency-based education—WGU revolutionized the way students learn, master concepts, and progress to a degree.

As a nonprofit, online university founded by governors, WGU is different. But even beyond the unique story of our founding and the foresight of our founders, WGU is different for a more fundamental reason: *We do education differently.*

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. Our mission is **to change lives for the better by creating pathways to opportunity.**

Competency-Based Education

Colleges and universities traditionally require attendance in a classroom, conferring degrees based on completion of a certain set of courses for a given number of credit hours. As an online institution that provides its students the convenience of studying and completing coursework outside the classroom, WGU provides competency-based courses to complete its degree and non-degree requirements. Competency-based programs allow students to demonstrate that they have acquired the competencies (levels of knowledge, skill, or ability) required for a particular degree or certificate. Students have often acquired many of the skills necessary for a degree through life or work experience. WGU's system enables students to utilize previously learned skills in proving their competencies.

A team of faculty have identified the required competencies for each program 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 test, a project, an essay, or another practical demonstration of a required skill. Therefore, assessments might look like:

- 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.
- Research papers on particular topics within the student's field.

Each assessment measures knowledge and skill in a given area through appropriate means. Assessments are developed using a rigorous process that conforms to professional testing standards. This process yields high-quality exams, reliable results, and supports valid conclusions about each student's level of competence. Students can be confident that all their assessments, whether computerized exams or performance tasks, align to and demonstrate specific competencies in their individual degree programs.

Accreditation

Accreditation provides external, expert evaluation of WGU's programs and policies, eases the transfer of credits to other accredited institutions, and legitimizes degree credentials for employers and colleges.

NWCCU

Western Governors University is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact: Northwest Commission on Colleges and Universities; 8060 165th Avenue NE, Suite 100; Redmond, WA 98052; (425) 558-4224; www.nwccu.org.

CAEP

The Teachers College at Western Governors University has been granted advanced-level accreditation (effective fall 2021 to fall 2025) from CAEP, the Council for the Accreditation of Educator Preparation; 1140 19th St NW, Suite 400; Washington, DC 20036; (202) 223-0077.

AAQEP

The teacher licensure programs offered through the WGU Teachers College have been awarded full accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP) through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and that the program has demonstrated the commitment and capacity to continue to do so.

CCNE

The baccalaureate degree program in nursing and master's degree programs in nursing at Western Governors University are accredited by the Commission on Collegiate Nursing Education; 655 K Street NW, Suite 750; Washington, DC 20001; (202) 887-6791; <http://www.ccneaccreditation.org>.

CAHIIM

The Health Information Management accreditor of Western Governors University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in health information management has been reaffirmed through 2023. All inquiries about the program's accreditation status should be directed by mail to CAHIIM; 200 East Randolph Street, Suite 5100; Chicago, IL 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.

ACBSP

The baccalaureate and master's degree programs offered by the College of Business at Western Governors University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP); 11520 W 199th St; Overland Park, KS 66213; (913) 339-9356.

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 (without state appropriations) from the governors of the member states that were instrumental in the founding of WGU.

The following link provides information about the Board of Trustees, National Advisory Board, and other university officials: <https://www.wgu.edu/about/university-governance.html>

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Senior VP, College of Business

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Executive Director, WGU LABS

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 programmatic area (e.g., undergraduate nursing, initial licensure for teaching) has a program council which is the faculty governing body for the degree or non-degree program. Program councils, along with the program coordinator, are responsible for overseeing the development of the curriculum (including competence descriptions, subdomains, and domains), overseeing all assessments, and updating the curriculum.

In addition to program councils, an Assessment Council is responsible for working with program leaders, assessment development vendors, and WGU assessment staff to ensure that WGU's assessments are appropriate tests of the competencies identified by the program leaders.

For a listing of members of each Council, see <https://www.wgu.edu/about/university-governance.html>.

Faculty Composition

WGU employs a disaggregated faculty model across the university. The aggregated roles and tasks performed by traditional university professors (e.g., meeting with and advising students, course or curriculum design, instruction, assessment) are distributed among faculty members. Consequently, the jobs of individual WGU faculty members focus on single aspects of the academic experience, and students are supported by a team of faculty. Within WGU, there are several faculty roles and associated tasks:

Assessment Faculty – An individual with expertise in assessment theory and practice who is responsible for the design, development, and continuous improvement of assessments that support a competency-based curriculum in accordance with industry best practices.

Curriculum Faculty – An individual with expertise in curriculum theory and practice who is responsible for the design, development, and evaluation of competency-based curricula to provide relevant, robust learning experiences.

Clinical Faculty – Professional experts who provide clinical instruction and evaluation to students in individual or group settings to support students in meeting the practice requirements for licensure.

Instructors – Subject-matter experts who provide direct instruction to students in individual and/or group settings, and who are responsible for providing course-specific student support that is effective, engaging, and appropriately personalized.

Program Mentors – An individual with professional or domain expertise in program competencies who provides academic guidance and personalized programmatic instruction and support to students.

Evaluators – Subject matter experts responsible for providing robust, personalized feedback on performance assessments and evaluating student competency.

Faculty Leaders – Individuals with academic or professional expertise who manage teams of faculty and are accountable for ensuring faculty provide timely, appropriately personalized student instruction or support that develops student competency and supports student success. Faculty leaders are responsible for collaborating with Program Chairs to make academic decisions that ensure program quality and strong student outcomes.

Honorary Faculty – An individual who is a recognized expert, nationally or internationally renowned in their field, or a highly reputed scholar in their field and is thereby, uniquely qualified based on exceptional academic or professional expertise. Honorary faculty may not necessarily meet stated minimum qualifications for other faculty positions.

Program Chairs – An individual with academic or professional expertise in the program domain who is accountable for the integrity, excellence, national reputation, and continuous improvement of a portfolio of relevant educational programs through leadership, innovation, fiscal efficiency, partnerships, and the advancement of the discipline. This administrative faculty person is accountable for the quality, relevance, and performance of one or more academic programs. Chairs are responsible for the financial, academic, and reputational health of the program(s) they lead and work closely with faculty leaders to produce strong student outcomes.

Academic Calendar

The traditional academic calendar with limited enrollment periods, holidays, and other significant dates is not applicable. In WGU's continuous-enrollment model, new groups of degree-seeking students start on the first day of every month. Students can access learning resources, schedule assessments, and complete performance assessments anytime.

WGU's academic calendar divides a student's academic year into two, six-month semesters called "terms." The six months that make up a term are based on when the student begins the program. For example, if a student begins the program on February 1, the first term will last from February 1 through July 31. The second term would begin August 1.

Learning Resources

WGU students use a variety of learning resources, included in the cost of attendance, to acquire the skills and knowledge needed to complete assessments. These learning resources come in a variety of forms (e.g., e-textbooks, web-based tutorials, simulations, online labs).

Student Services

Students enrolling at WGU become part of our community of faculty and staff who are united under one goal: student success. 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, students should work with their Program Mentor. Mentors have the expertise to guide students toward goals and direct them to resources to be successful. If, however, students have an issue or problem that cannot be resolved by their Program Mentor, they are invited to contact the Student Services office. Student Services can also assist students who wish to request to be assigned to a different Program Mentor.

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

Financial Services

WGU's award-winning Financial Services team guides students through the process of paying for their educational journeys. The Financial Aid Office can be reached by email at financialservices@wgu.edu or by calling 877.435.7948. Hours of operation are weekdays 7 AM to 7 PM MT (closed on weekends).

Service Desk

WGU's Service Desk is available to help students resolve any technology problem by calling 877.435.7948 or emailing servicedesk@wgu.edu. The Service Desk is open Monday through Friday from 6 AM to 10 PM MT and from 10 AM to 7 PM MT on Saturday and Sunday.

Student Wellness

WGU offers each student 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.

Commencement

WGU hosts virtual and live commencement weekends over the course of the year, with new cities and events each year. WGU's Alumni Relations team provides these opportunities for students, graduates, and families to come together to celebrate their accomplishments and achievements. Visit www.wgu.edu/commencement for details.

Alumni Engagement

WGU's Alumni Community of graduates is quickly growing. To help support these graduates, the Alumni Engagement team is constantly seeking new ways to provide alumni with the tools and resources they need to succeed in the next phase of their lives. Graduates have free access to these tools and resources on the alumni community website: www.wgu.edu/alumni.

Connect with other graduates using WGU's Night Owl Network, a state-of-the-art networking platform developed specifically for fostering mentorship experiences, or the WGU Alumni LinkedIn Group. These are both closed groups, as graduates and students must request to be added as a member.

WGU Night Owl Network: www.wgunightowlnetwork.com

WGU Alumni LinkedIn Group: <https://www.linkedin.com/groups/51112>

WGU is eager to provide leadership opportunities to alumni who are dedicated to representing the university by hosting a networking event, working with a student or prospective student who could use advice from someone who's "been there," helping at commencement, facilitating corporate and school district partnerships along with WGU, etc. This dedicated group of alumni is called WGU's Ambassadors Club. Please contact the Alumni Engagement team if you are interested in joining WGU's Ambassadors Club.

Career and Professional Development

WGU provides career assistance and resources to students and graduates. Career and Professional Development (CPD) Specialists are available to educate students and graduates on how to develop a career plan, implement job-search strategies, and assist with the creation of marketing tools such as resumes, cover letters, and professional portfolio 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. For more information, visit the Career and Professional Development Website: www.wgu.edu/careerservices.

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

Library

The WGU Library's mission is to provide access and delivery of information resources independent of time and place. The fully online digital library serves students, faculty, and staff around the clock, with library resources available to users 24 hours a day, 365 days a year. The library collection includes hundreds of thousands of ebooks, full text journals, and licensed academic databases. WGU librarians work with vendors to provide seamless access to information resources and to ensure patron expectations are met when using library resources. Our main search uses EBSCO Discovery Service, allowing students to search across the majority of WGU subscriptions via a single platform. Students can also search individual databases and ebook collections, and have access to a variety of subject-specific research guides.

For materials not immediately available in our collection, the WGU Library provides document delivery and hardcopy book loans through the University of Michigan and Reprints Desk document delivery. Students and faculty can also suggest titles they feel would be a valuable addition to our existing library collections. The WGU Alumni Library is available to students upon graduation and includes alumni subscription packages and, dependent on licensing restrictions, some content from our main library collection.

WGU librarians work with university faculty and administration to integrate library resources and information literacy instruction directly into WGU coursework. Library staff collaborate with subject matter experts, learning resource specialists, instructional designers, and other content selectors to ensure WGU collections align with program needs, and to help create tailored information literacy instruction.

Students have multiple options for working with librarians for reference and research support. They can email, schedule a phone appointment, or chat live with a librarian. The chat service is available 24/7, including holidays. The library offers general and college-specific live webinars. Information on library use and policies may be accessed at <https://cm.wgu.edu/t5/Academic-Requirements/Library-Services/ta-p/48>.

Facilities

As an online university, WGU does not have a physical campus for students. Prospective students are informed of the computer capacity requirements for successful access to all WGU systems and learning resources. WGU has various administrative offices placed throughout the United States with the headquarters located in Utah.

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

Arizona: 432 N 44th St, Suite 400; Phoenix, AZ 85008 (enrollment center only)

Indiana: 333 N Alabama St, Suite 250; Indianapolis, IN 46204

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

North Carolina: 1009 Slater Rd, Suite 310; Durham, NC 27703

Ohio: 325 John H. McConnell Blvd., Suite 375; Columbus, OH 43215

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

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

Texas (Houston): 2051 S Greenhouse Rd, Suite 375; Houston, TX 77084 (nursing lab only)

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

Admissions

General Admission Requirements

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

<http://www.wgu.edu/admissions.html>

Admissions Criteria:

For each student who applies, WGU will evaluate previous academic history to include high school or college coursework and/or work history as required.

Students may also meet admissions requirements by completing the relevant program of study at WGU Academy, a pre-enrollment alternative pathway to regular enrollment at WGU.

To be considered for enrollment into a bachelor's degree program, applicants must possess a high school diploma or its equivalent. Depending upon the program of interest, other specific admission requirements may also apply. See the program-specific admission requirements below.

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

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

English Language Requirement (TOEFL): WGU students are expected to communicate clearly in writing and during conversations with WGU faculty and staff. If English is not a student's native language, they must submit proof of a qualifying score on the Internet-based Test of English as a Foreign Language (TOEFL iBT). WGU requires a qualifying score of 80 or higher. Please see <https://cm.wgu.edu/t5/Admission/English-Language-Requirement-TOEFL/ta-p/40>.

Steps and Deadlines for Enrollment

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

1. Apply for admission and pay the application fee. The application fee is \$65 and can be paid online using a credit card or by mailing a check or money order. The application fee must be paid before an application will be fully processed. *WGU does not profit from application fees, as they help offset only a small portion of enrollment and admissions costs.*

2. Send in official transcripts. Depending on the program, students may need to have a transfer evaluation or degree verification. Students with prior college experience should send in their transcripts to help with a transfer evaluation and admissions decision. Students should submit official copies of their transcripts by the 5th of the month prior to the intended start date for evaluation.

Official transcript copies can be submitted by mail or email (transcriptinfo@wgu.edu):

Western Governors University
ATTN: Transcripts Department
4001 South 700 East, Suite 300
Salt Lake City, UT 84107-2533

3. Complete the financial aid application process. If intending to use federal financial aid to cover tuition expenses, students 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 answer any questions.

4. Complete the intake interview. The intake interview is a 20 to 30 minute telephone interview that finalizes enrollment and officially sets the program start date. This call is conducted by an Enrollment Counselor to ensure that students have accurate and appropriate expectations of WGU and of their program. This step must be completed by the enrollment deadline (generally the 15th of the month prior to the start date).
5. Satisfy first tuition obligation. The first tuition payment is due by the 22nd of the month prior to the intended start date. WGU strongly encourages students to make tuition arrangements or finish the financial aid process sooner.
6. Complete orientation. Once the other steps are completed, students will be ready to begin WGU orientation. The orientation course is designed to help students: understand WGU's competency-based approach to education, identify their learning style, gain skills in online research, review time management and study skills, gain practice using online communication tools such as threaded discussions and chat, and connect with peers and mentors online.

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 admissions 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. Programs:

- Submit a transcript verifying receipt of your bachelor's, master's, or doctoral degree from a recognized, accredited institution.

Special Requirements for WGU's MS Accounting Program:

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

There are no special admission requirements beyond the general admission requirements for entry into a bachelor's level business degree program.

Leavitt School of Health Admission Requirements

All of the degrees offered by WGU's Leavitt School of Health focus on mastery of the skills and knowledge that are essential to success in this vital and high-demand field. Below are admissions requirements specific to Leavitt School of Health programs that are in addition to WGU's general admissions requirements.

<https://www.wgu.edu/admissions/nursing-health-requirements.html>

There are no special admission requirements beyond the general admission requirements for entry into the B.S. Health and Human Services program.

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

- To be considered for enrollment into the BSHIM program, applicants must possess a high school diploma or its equivalent AND demonstrate program readiness through one of the following:
 - Option 1: Submit high school transcripts for review with a GPA of 2.0 or higher.
 - Option 2: Possess a bachelors or associates degree from an accredited post-secondary institution.
 - Option 3: Submit transcripts documenting completion of college-level coursework with a cumulative GPA of 2.0 or higher.

Special requirements for WGU's B.S. in Nursing Program:

- Possess an associate's degree or diploma in nursing from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com).

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

- Possess an associate's degree or diploma in nursing from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com) and provide proof of current immunizations. Additional fees apply.

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

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (though you are not required to be working as an RN at the time of enrollment). Some license holders may be granted a waiver if they are not licensed in their state of residence or employment. RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com) and provide proof of current immunizations. Additional fees apply.

Special Requirements for WGU's Master of Health Leadership Program:

- Possess a bachelor's degree from an accredited university and experience in healthcare or healthcare-related industry. OR
- Possess a bachelor's degree from an accredited university and obtain MHL program chair approval.

Special requirements for WGU's Post-Master's Certificates in Nursing Programs:

- Possess an M.S. in Nursing from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). You must be licensed in the state in which you will complete your clinical experience.

Special requirements for WGU's MSN Family Nurse Practitioner Program:

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution or state board of nursing approved program. Students that hold an MSN will not be eligible to apply for the MSN-FNP pathway.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The FNP is currently not available for students in California, District of Columbia, Louisiana, Maryland, Massachusetts, New York, North Dakota, Oregon, and Washington.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a cover letter and professional resume or CV* outlining your academic, professional, and service history.
- Submit a letter of intent.* You must submit a 1-2-page student statement detailing your experience in nursing and

explaining why you want to become an FNP. This document helps us understand your unique situation and personal goals.

- Provide three letters of recommendation from:**
 - A supervisor or manager who directly supervised you in a clinical setting.
 - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
 - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- Have earned a 3.0 cumulative grade point average* (on a 4.0 scale) in the following 5 courses OR hold a BSNU degree from WGU. All courses must be awarded a C- or above to meet this requirement. At this time, WGU is not accepting transfer credit for the MSN Family Nurse Practitioner program.
 - Anatomy / Physiology I w/lab (equivalent to 4 semester hours)
 - Anatomy / Physiology II w/lab (equivalent to 4 semester hours)
 - Statistics (equivalent to 3 semester hours)
 - Human Growth and Development Across the Lifespan (equivalent to 3 semester hours)
 - Pharmacology (equivalent to 2 semester hours)

*Additional information is available at <https://www.wgu.edu/admissions/nursing-health-requirements.html>.

**Access the Letter of Recommendation request form through your enrollment portal.

It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

Special requirements for WGU's MSN Psychiatric Mental Health Nurse Practitioner Program:

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution. Students that hold an MSN will not be eligible to apply for the BSN-PMHNP pathway.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The PMHNP is currently not available for students in Arizona, California, District of Columbia, Louisiana, Maryland, Massachusetts, New York, North Dakota, Oregon, Tennessee, Washington, and Wisconsin.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a professional resume or CV* outlining your academic, professional, and service history.
- Submit an application essay.* You must submit a 3 to 4 page student statement detailing your experience in nursing and explaining why you want to become a PMHNP. This document helps us understand your unique situation and personal goals.
- Provide three letters of recommendation from:
 - A supervisor or manager who directly supervised you in a clinical setting.
 - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
 - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- Have earned a 3.0 cumulative grade point average* (on a 4.0 scale) in the following 5 courses OR hold a BSNU degree from WGU. All courses must be awarded a C- or above to meet this requirement. At this time, WGU is not accepting transfer credit for the MSN Psychiatric Mental Health Nurse Practitioner program.
 - Anatomy / Physiology I w/lab (equivalent to 4 semester hours)
 - Anatomy / Physiology II w/lab (equivalent to 4 semester hours)
 - Statistics (equivalent to 3 semester hours)
 - Human Growth and Development Across the Lifespan (equivalent to 3 semester hours)
 - Pharmacology (equivalent to 2 semester hours)

*Additional information is available at <https://www.wgu.edu/admissions/nursing-health-requirements.html>.

It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

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

Admission Requirements Include:

- HESI A2 Nursing Exam
- Background Check
- Nursing Application Essay
- Active Nursing Prelicensure File

For more information on these requirements, please visit <https://www.wgu.edu/admissions/nursing-health-requirements.html> and refer to the sections below on this page.

Admission Requirements for the B.S. Nursing Prelicensure Program:

The Leavitt School of Health at Western Governors University is committed to student success and partners with the WGU Office of Admissions to determine academic eligibility for the Prelicensure Nursing program. Applicants who submit all admission requirements will be reviewed through a weighted evaluation system that considers several factors. The Office of Admissions reviews all applicants based on their academic experience and nursing entrance exam scores.

- Admission is competitive and not guaranteed; additional factors important to student success in the nursing program may also be considered.
- Admission to and enrollment in the Prelicensure Nursing program does not guarantee acceptance into the clinical nursing portion of the program.
- Only residents of the following states are eligible to apply to this program - Florida, Idaho, Indiana, Iowa, Kansas, Missouri, Nevada, New Mexico, Ohio, Texas, and Utah. Any applications from residents outside of these states will not be accepted.

To be considered for enrollment into the Prelicensure Nursing Program, applicants must possess a high school diploma or its equivalent, be at least 16 years of age, and complete the following admission requirements:

- Complete the HESI A2 nursing exam within the last five years with an overall score of at least 75%, and at least a 75% in each of the following sections: Vocabulary, Reading, Math, and Grammar. WGU will only consider two attempts at passing the HESI A2 exam per 12-month period. The 12-month period begins with the first attempt.
- Submit to a criminal background check through American Databank.
- Submit a Prelicensure Nursing Application Essay.
- Activate their Prelicensure Nursing File which includes a declaration of: the date and location an applicant is applying to, completed certifications, completed licenses, and military service and training.

Requirements that must be satisfied in pre-nursing terms to be eligible to progress to the clinical nursing program:

There are costs outside of tuition and fees involved with creating your compliance account early in your pre-nursing terms and purchasing uniforms and supplies by the end of your last pre-nursing term. These costs will vary based on each item along with geographic location/provider.

Students who are successful in the pre-nursing terms will be eligible for progression into the nursing portion of the program. The following must be completed to be considered for progression into the nursing portion of the program:

- Proof of health insurance.*
- Proof of successfully passing of a criminal background check (also may require a state background check to be completed per state regulatory requirements for nursing programs).
- 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 <https://www.wgu.edu/admissions/nursing-health-requirements.html>.
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. For examples, please visit <https://www.wgu.edu/admissions/nursing-health-requirements.html>.
- Participation in the Nursing Progression Committee process.

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

College of Information Technology Admission Requirements

Degree programs from WGU's College of Information Technology focus on providing the skills, knowledge, certifications, and credentials students need to be a successful IT pro. Below are admissions 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. Computer Science Program:

Students must be able to use key Calculus principles, rules, and applications while in the B.S. Computer Science program. Students must meet the following admission requirements for admittance to this program:

- Possess a high school diploma or its equivalent.
- Demonstrate math readiness through completion of one of the following:
 - Successful and verifiable completion of a pre-calculus course from a WGU approved third-party provider.
 - Successful and verifiable completion of a pre-calculus, calculus, or higher than Calculus math course from an accredited post-secondary academic institution.
 - A high school GPA of 2.75, or higher, AND a B grade, or better, in a high school honors, IB, or AP level advanced mathematics course.

Special Requirements for WGU's IT bachelor's degree programs:

To be considered for enrollment into a College of IT bachelor's degree program, students must possess a high school diploma or its equivalent and demonstrate program readiness through one of the following:

- Option 1: Submit transcripts documenting completion of college-level coursework with a minimum of 2.5 GPA or higher.
- Option 2: Possess a bachelors or associate degree (A.A, A.S. or A.A.S. acceptable) from an accredited post-secondary institution.
- Option 3: Demonstrate at least two years of IT work experience through resume review.
- Option 4: Submit official records of completion of current and active IT certifications, some of which may provide transfer credit into various programs.
- Option 5: Submit high school transcripts with a minimum GPA of 2.75 GPA and a B grade or higher in a STEM (Science, Technology, Engineering, and Mathematics) course. Only advanced mathematics courses will satisfy this requirement.
- Option 6: Submit transcripts documenting completion of previous IT coursework (must be 300 level or higher).

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

- Possess a bachelor's degree in a STEM field, Business degree (Quantitative Analysis, Accounting, Economics, Finance, or degree with similar quantitative focus). OR
- Possess any bachelor's degree PLUS one of the following:
 - Two years of related work experience
 - Relevant and current IT certification
 - Related IT coursework

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

- Possess a bachelor's degree from an accredited institution.

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

- Possess a bachelor's degree in a STEM field, Business degree (Quantitative Analysis, Accounting, Economics, Finance, or degree with similar quantitative focus). OR
- Possess any bachelor's degree PLUS one of the following:
 - Two years of related work experience
 - Relevant and current IT certification
 - Related IT coursework

Teachers College Admission Requirements

The WGU Teachers College is a recognized national leader in online teacher education. Below are admissions requirements specific to Teachers College programs that are in addition to WGU's general admissions requirements (also see Academic Programs section for steps to become a teacher).

<https://www.wgu.edu/admissions/teaching-requirements.html>

Special Requirements for Undergraduate Programs Leading to Initial Licensure:

Applicants to undergraduate initial licensure programs must possess a high school diploma or its equivalent AND demonstrate program readiness through one of the following options:

- Option 1: Submit transcripts documenting completion of college-level coursework for review of GPA.
- Option 2: Possess a bachelors or associate degree (A.A or A.S. acceptable) from an accredited institution.
- Option 3: Submit high school transcripts for review of GPA.

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 secondary mathematics) and the student plans to eventually apply for the endorsement, the following are required:

- A copy of a valid teaching license (an Enrollment Counselor will instruct students when and how to submit their teaching license prior to or during their program).
- Official transcripts demonstrating that a bachelor's degree was earned from a recognized, accredited university.

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

Prior to entry into the M.S. Educational Leadership degree program, students will be required to complete a candidate interview and provide the following:

- Evidence of a bachelor's degree from an accredited institution.
- Proof of a state issued, valid, and unexpired standard professional license.
- A resume showing three years of licensed professional experience in a P-12 setting (excluding probationary, temporary, and substitute teaching experience).
- A confidential recommendation.
- Recent annual summative performance evaluation.

Additionally, students will complete and submit a Practicum Site Agreement (students in select states will use different versions). Documents are available at http://www.wgu.edu/admissions/tc_requirements.

Additional Requirements for Entry into M.A. in Teaching Programs:

To be considered eligible for enrollment into a M.A. in Teaching English Education, Mathematics Education or Science Education degree programs, you must provide official transcripts that demonstrate you have earned a bachelor's degree from a recognized, institutionally accredited (also known as regionally accredited) university AND demonstrate readiness through one of the following:

- Option 1: Content-related undergraduate or graduate degree with GPA of at least 2.5 (or higher, depending upon your state).
- Option 2: Undergraduate or graduate degree with GPA of at least 2.5 (or higher, depending upon your state) and 24-30 hours of content specific coursework, equivalent to a major.
- Option 3: Undergraduate or graduate degree with GPA of at least 2.0 (or higher, depending upon your state), a passing score on the WGU program required basic skills test (e.g., Praxis CORE) and demonstrate content competency via one of the following pathways 1) 24-30 hours of content specific coursework, equivalent to a major OR 2) an undergraduate or graduate degree in a content-related area to which area of program you are seeking admission.

The M.A. in Teaching, Elementary Education and M.A. in Teaching, Special Education degree programs requires a 2.5 minimum GPA (or higher, depending upon your state), or the competency-based equivalent, in your bachelor's program. Applicants with a GPA lower than a 2.5 but a 2.0 or above may seek admission by submitting passing scores from the WGU program required basic skills test (e.g. Praxis CORE). An Enrollment Counselor can help students best determine whether they have the sufficient background for entry into their program of choice.

State Regulatory Information

Western Governors University monitors developments in state rules and regulations to maintain pathways to opportunities where students reside. If changes to the pathways occur while a student is enrolled, WGU works with the state and notifies the affected students to potential alternative pathways.

Professional Licensure

WGU regularly verifies licensure requirements in each state for programs that lead to a professional license. For a current listing of licensure information, please see the links below.

Teacher Licensure - <https://www.wgu.edu/online-teaching-degrees/state-licensure.html>

Nursing Licensure - <https://www.wgu.edu/online-nursing-health-degrees/state-licensure.html>

Business Licensure - <https://www.wgu.edu/online-business-degrees/state-licensure.html>

NC-SARA

Western Governors University is a participating institution of the National Council for State Authorization Reciprocity Agreements ("NC-SARA" or "SARA"), allowing WGU to operate in a number of states/territories based on its approval in the State of Utah. For additional information on NC-SARA, visit <http://nc-sara.org>. After exhausting WGU's Student Complaint Process, the Utah System of Higher Education ("USHE") handles complaints from individuals in states/territories where the university operates (see <https://ushe.edu/office-of-commissioner/state-authorization-ut-sara/>); however, USHE will only consider complaints that were previously unresolved by WGU and may refer a complaint to an agency in another state for investigation.

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

If a state or territory is not included below, WGU educates students in those jurisdictions through participation in SARA.

American Samoa

American Samoa does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in American Samoa is not required.

Arizona

Western Governors University is approved by the Arizona State Board for Private Postsecondary 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 Postsecondary Education. The student must contact the State Board for further details: 1740 W. Adams Street, Suite 3008; Phoenix, AZ 85007; (602) 542-5709; Website: www.azppse.gov

California

The California Bureau for Private Postsecondary Education does not regulate out-of-state private nonprofit institutions. Therefore, approval for WGU to offer distance education programs to students located in California is not required.

Guam

The Guam Council on Post-Secondary Institution Certification does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in Guam is not required.

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.

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. Additional information regarding this institution may be obtained by contacting the Department at 301 W. High Street, P.O. Box 1469; Jefferson City, MO 65102-1469; info@dhewd.mo.gov.

Nebraska

Western Governors University is approved to operate in Nebraska by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Commission at P.O. Box 95005; Lincoln, NE 68509-5005; (402) 471-2847.

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.

North Carolina

Western Governors University, known in North Carolina as “Western Governors University North Carolina” or “WGU North Carolina” was established on October 5, 2017 through approval by The University of North Carolina System.

The UNC System Office
140 Friday Center Drive
Chapel Hill, NC 27517

Website: <https://www.northcarolina.edu/contact>

Student complaints with the state may be submitted online at <https://studentcomplaints.northcarolina.edu/form> or for more information use the following contact information:

North Carolina Post-Secondary Education Complaints

140 Friday Center Drive
Chapel Hill, NC 27517

919.962.4558

Website: <https://www.northcarolina.edu/post-secondary-education-complaints>

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.

Northern Mariana Islands

The Commonwealth of the Northern Mariana Islands does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in the Northern Mariana Islands is not required.

Ohio

Western Governors University, known in Ohio as “Western Governors University Ohio” or “WGU Ohio” was established on June 21, 2018 through approval by the Ohio Department of Higher Education. Additional information regarding this institution may be obtained by contacting the Department at 25 South Front Street; Columbus, OH 43215; (614) 466-6000; www.ohiohighered.org.

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.

Western Governors University is authorized to conduct courses and grant degrees by the Texas Higher Education Coordinating Board. Additional information regarding this institution may be obtained by contacting the Board at 1200 E Anderson Lane; Austin, TX 78752; (512) 427-6101.

Utah

Western Governors University has met the requirements of Utah Code Ann. §13-34a-203 to be a registered postsecondary school, legally authorized by the State of Utah.

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.

Tuition and Financial Aid

Tuition and Fees for Degree Programs (Effective October 1, 2022)

WGU charges tuition at a flat rate every term. The more courses a student completes each term, the more affordable their degree program becomes. For more information, visit <https://www.wgu.edu/financial-aid-tuition.html>. All prices below are in U.S. Dollars.

Applicable to All Programs

Resource Fee: \$200 Per Term

Application Fee: \$65 (One Time)

Note: WGU does not "profit" from application fees, as they help offset only a small portion of enrollment and admission costs. WGU charges a \$200 Resource Fee each term. This fee helps cover the use of the online library, e-textbooks, and many other learning resources. With few exceptions, required textbooks are available as e-textbooks, so students won't have to purchase hard copy textbooks.

Transcript order and other potential fees - <https://cm.wgu.edu/t5/Financial-Services/Tuition-and-Fees-Amount/ta-p/57>

College of Business

Undergraduate Program Tuition: \$3,575 Per Term

Graduate Program Tuition: \$4,530 Per Term

Leavitt School of Health

Bachelor of Science, Nursing (RN to BSN) Tuition: \$3,998 Per Term

Bachelor of Science, Nursing (Prelicensure) Tuition: \$6,430 Per Term (4 Terms of Pre-Nursing) + \$7,616 Per Term (4 Terms of BSN/Clinical Nursing) + Other Fees*

Bachelor of Science, Health Information Management Tuition: \$3,998 Per Term

Bachelor of Science, Health and Human Services Tuition: \$3,650 Per Term

Master of Science, Nursing (BSN to MSN) Tuition: \$4,367 Per Term

Master of Science, Nursing, Nurse Practitioner Tuition: \$5,925 Per Term

Master of Science, Nursing (RN to MSN) Tuition: \$3,998 Per Term (Undergraduate), \$4,367 Per Term (Graduate)

Master of Health Leadership Tuition: \$4,240 Per Term

Post-Master's Certificate, Nursing Tuition: \$4,367 Per Term

All Leavitt School of Health programs, excluding the BSN (Prelicensure) and Master of Health Leadership programs, require a one-time Health Professions Fee of \$350.

*B.S. Nursing (Prelicensure) Fees:

- Uniforms: approx. \$150 (plus shipping, handling, and applicable taxes)
- Lab kit fees: approx. \$250
- Drug Screen, Background Check, and Immunization Tracking System: \$94 - includes one alias search. Additional information is available on the degree webpage.
- Compliance fees will vary depending on the compliance items a student needs for placement. Additional information is available on the degree webpage. Other fees may include fingerprints, physician office visits, titer screenings, immunizations, physical exams, eye exams, and any additional items required by the health facility.

College of Information Technology

Bachelor of Science, Cybersecurity & Information Assurance Tuition: \$3,950 Per Term + \$150 Per Term Program Fee

Bachelor of Science, Cloud Computing Tuition: \$3,790 Per Term + \$150 Per Term Program Fee

Other IT Undergraduate Programs Tuition: \$3,625 Per Term + \$150 Per Term Program Fee

Master of Science, Cybersecurity & Information Assurance Tuition: \$4,295 Per Term + \$150 Per Term Program Fee

Other IT Graduate Programs Tuition: \$3,940 Per Term + \$150 Per Term Program Fee

Accelerated Information Technology Bachelor's and Master's Tuition: \$3,625 + \$150 Per Term Program Fee (Undergraduate), \$3,940 + \$150 Per Term Program Fee (Graduate)

Teachers College

Undergraduate Program Tuition: \$3,575 Per Term + \$150 Per Term Program Fee

Graduate Programs with Supervised Field Experience Tuition: \$3,590 per term + \$300 Per Term Program Fee**

Other Graduate Programs Tuition: \$3,665 Per Term***

English Language Learning Endorsement Prep, M.A. English Language Learning, M.S. Educational Leadership Tuition: \$3,665 + \$300 Per Term Program Fee

**Includes all M.A. Teaching programs

***Includes all M.A. Education programs, M.S. Learning Experience Design and Educational Technology, and the M.S. Curriculum and Instruction program

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

Tuition Payment and Financial Policies

The Financial Aid Office can be reached by email at financialservices@wgu.edu or by calling 877.435.7948. Hours of operation are weekdays 7 AM to 7 PM MT (closed on weekends).

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 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. Financial clearance is due for new students 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, select the "View Payment Plans" link in the Financial Services section on the Student Support 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, prior collection agency placement for a balance due to WGU, or who have a prior payment plan default, 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 - On the 22nd day of month prior to term start.
- Renewal term tuition - First day of the term.

Financial Aid

Students have the 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 students are approved for financial aid and are under-funded or students become ineligible for financial aid funds they are responsible for the financial obligation on their account. Regardless of the status of their financial aid file, it is the responsibility of students to ensure that tuition and fees are paid by the appropriate deadline.

Funds are applied to the student accounts in the following order as needed:

- Federal Pell grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- State grants
- Scholarships/Tuition Assistance
- Direct subsidized loans
- Teach grant
- Americorps

- Direct unsubsidized loans
- PLUS loans
- Private loans

Payment Methods

WGU accepts cash, checks, and web checks/EFT at no additional cost to students. Credit/Debit cards (Visa, MasterCard, Discover, and American Express) are accepted, but a 2.85% card processing fee applies. 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 is not responsible for bank fees associated with the deposit of said check.

To protect students' financial records, WGU does not accept payments over the phone, under any circumstance.

Refunds

Once eligibility for a refund is calculated, the Financial Services office processes tuition charges and refunds within 30 days, as applicable. Funds reimbursed to students are reimbursed via the original payment method; i.e., payments received via credit card are refunded (less non-refundable convenience fee) to the card used for payment, and payments received via check are refunded via check or direct deposit. To set up your preferred check refund method, please access the 'Select Refund Method' link available on the 'My Account' page in the Student portal. 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 not covered.

All funding sources (i.e., internal and external scholarships, waivers, discounts and grants) will be reviewed and may be subject to a proration calculation. In the case of third-party funds (i.e., employer contributions, government funding, military payments, etc.), if the payment exceeds tuition and fees, WGU will follow any instructions provided by the original payer for the appropriate handling of the refund. If no instructions are provided, the refund will be processed to the original payer. Students are responsible for any portion of the tuition and fees owed, after refunds to all payers.

Note: For Missouri residents, the application fee is refundable if the applicant terminates the admission process by notifying the Enrollment or Admissions Department within three business days of paying the application fee. The resource fee is billed at the beginning of each term and is refundable if the student terminates enrollment within three business days of the start of the term. After three business days, these fees are non-refundable.

Florida residents who enroll in the B.S. in Nursing program are eligible for the refund of an application fee payment (\$65) if the Enrollment Agreement is canceled within three days.

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 email accounts. Students may download account statements via the student portal by visiting the Student Support tab in the student portal. Select Financial Services on the left and click "My Account." Scroll to the bottom of the My Account screen to download a term account statement, cumulative account statement, or course cost breakdown.

Past Due Accounts

Tuition for the full term is due by the first day of each term. Any account not paid in full, awarded financial aid funding or other third-party guarantor, or on an authorized Payment Plan is past due on the second day of the term. Past due accounts may be placed on financial hold for non-payment. Failure to complete payment or payment arrangements with WGU or make payment in full may result in administrative withdrawal.

Automatic Enrollment Confirmation/Not Attending Cancellation for Renewal Term Students

Students' tuition for renewal terms is 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 Program Mentor* by telephone or email prior to enrollment for the term. Once the student has completed term enrollment with the Program Mentor, the student will be liable for charges incurred.

Final Term Students

Students in their final term may be eligible for part time enrollment if they do not have enough required units remaining to be full-time. All Students will have their tuition adjusted by the number of competency units enrolled in a term, not by time attended within a term. For an estimate of prorated tuition, please refer to the student handbook article - <https://cm.wgu.edu/t5/Financial-Services/Tuition-Information-for-Part-Time-Enrollment/ta-p/107>

Returned Checks

Payment of tuition or fees with a check that is subsequently returned as unpaid from the bank results in a returned check fee. A student may not satisfy a returned check obligation with a personal check. After two returned checks, WGU will no longer accept a personal check for payment on a student's account. All future payments must be made via credit card (which will incur a 2.85% convenience fee) or money order. Failure to clear a returned check taken in payment for tuition or fees results in administrative withdrawal from WGU. Once this action is taken, students cannot be reinstated for the term, but will owe prorated portion of the charges for tuition in addition to other collection costs and charges necessary for the collection of the returned check. A student may apply for re-enrollment for the following term when all balances are resolved.

Delinquent Accounts

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

Student Financial Aid Requirements

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

WGU is approved by the U.S. Department of Education to offer federal student aid in most of our programs. Because of our more affordable tuition, WGU students are able to graduate without large amounts of student debt to repay. If students qualify for and accept federal student aid, it will cover most, if not all, direct education expenses. Financial aid can be used for tuition and fees (including electronic learning materials), textbooks, technology, room and board. A complete list of allowable expenses is listed in the Cost of Attendance Policy.

To receive consideration for any federal student aid program, students must first file the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. 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 identify as male (you must register between the ages of 18 and 25);
- be enrolled or accepted for enrollment as a *regular student* in an eligible program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain *satisfactory academic progress*;
- sign the certification statement on the *Free Application for Federal Student Aid (FAFSA®)* form stating that
 - you are not in default on a federal student loan,
 - you 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 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

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

Federal regulations require that all students who receive federal student aid funds maintain satisfactory academic progress (SAP). It is a measure of student progress toward the completion of a degree and is assessed by qualitative (grade-based) and quantitative (time-based) measures. WGU evaluates these measures at the end of each completed payment period or term in the student's academic program and at the time of withdrawal from the university.

The university defines demonstrating a competency (a grade of "pass") as a grade equivalent to a "B" or better (3.0 on a 4-point scale). Students receive a mark of "pass" or "not passed" on their permanent academic record for any courses for which they enroll in a term, regardless of whether they attempt an assessment. Students who are withdrawn from the university or course before term completion may receive a "withdrawn" grade. A course with a grade of "not passed" or "withdrawn" is considered as a failed course and is counted against SAP.

A quantitative measure is the completion of 66.67% of all competency units attempted. This percentage is determined by dividing the number of competency units completed by the total number of units for which a student enrolled cumulatively over the student's academic career at WGU. Completing at least 66.67% of all competencies means the student is on track to complete the program within the required 150% of the published length of the program measured in competency units.

Maintaining Satisfactory Academic Progress

To maintain good standing for SAP, students must achieve an overall minimum cumulative pass rate of 66.67% for all competency units attempted and completed.

The Higher Education Act requires a specific qualitative review at the end of the student's second academic year. Students enrolled in a program of more than two academic years must have at least a "C" or its equivalent, or have an academic standing consistent with WGU's graduation requirements. In addition, a student is ineligible when it becomes mathematically impossible for the student to complete their program within 150% of the length of the program.

Transfer Credits from Other Institutions

Students who are granted transfer credits to WGU that count toward the student's current program of study are included in both attempted and completed when measuring SAP.

First-Term Critical Actions

New students at WGU who do not complete one of the defined "first-term critical actions" within 45 days from the first term start date will be administratively withdrawn. The incomplete first-term critical action is excluded from both attempted and completed when measuring SAP. For more information on first-term critical actions, see the student handbook - <https://cm.wgu.edu/t5/Academic-Technical-Requirements/First-Term-Critical-Actions/ta-p/11989>.

Program Change

A change in program of study will not affect a student's SAP standing provided the new program is in the same credential level as the old program and transfer credit is not added or removed. Students requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal unless a program change is requested that results in awarding additional transfer credit or removing transfer credit. The university will include coursework taken by the student for enrollment in other majors or programs when calculating cumulative SAP. However, if the credential level of the new program is different from the old program (e.g. Bachelor's degree program into Master's degree program or vice versa), the student will begin as a first term student with a new SAP history.

For more information on program changes, multiple programs, and stacked degree and credential programs, please refer to the student handbook using the SAP link above.

Financial Aid Warning

Students who fail to maintain SAP are placed on "warning" and may be terminated 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 an additional degree.*

*Continuing Students***

- Continuing students who begin a term in good standing whose cumulative SAP falls below 66.67% but not lower than 50% are placed on warning for the following term and remain eligible for financial aid.
- Continuing students who begin a term in good standing whose cumulative SAP falls below 50% are automatically terminated from financial aid without a warning term.
- 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 who end the warning term with a cumulative completion rate below 66.67% SAP are terminated from financial aid eligibility.

***Note: Continuing students are those that are enrolled beyond the first term.*

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 Student Accounts office.

In the case of extenuating circumstances, students may appeal their termination status to the Financial Aid Appeal Committee. Please refer to the student handbook for instructions regarding financial aid termination and appeal, financial aid probation, and financial aid reinstatement.

Student Notification

The university notifies students of the results of any SAP evaluation affecting the eligibility for FSA funds for the entire payment period.

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 each 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 students.

Scholarship terms - <https://cm.wgu.edu/t5/Financial-Services/Scholarship-Terms-and-Conditions/ta-p/67>
Scholarship list - <https://www.wgu.edu/financial-aid-tuition/scholarships.html>

Refund and Cancellation Policy

<https://cm.wgu.edu/t5/Registration-Student-Records/Institutional-Withdrawal-Refund-Policy/ta-p/87>

Students with a withdrawal date up through the completion of 60% of a term are eligible for a refund of a prorated portion of tuition. Students with a withdrawal date occurring after 60% of the term is completed are not eligible for a refund. The admission application fee, resource fee, and program specific fees are non-refundable.

Determining Withdrawal Dates

Withdrawal dates are determined in two ways, either through official withdrawal or through administrative withdrawal. Official withdrawal is a student's voluntary withdrawal due to inability to continue their studies at WGU regardless of the cause of such inability. Administrative withdrawal is the involuntary dismissal from WGU due to failure to meet academic or other requirements.

Official withdrawal: The withdrawal date is the date a student notifies the university of their final decision for withdrawal. Administrative withdrawal: The withdrawal date is the last date of the student's academic activity within an enrolled term.

Calculating the Refund

Students who withdraw before completing 60% of a term (the number of calendar days from the official term start date to the withdrawal date, divided by the total number of calendar days in the term) are eligible for a prorated refund of tuition. The amount of the tuition refund is calculated by multiplying tuition billed for the term (less any tuition discounts) by the percentage of the term the student was not enrolled and subtracting the amount of tuition already paid. For example, a student who withdraws halfway (50%) through a term and has paid \$2000 of a \$3000 total tuition charge would be entitled to a refund of \$500 ($(\$3000 * 50\%) - \$2000 = -\500).

Refunds

Once eligibility for a refund is calculated, the Financial Services office processes tuition charges and refunds within 30 days, 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 (less non refundable convenience fee).

All funding sources (i.e., internal and external scholarships, waivers, discounts and grants) will be reviewed and may be subject to a proration calculation. In the case of third-party funds, i.e., employer contributions, government funding, military payments, etc., if the payment exceeds tuition and fees, WGU will follow any instructions provided by the original payer for the appropriate handling of the refund. If no instructions are provided, the refund will be processed to the original payer. Students are responsible for any portion of the tuition and fees owed, after refunds to all payers.

Tuition Appeal

In the case of exceptional circumstances where students are not entitled to a refund under the policies outlined above, students may make an appeal for tuition considerations by submitting a formal complaint containing a written explanation of circumstances that warrant an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury. Supporting documentation to verify exceptional circumstances is required. Disciplinary action imposed on a student due to violations of the Code of Student Conduct is not considered valid grounds for tuition appeal. For more information, visit <https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Student-Complaint-and-Grievance-Policy/ta-p/194>.

Academic Policies

Credit Transfer Guidelines

<https://www.wgu.edu/admissions/transfers.html>

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.

General Transfer Guidelines

- For undergraduate programs, a personal evaluation of transcripts from previously attended institutions will be needed to determine whether a student will be able to use transfer credits to clear any degree requirements. See below for more specific guidelines.
- WGU accepts limited college transfer credits at the graduate (master's) level in only a few programs: M.S. Nursing and Master of Health Leadership. Transfer credit into the M.S. Nursing and Master of Health Leadership programs will only be considered for new students beginning their program on February 1, 2021, and beyond. Transfer credit is not accepted in all other master's programs.
- Send bachelor's degree transcripts for proof of completion of a bachelor's degree.
- WGU will not complete unofficial transcript evaluations. Speaking to an Enrollment Counselor will allow students to get a general idea of what might be able to transfer, but students will be required to submit official copies of their transcripts for an official evaluation.
- To have an official transcript evaluation completed, students will need to complete the online application form and pay the application fee.

Completed Courses or a Degree

- If students hold an Associate of Arts (AA), Associate of Science (AS), Associate of Applied Arts (AAA), or Associate of Applied Science (AAS) from an institution that is recognized as accredited by the U.S. Department of Education, they should satisfy most of the lower-division general education requirements for a bachelor's degree in business or information technology. For all programs, a course-by-course evaluation is required for college credit transfer unless the transfer institution is a partner institution to WGU (see Transferring from a Community College below).
- If students have completed college courses but not earned a degree of any type, they may satisfy some degree requirements through a course-by-course transcript evaluation.

Transferring from a Community College

WGU maintains relations with many community colleges throughout the United States. Students transferring from a U.S. community college can expect a comprehensive transfer policy. Information about community college transfers is available at <https://www.wgu.edu/admissions/transfers/community-college.html> and <https://partners.wgu.edu>.

Transcripts

The Transcripts Department must receive official transcripts by the 5th of the month prior to the intended start date of the program. It is a student's obligation to request official transcripts from previous institutions. WGU encourages students to request transcripts as soon as possible.

Official transcript copies can be submitted by mail or email (transcriptinfo@wgu.edu):

Western Governors University
ATTN: Transcripts Department
4001 South 700 East, Suite 300
Salt Lake City, UT 84107-2533

For more information, see <https://www.wgu.edu/admissions/transfers/transcript-request.html>.

Other Transfer Guidelines

For specific program transfer guidelines please see <https://partners.wgu.edu/transferguidelines>.

Transferring from WGU

WGU students transferring to another institution from 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 institutions they are considering by consulting with the admissions or registrar's office at those institutions.
- Students who transfer should request that the WGU registrar send an official transcript to the institutions where they are applying for admission.
- The WGU transcript will note subject areas (courses) that were successfully completed. WGU transfer credits and equivalencies for the completed courses will be listed.

Term Registration and Enrollment

WGU starts a new term on the first day of every month and the duration is six calendar months in length. Students may only be enrolled in a single term and are considered enrolled and active once term enrollment has been established. Students register prior to a term by working with their Program Mentor to set a plan of courses to be completed. Students then accept enrollment for the term on or after the first day of the new term. The term enrollment process is important because by accepting enrollment, the student is agreeing to pay tuition in full, complete the courses by the end of the term, and adhere to the Academic Activity Policy.

As part of the term planning process, the student will complete the course planning tool for each course for which they are planning to register. During term registration, the student and Program Mentor will use the course planning tool report, as well as information about the student's schedule and needs, to make a Term Plan that includes start and end dates for each course in the term. The student will select these dates with their Program Mentor to help set a pace that will ensure the student can complete the enrolled courses by the end of the term. Because starting courses in a timely fashion is essential to staying on pace, each student should work with their Program Mentor to set a Term Plan and accept enrollment by the 7th day of each term.

Term enrollment must be completed no later than the 10th day of the start of the term for continuing students and the 20th day of the start of the term for new students. Students who do not complete registration and enrollment for the new term by these deadlines are administratively withdrawn from the university. First term students must also complete one of the First Term Critical Actions within 45 days of the start of their first term to avoid administrative withdrawal. 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.

Academic Activity Policy - <https://cm.wgu.edu/t5/Academic-Requirements/Academic-Activity-Policy/ta-p/11641>

Course Planning Tool - <https://cm.wgu.edu/t5/Registration-Student-Records/Course-Planning-Tool/ta-p/18853>

First Term Critical Actions - <https://cm.wgu.edu/t5/Academic-Requirements/First-Term-Critical-Actions/ta-p/11989>

Working Ahead or Accelerating Courses

Students may accelerate their studies by adding additional courses from their active program to their current terms once they have successfully completed all term requirements (original term enrollment). Students who choose to add additional courses to a term should discuss course acceleration in detail with their Program Mentor. Students should complete the course planning tool for a course before accelerating the course.

Marks of Not Passed

Students are responsible for making sure they complete all courses for which they are enrolled in a term. A mark of Not Passed becomes part of the permanent academic record and transcript for all enrolled courses that are not attempted, not completed and not passed. A mark of Not Passed will count against satisfactory academic progress. Refer to the Satisfactory Academic Progress (SAP) Policy and the Incomplete Course Policy. A student's academic history will not be altered due to changes in program or course updates. Any changes or updates to the degree plan due to a program

change or course change does not negate the student's responsibility to complete all courses in term enrollment. Courses appearing on the transcript as Not Passed will not be altered should a student decide to pursue a program change or course update. Some academic changes may result in a permanent unresolved not passed on a student's academic history and WGU transcript.

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

Incomplete Course Policy - <https://cm.wgu.edu/t5/Registration-Student-Records/Incomplete-Course-Policy/ta-p/82>

Passing Vendor Assessments/Certifications not Enrolled in Current Term

Students who attempt and pass a course with a vendor assessment(s)/certification(s) without enrolling in that course in the term shall receive the grade of 'Requirement Satisfied' (RS). Students who attempt a course-related vendor assessment(s)/certification(s), or take any other third-party assessment (e.g. PRAXIS) without course enrollment and/or referral 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 by successfully completing assessments that demonstrate mastery of the required competencies. Students engage in a variety of learning resources to build competence 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.

Communication Protocol

WGU programs are designed for regular interaction between a student and Program Mentor throughout a term. Regular, course-focused communication with the Instructor throughout a course is also expected.

During the first term, a student meets with their Program Mentor by phone on a recurring basis to discuss program and course content, pacing, and other academic needs, with an overarching focus on developing consistent engagement with learning resources, Instructors, and assessments. A student who demonstrates consistent engagement in the first term (by completing all enrolled CUs, or steady progress toward course completion through consistent learning resource and faculty interactions) will earn more flexibility in future communication with their Program Mentor. The frequency and format (e.g., email, chat, or other media) of these communications will be mutually agreed upon by the student and Program Mentor and can be adjusted as needed to help the student maintain OTP and consistent academic activity. Students who fail to demonstrate consistent engagement after the first term will collaborate with their Program Mentor to develop an individual plan designed to promote and sustain academic progress. Minimally, this plan will include recurring phone communication with the Program Mentor to develop study and time-management strategies and the identification of academic milestones and is expected to include one-to-one work with an Instructor for content mastery.

Students are entitled and encouraged to contact Program Mentors and Instructors as often as needed and can expect that any interaction with these faculty members will focus on mastery of course content, program content and academic progress. Students should also expect to be contacted by Program Mentors and Instructors to provide instruction, support and guidance throughout a term and course. It is expected that students in their first term will meet with Program Mentors at least once a week. Students in their second term meet every other week, at a minimum.

If a student misses a scheduled call, the Program Mentor will immediately send an email to the student to reschedule the appointment. Students who fail to respond to this email or other outreach within 14 days of their last phone contact with Faculty will be required to meet with their Program Mentor to develop a plan for the immediate resumption of their studies, including Program Mentor interactions. This policy applies with equal force to phone calls, messages and other contacts which require a student response made by a Program Mentor outside of a scheduled interaction, or by an Instructor. Communication as described in this policy is an important part of a student's demonstration of academic activity. Students must maintain academic activity to remain a WGU student.

Academic Progress

Western Governors University helps students achieve their dreams for a degree and career success by providing a personal, flexible, and affordable education based upon real-world competencies. WGU takes an active interest in students' progress through their academic programs and requires students to make measurable advancement toward completion of their degree program each term. With this in mind, the university has established the following policies:

On-Time Progress (OTP): Students completing a minimum of 12 competency units (CUs) at the undergraduate level, and 8 competency units at the graduate level, are considered to be making on-time progress toward graduation.

Lack of Progress: Within a term, undergraduate students who complete less than 3 competency units, and graduate students who complete less than 2 competency units, will be administratively withdrawn from the university at the end of the term. Additionally, students who are readmitted to the university and fail to complete the minimum requirements described above will be administratively withdrawn at the end of the term and will not be eligible for readmission.

Academic Progress Appeals: A student may appeal an administrative withdrawal for lack of academic progress by emailing records@wgu.edu from their WGU email address. Students must submit their appeal from their WGU email address between the 25th of the final month of the term and the 5th of the following month. A student who is administratively withdrawn for lack of academic progress may appeal for readmission for a start date no sooner than six months from their effective withdrawal date. Readmission is not guaranteed.

Appeals should be titled "Academic Progress Appeal." The appeal must include the following information along with any other details the student feels should be considered:

- Clearly state the reasons that the academic progress requirement was not met.
- Detail a plan for success in the new term if allowed to remain enrolled.

Administrative Withdrawal - <https://cm.wgu.edu/t5/Registration-Student-Records/Withdrawal-Administrative/ta-p/84>
Readmission Following Withdrawal - <https://cm.wgu.edu/t5/Admission/Readmission-Following-Withdrawal/ta-p/143>

Academic Activity Policy

In addition to the requirements of the Academic Progress policy, students are expected to demonstrate consistent engagement with their studies throughout each academic term. Activities demonstrating academic engagement include:

- Discussion of course content with an Instructor
- Live academic conversation with a Program Mentor
- Completing course planning tools
- Activating a course by clicking the Start Course button
- Completing pre-assessments
- Completing objective assessments
- Submitting a performance assessment task for evaluation
- Attending a faculty-led live event, such as a webinar
- Use of course learning resources
- Viewing recorded faculty-led live events
- Viewing a course-related academic video

Students who are not academically engaged for a period of 14 days may be required to meet with their Program Mentor to develop a plan for the immediate resumption of their studies, to include reengagement with course learning resources and/or meeting with an Instructor. Students who demonstrate 28 days of inactivity will be subject to administrative withdrawal. An academically inactive student will be notified prior to withdrawal.

First-Term Critical Actions

First-Term Critical Actions are academic activities that are highly correlated with student success in the first term (and each successive term). *New students accordingly, are required to engage in at least one of the following academic activities in at least one registered course during the first 45 days of their first term:

- Completion of a Preassessment
- Completion of an Objective Assessment
- Submission of a Performance Assessment Task

Note: If a performance assessment task is returned without an evaluation (as expressed in a comment accompanying the returned task), the submission does not count as a Critical Action. If an evaluation is completed, the submission will count as a Critical Action whether the submission passes or is returned for revision. If a task is subject to an Academic Authenticity evaluation, a case-by-case determination may occur on whether the submission will count.

*Readmission students or Continuing Graduates are not considered new students and this policy does not apply.

Students who do not complete at least one of the requirements listed above will be administratively withdrawn after the 45th day and will receive a prorated tuition refund in accordance with WGU's Refund Policy. Any activity that occurs before the first day of the term or after the 45th day cannot be considered a Critical Action. Students administratively withdrawn under this policy will receive the transcript notation of "Dropped" on all registered courses.

Students will receive multiple email notifications if they are approaching the Critical Action deadline. Appeal information is available at <https://cm.wgu.edu/t5/Academic-Requirements/First-Term-Critical-Actions/ta-p/11989>.

WGU Grading System

WGU Transcripts include the following marks:

- **Pass:** Certifies successful completion of a course of study. A student has demonstrated required competencies by passing the final assessment with a grade equivalent of B or better or 3.00 grade points on a 4.00 scale.
- **Not Passed:** Indicates that a student failed to complete a course of study in the time allotted. To meet program requirements, the student generally re-enrolls for the course of study in a subsequent term.
- **Requirement Satisfied:** Recognizes that a student has satisfied the requirements of a course of study through alternate coursework that may not be directly transferred.
- **Transfer:** Signifies that the student has completed equivalent coursework or holds certifications or licenses that comply with Western Governors University transfer credit policies.
- **Withdrawn:** Represents that the student was withdrawn from the university or course before term completion.
- **Dropped:** Verifies that the course was dropped from term registration and is not included in attempted units.
- **Incomplete:** Indicates an arrangement between the university and the student to complete the course at a later date. The entirety of the coursework has not been completed and/or the final assessment has been deferred.

The university does not calculate a grade point average (GPA), but its grading scheme means students receive between a 3.0 and 4.0 on a 4.0-scale.

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

Degree Plan

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

The standard path through a student's degree plan may be adjusted by the student and Program Mentor to meet the student's individual needs during term enrollment. Students must be enrolled at least full time (12 competency units for undergraduate students and 8 for graduate students). Once term enrollment is complete courses may not be removed. Students, in consultation with their Program Mentor, may add additional courses to the term through the end of the fifth month of the term. Courses will not be added until students have completed the original enrolled courses and then courses may be added as time allows. Because students must complete all courses for which they are enrolled, they should be sure they are prepared to take and pass all the courses for which they enroll. Students who enroll in a course and either do not attempt or do not complete the course will receive a mark of Not Passed on their academic transcript.

Students who fail to establish term enrollment within the first 10 days of the new term or who cease all activity are deemed inactive and are administratively withdrawn from the university.

The degree plan is the map to the assessments students need to complete and the learning resources they can use to prepare. The degree plan includes details of the term; assessment types, statuses, and associated learning resources; access to pre-assessments; and required completion dates. Specifics will be described in detail by the Program Mentor and established during the first few weeks of the program.

For more information on degree plans, visit <https://www.wgu.edu/admissions/student-experience/degree-plan.html> or for assessments, visit <https://www.wgu.edu/admissions/student-experience/assessments.html>.

Courses of Study

The degree plan lists the courses of study required to complete an academic program. A course of study is comprised of five important aspects:

- Defined competencies students are required to demonstrate
- Learning resources needed to gain the competencies
- Program Mentor and Instructor guidance during the development of the competencies
- Participation in a learning community centered on the competencies
- The assessments of the competencies

Each course of study is assigned a number of competency units (CUs).

Learning Unit

One (1) competency unit (CU) is equivalent to one (1) semester credit of learning. A CU is the value assigned to each assessment to permit tracking of academic progress. Traditional classroom learning is based on the Carnegie Unit where a credit hour is the equivalent of one clock hour of learning (generally considered 50 lecture minutes) per week over the course of a 15-week semester. WGU competency units (CUs) are equivalent to semester hours at other institutions. For example, one (1) CU equals one (1) semester hour of credit. In other terms, using the metric of three (3) semester hours equaling 45 clock hours, one (1) CU is the equivalent of 15 clock hours. This equivalency has been accepted by our external regulators and by other universities (for transfer of credits). WGU transcripts show the number of CUs assigned to each course.

Term Enrollment

Term enrollment is the process of choosing courses and verifying enrollment for the term of study. During term enrollment, students and their Program Mentor will map out which assessments to complete and the time frame in which to do so by established start and end dates. Program Mentors will schedule at least the minimum number of competency units required for full-time enrollment (12 units for undergraduate students, 8 units for graduate students). On-time progress is based on how term enrollment is set each term.

Start and End Dates

To help students plan their progress through the term and to set a study schedule and calendar, students and their Program Mentors will set start and end dates for each course. With these dates, students can plan how to accelerate or where to spend more time in getting ready to demonstrate competency in an assessment area.

Computer Requirements

Students should use the following technical requirements to guide their selection of a technology package for use during their academic program at WGU. Systems purchased new within the past two years will typically come with the following recommended features. Students can check the technical readiness of their computer system by using the WGU System Check tool to ensure they meet university requirements.

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

Hardware Requirements

- 2 GHz processor or faster
- High-speed internet connection with minimum upload and download speeds of 3 Mbps
- 4 GB RAM or greater (8 GB RAM required for College of IT)
- 64 GB system storage or larger
- Built-in or external speakers (Hard-wired or Bluetooth speakers are acceptable)

Note: Online Proctored Assessments will require a minimum of 3 Mbps internet connection.

Supported Operating Systems

- Windows 10 or higher

- MacOS 11 Big Sur or higher

Windows 8.1 will reach end of support on January 10, 2023, at which point technical assistance and software updates will no longer be provided.

Unsupported Operating Systems

- Chrome OS
- Linux
- Unix

Note: Google Chromebooks, tablets (Nexus, iPad, Tab, Note, etc.), Windows 10 S or Surface RT, smartphones, Linux, and virtual machines are not allowed during online proctoring for objective assessments.

Software Requirements

- Microsoft Office 365 (using the license and software suite provisioned by WGU to all students)
- WGU recommends that students have an up-to-date antivirus program

Supported Browsers

- Google Chrome
- Mozilla Firefox
- Apple Safari

Multimedia Apps and Plugins

- Adobe Reader or PDF reader of choice
- Adobe AIR

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

External Webcam

Students are required to obtain an external web camera that meets certain technical specifications. A laptop's integrated camera does not meet these requirements. Cameras MUST BE external and elevated to achieve required viewing angle. Recommendations and specifications are listed in the student handbook (<https://cm.wgu.edu/t5/Academic-Requirements/Computer-System-and-Technology-Requirements/ta-p/78>).

Technology Recommendations

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

Student Accessibility Services

<https://cm.wgu.edu/t5/Student-Services/Policies-and-Procedures-for-Students-with-Disabilities/ta-p/151>

Western Governors University is committed to providing equal access to its academic programs to all qualified students. The University's Student Accessibility Services supports this commitment by providing support, resources, advocacy, collaboration, and academic accommodations that conform to federal and state statutes and regulations.

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 (ADAsupport@wgu.edu).

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 Students with Disabilities published in the student handbook.

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. If a student wishes to have a record deleted during their enrollment, they must send a written request to Student Accessibility Services. Students may authorize the release of disability information to people or organizations outside of WGU. Before providing such authorization, students should understand the nature of the information to be released and the purpose. WGU may infrequently be required by law to disclose disability information without student consent.

Student Complaint Process

The student complaint policy provides guidance on proper avenues for addressing university-related concerns. A complaint is an expression of dissatisfaction arising from a student's experience with or treatment by university personnel or policies. A grievance is a complaint based on a perceived unfairness or discrimination. Academic and financial appeals (i.e. issues related to competency assessments, academic progress, academic outcomes, financial aid, payments, etc.) are NOT considered complaints and should be handled through the processes published by the relevant departments. Please see student handbook article on Academic and Financial Appeals Information for a listing of university appeals processes (<https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Academic-and-Financial-Appeals-Information/ta-p/19084>).

If a complaint involves any type of alleged discrimination or harassment in violation of the WGU Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes or the student wishes to remain anonymous, the student or any other offended party may immediately make a formal complaint to the Title IX Coordinator per the process outlined in the policy or through Speak Up WGU™.

<https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Equal-Opportunity-Harassment-and-Nondiscrimination-Policy-and/ta-p/30767>

Speak Up WGU™ online reporting site: www.speakupwgu.ethicspoint.com
Speak Up WGU™ hotline number: 1-(844) 838-1102

The full complaint policy (with information on student ombuds, informal complaints, formal complaints) can be viewed here: <https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Student-Complaint-and-Grievance-Policy/ta-p/194>

Academic Authenticity

Students are provided the following policy in the student handbook regarding the authenticity of their work:

WGU holds, as a core value, that respect for ideas and intellectual property rights is a critical value in academic communities. All university community members share responsibility in ensuring that the authentic expression of those ideas is observed.

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

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

Intellectual Property

- Students may not use any information found, requested, or purchased on the Internet (or elsewhere) that may include WGU assessment materials or responses to those materials (i.e., answers to assessment questions or projects completed by someone else).
- Similarly, students may not create and/or transmit responses to assessments or projects, as those responses may potentially be submitted to WGU or another institution by someone else.
- Students may not copy, record, or disclose WGU assessment or project material to anyone else. This includes

copying for personal use and disclosure on websites, blogs, and other social media.

- Any previously completed Capstone Project from another WGU degree or another institution is not permitted to be used to create and submit the Capstone Project for the degree in which the student is currently enrolled.
- Students may consent to have their capstone work archived for restricted view by other students and alumni. They may also use and repurpose their capstone and other performance tasks for use when they graduate as an electronic portfolio in furtherance of the academic or professional careers with care not to violate rules above.

Assessments

General

- Unless directed by official WGU course instructions to work with other students, all assessments and projects must be the student's own individual work. Students are not allowed to engage in unauthorized collaborative efforts with or obtain assistance from, others at any point in the research, creation, completion, submission, or revision of assessments.
- Students shall not falsify or deliberately misrepresent information submitted to meet the requirement of any assessment.

Objective Assessment

- When taking a proctored WGU assessment, the student may not access any device or material not specifically approved in advance, nor communicate with anyone except the proctor, this includes reading the questions aloud.
- Highlighting questions is against the policy as it is part of copying and pasting acts that can compromise the integrity of WGU high-stakes assessments.
- All audio and video equipment must be in working order, and the student is required to remain in the view of the proctor at all times.

Performance Assessment

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

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

Student Code of Conduct

PURPOSE

Western Governors University (WGU) holds the belief that respect for individuals, ideas, and the authenticity of Student work are all critical to a thriving society. Accordingly, WGU maintains that all members of the WGU Community have a shared responsibility for ethical, responsible, and respectful behavior and should comply with all applicable laws in addition to the standards WGU has set forth in this Student Code of Conduct (Code of Conduct). This Policy applies to all WGU Students and persons enrolled in WGU courses or offerings.

DEFINITIONS

1. **Academic Record:** Information relating to a student's academic performance including transcripts, narrative notes of the student's academic progress as documented by the student's program mentor(s) and course instructor(s), assessment and evaluation results, external exam scores, and results of any academic appeals filed by the student.
2. **Accused Student:** Any Student accused of violating this Student Code of Conduct.
3. **Appellate Board:** A panel authorized by the Student Conduct Manager to evaluate a student's appeal of any Student Conduct Board outcome.
4. **Complainant:** Any person who submits a complaint alleging that a student violated a Policy.
5. **Disciplinary Record:** A statement of complaints, summary of information considered by or presented to the Student Conduct Board, findings or sanctions, records of appeals, and rationale for the decisions when the

student is found responsible for the alleged infraction(s).

6. **Education Records:** Broadly defined to include all records directly related to a student which are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA). Disciplinary Records and Academic Records are considered Education Records and, as a result, are kept confidential in accordance with applicable law.
7. **Harassment:** Any unwelcome verbal, physical, written, electronic, or non-verbal conduct (whether directly, indirectly, or through a third party) based on that person's inclusion in one or more protected classes that is sufficiently severe, persistent, or pervasive to alter the conditions of employment of an employee or to limit, interfere with, or deny educational benefits or opportunities of a Student, from both a subjective and objective viewpoint based on a totality of the circumstances. The circumstances establishing potential Harassment may include the frequency and severity of the conduct, whether the conduct was physically threatening or humiliating, the effect of the conduct on the individual's mental or emotional state, whether the conduct was directed at more than one person, whether the conduct arose in the context of other discriminatory conduct, and whether the speech or conduct deserves the protections of academic freedom.
8. **Identity Misrepresentation:** The use of false, stolen, or borrowed identification materials (e.g., driver's license) to obtain admission to WGU or access to student financial aid or WGU programs, assessments, or other activities.
9. **Policy:** The approved written standards, requirements, restrictions, rights, or responsibilities and courses of action that guide decision making and determine behavior relevant to the university community necessary for accomplishing business of the university. These items are stored in several locations including, 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.
10. **Student:** All persons in all locations taking courses at WGU either full time or part time, pursuing undergraduate, graduate, or professional studies or those in a term break status. Persons who withdraw after allegedly violating the Student Code of Conduct and those who are not officially enrolled for a particular term but who have a continuing relationship with WGU are also considered Students.
11. **Student Conduct Board (Board):** A panel of persons authorized and trained by the Student Conduct Manager to determine whether a student has violated the Code of Conduct and to decide sanctions that WGU may impose when a student has committed a violation.
12. **Student Conduct Manager (Manager):** The person designated by WGU to be responsible for the administration of the Student Code of Conduct.
13. **Student Conduct Officer (Officer):** A WGU Employee authorized on a case-by-case basis by the Student Conduct Manager to investigate complaints, adjudicate administrative resolutions, advise the Student Conduct Board, and carry out sanctions as directed by the Student Conduct Board.
14. **WGU Community:** All WGU employees, Students, and other stakeholders who participate in WGU business, academic, or other activities.
15. **WGU Premises:** All land, buildings, facilities, portals, communities, and other property, whether online or physical, in the possession of or owned, used, or controlled by WGU.

POLICY

Student Code Authority

1. The Student Conduct Manager shall determine the composition of the Student Conduct Board and Appellate Boards and determine which Student Conduct Board, Student Conduct Officer (Officer), or Appellate Board shall be authorized to hear matters brought under this Code of Conduct.
2. The Student Conduct Manager develops the Policies for the administration of the student conduct system as described herein, and procedural rules for the conduct of Student Conduct Board Hearings in the Procedures section of this policy.
3. The Student Conduct Board and/or Student Conduct Officer designated by the Student Conduct Manager shall have decision-making authority on all matters assigned to them.

Jurisdiction of Student Code of Conduct

The Student Code of Conduct shall apply to conduct that adversely affects the WGU Community. Each Student shall be responsible for the Student's own 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, or WGU may not discover the conduct until after it has awarded a degree. The Code of Conduct shall apply to a Student's conduct even if the Student withdraws from WGU while a disciplinary matter is pending. The Code of Conduct governs WGU's Community standards, and each Student is bound by this Code of Conduct by virtue of engaging with WGU coursework, resources, and systems regardless of whether the Student has formally read or acknowledged it.

Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes

In addition to the Code of Conduct, all Students at WGU are subject to WGU's Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes (Nondiscrimination Policy). In cases where the provisions in the Code of Conduct and the provisions in the Nondiscrimination Policy are different or inconsistent, the Nondiscrimination Policy supersedes.

Prohibited Conduct

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code of Conduct:

1. Acts of dishonesty, including but not limited to the following:
 - Violations of the Academic Authenticity Policy.
 - Identity Misrepresentation.
 - Furnishing false information to any WGU Employee or office.
 - 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 activity.
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 communication, etc.), or 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 WGU Premises or at WGU-sponsored events or educational activities.
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 conform to the standards of professional conduct outlined in the Teachers College Code of Ethics, Professional Behaviors and Dispositions, the CHP Code of Professional Conduct and Dispositions, the CHP Nursing Code of Professional Conduct and Dispositions, and similar standards of professional conduct associated with other WGU field experience programs.
8. Violation of any WGU policy.
9. Violation of any federal, state or local law.
10. 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.
11. 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:
 - Unauthorized entry into WGU resources to use, read, or change the contents, or for any other purpose.
 - Unauthorized transfer of WGU resources.
 - Use of another individual's user name and/or password.
 - Use of WGU systems to interfere with the work of another member of the WGU community.
 - Use of WGU systems to send obscene or harassing messages.
 - Interfering with the normal operation of WGU systems and WGU resources.
 - Use of WGU resources in violation of WGU's Student License Agreement for use of learning resources.
 - Unauthorized use of WGU systems and WGU resources to obtain or disclose the personal details of another member of the WGU community.
 - Tampering with communications.
12. Abuse of the Student Conduct System, including but not limited to:
 - Failure to obey a notice from a Student Conduct Officer to appear for a meeting or hearing as part of the Student Conduct System.
 - Falsification, distortion, or misrepresentation of information in a Student Conduct proceeding.
 - Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
 - Initiation of or participation in a Student Conduct proceeding in bad faith.
 - Attempting to discourage an individual's proper participation in or use of the Student Conduct system.
 - Attempting to influence the impartiality of any WGU employee prior to and/or during the course of a Student Conduct proceeding.
 - Harassment (verbal, non-verbal, or physical) and/or intimidation of a participant in a Student Conduct proceeding prior to, during, and/or after a student conduct code proceeding.
 - Failure to comply with the sanction(s) imposed under the Student Code.
 - Influencing or attempting to influence another person to commit an abuse of the Student Code of Conduct

process.

Attempts and Complicity. WGU prohibits attempting to commit acts prohibited by the Code of Conduct and/or knowingly or willfully encouraging or assisting others to commit any of these acts. WGU will adjudicate attempts and complicity in the same manner as direct violations.

Violation of Law and WGU Discipline. WGU may institute disciplinary proceedings against a Student whose conduct potentially violates both the criminal law and the Code of Conduct (if both alleged 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 Code of Conduct may continue prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Student Conduct Manager. Determinations made or sanctions imposed under this Code of Conduct shall not be subject to change as of result of the dismissal, reduction, or resolution of criminal complaints arising out of the same facts giving rise to violation of WGU standards.

Any member of the WGU Community may file a complaint against a Student for violations of the Code of Conduct.

PROCEDURES

Complaints and Student Conduct Board Hearings. Individuals must submit an alleged charge(s) in writing to the Student Conduct Officer in a timely manner (i.e., as soon as is practical and without unnecessary or unreasonable delay) after the event takes place or they discover the alleged violation. The Student Conduct Board retains the right to review all documents and information submitted to WGU.

1. The Student Conduct Officer may investigate to determine if the charge(s) has merit and/or if it can be dismissed administratively by mutual consent of the parties involved and with the approval of the Student Conduct Officer. If the Student Conduct Officer decides that dismissal for lack of merit is appropriate, the Officer shall deliver a written explanation of their analysis to the parties to obtain the parties' consent for dismissal. Such disposition shall be final and there shall be no subsequent proceedings.
2. If the Accused Student admits to violations described in the complaint, but the parties do not agree on appropriate sanctions, subsequent procedures, including any hearing, if necessary, shall be limited to determining the appropriate sanction(s).
3. The Student Conduct Officer, or their designee, shall present all complaints 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 Officer notifies the Student. The Student Conduct Officer, at their discretion, may extend the maximum time limits for scheduling of Student Conduct Board hearings.
4. Student Conduct Board hearings shall occur virtually in accordance with the following:
 - Student Conduct Board hearings shall be closed to public attendees.
 - The Board shall allow the Complainant, Accused Student, and their advisor(s), if any, to attend the entire portion of the Student Conduct Board hearing at which the Board receives information (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 Officer and limited to only persons necessary to the proceedings.
 - In Student Conduct Board hearings involving more than one Accused Student, the Student Conduct Officer, at their discretion, may determine to conduct the Accused Students' hearings either separately or jointly.
 - Upon five (5) days advance written notice to the WGU Conduct Office at conductadmin@wgu.edu, the Complainant and the Accused Student may choose an advisor to assist them in the proceedings. 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 Officer may reschedule the Student Conduct Board hearing.
 - The Complainant and/or the Accused Student is responsible for representing themselves and presenting any relevant information at the hearing; therefore, advisors may not speak or 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.
 - The Complainant, the Accused Student, and the Student Conduct Board may arrange for witnesses to present relevant information to the Student Conduct Board. At the discretion of the Student Conduct Officer, the Officer will try to arrange the attendance of witnesses who are members of the WGU Community, if the Complainant and/or Accused Student have identified such witnesses at least five (5) business days prior to the hearing. Witnesses will provide information to, and answer questions from, the Student Conduct Board. The Accused Student and/or Complainant may suggest questions for the Board to ask each other or witnesses. The Board will conduct the questioning with such questions directed to the chairperson, rather than to the witness directly to preserve the educational tone of the hearing and to avoid creation of an

adversarial environment. The Board chairperson, at their discretion, shall resolve questions of whether the Board will receive potential information.

- At the discretion of the chairperson, the Student Conduct Board may accept any relevant records, exhibits, and written statements as evidence.
 - All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.
 - After hearing and receiving all relevant evidence, the Student Conduct Board shall determine by consensus whether the Accused Student has committed the violations as alleged in the complaint.
 - The Student Conduct Board's shall use the preponderance of the evidence standard to make its determination(s) (i.e., it is more likely than not that the Accused Student committed the violations as alleged).
 - Student Code of Conduct proceedings are not subject to formal rules of process, procedure, and/or technical rules of evidence, such as are applicable in criminal or civil court.
5. There shall be a single record, such as an audio recording (or contemporaneous account) of all Student Conduct Board hearings; however, there shall be no recording of the Board's deliberations. The record shall be the property of WGU and will become part of the Accused Student's Disciplinary Record. WGU maintains the record in accordance with all WGU records retention policies. WGU will keep the record of a suspended or expelled Student indefinitely.
 6. If an Accused Student receives appropriate notice and does not attend the Student Conduct Board hearing, the presentation of information in support of the complaint and Board consideration will proceed even if the Accused Student is not present.
 7. 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 Officer.

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

Sanctions: WGU will impose sanctions for violations that the Student Conduct Board determines the Student has committed. When determining which sanctions to impose, the Student Conduct Board will consider the Student's history of misconduct and the severity of the violations. The Student Conduct Board may direct the Student Conduct Officer to impose any of the following sanctions and may impose more than one sanction for each violation:

1. Level 1 Warning: A written (email) notice that a Student's conduct is violating or has violated the Code of Conduct and the misconduct must cease immediately and not occur again in the future.
2. Level 2 Warning: A written notice indicating that a Student's conduct is violating or has violated the standards of conduct including an improvement plan that will demonstrate conduct conforming to the Student Code of Conduct within a specified period of time. A Level 2 Warning includes the probability of more severe sanctions for any subsequent violation of the Code of Conduct.
3. Loss of Privileges: A written notice of the denial of specified privileges for a designated period of time.
4. Restitution: An order requiring the Accused Student to compensate relevant parties for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
5. Discretionary Sanctions: Work assignments, essays, service to WGU or other related discretionary assignments.
6. Disciplinary Suspension: Separation of the Student from WGU for a definite length of time, after which the Student is eligible to return. WGU may specify conditions for readmission.
7. Removal from Academic Program: Removal of the Student from their chosen academic program for behaviors not conforming to the standards of professional conduct associated with programs leading to professional licensure. The Student Conduct Board may, at its discretion, suggest one or more alternative academic programs. If the Student does not accept an alternative program or WGU deems it inappropriate under the circumstances, the Accused Student will be subject to administrative withdrawal.
8. Disciplinary Expulsion: Permanent separation of the Student from WGU without the possibility of readmission.
9. Revocation of transcript grades and/or assessment results: WGU may amend grades or assessment results that are part of the Student's Academic Record.
10. Revocation of Admission and/or Degree: WGU may revoke admission to, or a degree awarded from WGU for fraud, misrepresentation, or other violation of WGU standards in obtaining the degree, or for other serious violations a Student committed prior to graduation.
11. Withholding Degree: WGU may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code of Conduct, including the completion of all sanctions imposed, if any.

Documentation of disciplinary expulsion, removal from an academic program, or revocation or withholding of a degree are part of the Student's permanent Academic Record. Documentation of other disciplinary sanctions shall not be part of

the Student's permanent Education Record but shall become part of the Student's Disciplinary Record. In situations involving both an Accused Student and a Student claiming to be the victim of the Accused Student's conduct, WGU considers the records of the process and outcomes, if any, to be the education records of both the Accused Student(s) and the Student(s) claiming to be the victim.

Administrative Holds: If a Student fails to respond to a complaint or complete sanctions as required, the Student Conduct Office may place an administrative hold on the Student's Academic Record 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 will prevent a Student from registering in additional courses, receiving transcripts, or obtaining a degree. Depending on the severity of the charges, the Conduct Officer may also institute an administrative hold pending the outcome of proceedings.

Interim Suspension: In certain circumstances, the Student Conduct Manager, or a designee, may impose a WGU suspension prior to the Student Conduct Board hearing.

1. The Manager may impose interim suspension for the following reasons: (i) to ensure the safety and wellbeing of members of the WGU Community or preservation of WGU property; (ii) to ensure the Accused Student's physical or emotional safety and wellbeing; or (iii) if the Accused Student poses an ongoing threat of disruption of, or interference with, the normal operations of WGU.
2. As the Student Conduct Manager or the Student Conduct Officer may determine to be appropriate for the purposes of investigation, an Accused Student may lose access to some or all WGU systems or privileges for which the Accused Student might otherwise be eligible during the interim suspension.
3. If the Manager determines an interim suspension is appropriate, the interim suspension does not replace the regular process, which shall proceed as outlined in this Student Code of Conduct, up to and through the Student Conduct Board hearing.

Appeals: Students have limited right to appeal a decision reached by the Student Conduct Board. The Accused Student or Complainant may appeal a decision reached by the Student Conduct Board or a sanction imposed by the Student Conduct Officer to the Appellate Board, in writing, within five (5) business days of notification of the decision. The appealing party shall deliver the appeal to the Student Conduct Officer or their designee.

1. Except as required to explain the basis of information a party discovered after the Conduct Board hearing, an appeal is limited to a review of the record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
 - To determine whether the Student Conduct Board hearing was conducted fairly. Consideration of fairness shall include the following:
 - The charges and the information presented to the Student Conduct Board.
 - The degree of conformance with prescribed procedures which allow the complaining party a reasonable opportunity to prepare and present information that there was a violation of the Student Code of Conduct while also allowing the Accused Student a reasonable opportunity to prepare and present a response to those allegations. Note: Deviation from designated procedures is not a basis for sustaining an appeal unless significant prejudice resulted from the deviation.
 - 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 of Conduct occurred.
 - To determine whether the sanction(s) imposed were appropriate for the violation(s) of the Student Code of Conduct which the Student Conduct Board found the Accused Student to have committed.
 - 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 and were not discoverable by the appealing party at the time of the original Student Conduct Board hearing.
2. If the Appellate Board grants an appeal, the matter shall return to the original Student Conduct Board and Student Conduct Officer for reopening of Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If the Appellate Board denies an appeal, the decisions and any sanctions of the Student Conduct Board hearing shall be final and binding on all parties.

Interpretation and Revision: For questions of interpretation or application of the Student Code of Conduct, the Student Conduct Manager or their designee shall make a final determination.

- Under the direction and discretion of the Student Conduct Manager, WGU shall review the Student Code of Conduct every two (2) years, or as needed. In the interim, WGU may amend the Code of Conduct at any time upon appropriate notice to Students. Individuals may suggest revisions to the Student Conduct Officer which an ad hoc panel, assigned by the Student Conduct Manager, will review, and consider.

Academic Programs

College of Business

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

Leavitt School of Health

- B.S. Nursing (Prelicensure)
- B.S. Nursing (RN to BSN)
- B.S. Health Information Management
- B.S. Health and Human Services
- M.S. Nursing—Family Nurse Practitioner
- M.S. Nursing—Psychiatric Mental Health Nurse Practitioner
- M.S. Nursing—Education
- M.S. Nursing—Leadership and Management
- M.S. Nursing—Nursing Informatics
- M.S. Nursing—Education (RN to MSN)
- M.S. Nursing—Leadership and Management (RN to MSN)
- M.S. Nursing—Nursing Informatics (RN to MSN)
- Master of Health Leadership
- Post-Master's Certificate, Nursing—Education
- Post-Master's Certificate, Nursing—Leadership and Management

College of Information Technology

- B.S. Cloud Computing (AWS Track)
- B.S. Cloud Computing (Azure Track)
- B.S. Cloud Computing (Multi-Cloud Track)
- B.S. Computer Science
- B.S. Cybersecurity and Information Assurance
- B.S. Data Management/Data Analytics
- B.S. Information Technology
- B.S. Information Technology (BSIT to MSITM)
- B.S. Network Engineering and Security
- B.S. Network Engineering and Security (Cisco Track)
- B.S. Software Engineering (Java)
- B.S. Software Engineering (C#)
- M.S. Cybersecurity and Information Assurance
- M.S. Data Analytics
- M.S. Information Technology Management

Teachers College

Bachelor's Degrees with Licensure:

- B.A. Educational Studies (Non-Licensure Program)
- B.A. Elementary Education
- B.A. Special Education and Elementary Education (Dual Licensure)
- B.A. Special Education (Mild to Moderate)

- B.S. Mathematics Education (Middle Grades)
- B.S. Mathematics Education (Secondary)
- B.S. Science Education (Middle Grades)
- B.S. Science Education (Secondary Biological Science)
- B.S. Science Education (Secondary Chemistry)
- B.S. Science Education (Secondary Earth Science)
- B.S. Science Education (Secondary Physics)

Master's Degrees with Licensure:

- M.A. Teaching, Elementary Education
- M.A. Teaching, English Education (Secondary)
- M.A. Teaching, Mathematics Education (Middle Grades)
- M.A. Teaching, Mathematics Education (Secondary)
- M.A. Teaching, Science Education (Secondary)
- M.A. Teaching, Special Education

Graduate Degrees and Degrees for Licensed Teachers:

- M.S. Curriculum and Instruction
- M.S. Educational Leadership
- M.S. Learning Experience Design and Educational Technology (K-12 and Adult Learner)
- M.S. Learning Experience Design and Educational Technology (Adult Learner)
- M.S. Learning Experience Design and Educational Technology (K-12 Learner)
- M.A. English Language Learning (ELL) (PreK-12)
- M.A. Mathematics Education (K-6)
- M.A. Mathematics Education (Middle Grades)
- M.A. Mathematics Education (Secondary)
- M.A. Science Education (Middle Grades)
- M.A. Science Education (Secondary Biological Science)
- M.A. Science Education (Secondary Chemistry)
- M.A. Science Education (Secondary Earth Science)
- M.A. Science Education (Secondary Physics)

Endorsement Programs:

- 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.

Please refer to the standard paths below. 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: C455 – English Composition I (3).

College of Business

College of Business Tenets:

- **Impact:** We are a global force for good; our shared purpose is to improve the lives of people and society through a transformative business education that emphasizes sustainability and ethical action.
- **Student Success:** We optimize student attainment across a diverse array of learner populations by personalizing learning experiences, building relationships, and customizing support.
- **Inclusive Learning:** We embrace diversity and equity by acknowledging the needs of underserved communities. We create an inclusive and supportive environment for both students and staff.
- **Accessibility:** We drive affordability and expand access through cost-conscious decision-making. We scale technology to address the challenges of students' digital access.
- **Relevant Curricula:** We design innovative, high-quality, industry-relevant curricula through continuous improvement and deliver rigorous, skills-based learning experiences that increase the ROI for our students.

Bachelor of Science Business Administration, Accounting

The Bachelor of Science in Business Administration with a Major in Accounting is a competency-based program that prepares graduates for a wide variety of careers in the field of accounting in public, private and non-profit entities. The Accounting program combines general business competencies with a specialized set of in-depth technical accounting competencies. These prepare graduates for positions such as staff accountant, general ledger accountant, tax associate, or auditor. The competencies in the Accounting program help you develop the skills necessary for leadership positions in accountings such as accounting manager, assistant controller, or controller.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 2 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| BUS 3000 | C717 | Business Ethics | 3 | 2 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 3 |
| ACCT 2313 | D102 | Financial Accounting | 3 | 3 |
| MATH 1200 | C957 | Applied Algebra | 3 | 3 |
| BUS 2301 | C483 | Principles of Management | 4 | 3 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 4 |
| BUS 2030 | D075 | Information Technology Management Essentials | 3 | 4 |
| ACCT 3630 | C237 | Taxation I | 3 | 4 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 4 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 5 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 5 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 5 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 5 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 5 |
| HIST 1010 | C121 | Survey of United States History | 3 | 6 |
| ACCT 3314 | D101 | Cost and Managerial Accounting | 3 | 6 |
| ACCT 3350 | D216 | Business Law for Accountants | 3 | 6 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 6 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 7 |
| ECON 2000 | D089 | Principles of Economics | 3 | 7 |
| ACCT 3611 | D103 | Intermediate Accounting I | 3 | 7 |
| HRM 3100 | C233 | Employment Law | 3 | 7 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 8 |
| ACCT 3621 | D104 | Intermediate Accounting II | 3 | 8 |
| ACCT 3360 | D217 | Accounting Information Systems | 3 | 8 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 8 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 9 |
| ACCT 3650 | D105 | Intermediate Accounting III | 3 | 9 |
| ENGL 1020 | C456 | English Composition II | 3 | 9 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 10 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 10 |
| ACCT 3340 | D215 | Auditing | 3 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science Business Administration, Healthcare Management

The Bachelor of Science in Business Administration with a Major in Healthcare Management is a competency-based program that prepares graduates for a variety of administrative and management careers in the healthcare industry. Graduates with a major in Healthcare Management will combine a set of general business competencies with a set of in-depth competencies from the field of healthcare management. These competencies align with a variety of entry-level non-clinical and healthcare service managerial positions at skilled nursing facilities, residential care facilities, small to large healthcare facilities, insurance companies, and community health organizations; as well as organizations focused on developing, manufacturing, and providing medical related products or services, case management organizations and the financial services sector of the healthcare industry.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| HCM 3310 | C430 | Healthcare Quality Improvement and Risk Management | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| HCM 2110 | C425 | Healthcare Delivery Systems, Regulation, and Compliance | 3 | 2 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 2 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 3 |
| ENGL 1020 | C456 | English Composition II | 3 | 3 |
| HCM 2210 | C426 | Healthcare Values and Ethics | 3 | 3 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 4 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 4 |
| HCM 2310 | C427 | Technology Applications in Healthcare | 3 | 4 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 5 |
| HIST 1010 | C121 | Survey of United States History | 3 | 5 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 5 |
| HCM 3110 | C428 | Financial Resource Management in Healthcare | 3 | 5 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 5 |
| BUS 2600 | C716 | Business Communication | 3 | 6 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 6 |
| ECON 2000 | D089 | Principles of Economics | 3 | 6 |
| HCM 3210 | C429 | Healthcare Operations Management | 3 | 6 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 7 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 7 |
| MATH 1200 | C957 | Applied Algebra | 3 | 7 |
| HCM 3410 | C431 | Healthcare Research and Statistics | 3 | 7 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|----------------|---------------|---|-----|------|
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 8 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 8 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 8 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 9 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 9 |
| MGMT 3400 | C722 | Project Management | 3 | 9 |
| HCM 3510 | C432 | Healthcare Management and Strategy | 3 | 10 |
| MGMT 4400 | C721 | Change Management | 3 | 10 |
| HCM 2910 | C439 | Healthcare Management Capstone | 4 | 10 |
| Total CUs: 120 | | | | |

Bachelor of Science Business Administration, Human Resource Management

The Bachelor of Science in Business Administration with a Major in Human Resource Management is a competency-based program that prepares graduates for a variety of careers in the fields of human capital management and people and talent. Graduates with a major in Human Resource Management will combine a set of general business competencies with a set of in-depth competencies from the field of HRM. These competencies align with a variety of positions as human resource managers, personnel directors, people and talent managers, and benefits and compensation specialists. The program content has also been certified by the Society for Human Resource Management as aligning with their body of knowledge and helps prepare students for the pursuit of a SHRM professional certification. The program is also aligned with Human Resource Certification Institute (HRCI) curriculum standards and helps prepare students for the pursuit of the Professional in Human Resources (PHR) exam.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| HRM 3100 | C233 | Employment Law | 3 | 2 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 2 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 3 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 3 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| HRM 3200 | C234 | Workforce Planning: Recruitment and Selection | 3 | 4 |
| ENGL 1020 | C456 | English Composition II | 3 | 5 |
| ECON 2000 | D089 | Principles of Economics | 3 | 5 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 5 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 5 |
| BUS 2600 | C716 | Business Communication | 3 | 6 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 6 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 6 |
| HRM 3500 | C235 | Training and Development | 3 | 6 |
| HCM 2110 | C425 | Healthcare Delivery Systems, Regulation, and Compliance | 3 | 7 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 7 |
| MATH 1200 | C957 | Applied Algebra | 3 | 7 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 7 |
| BUS 3000 | C717 | Business Ethics | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 8 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 8 |
| HIST 1010 | C121 | Survey of United States History | 3 | 8 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 8 |
| HCM 2210 | C426 | Healthcare Values and Ethics | 3 | 9 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 9 |
| MGMT 3400 | C722 | Project Management | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 9 |
| MGMT 4400 | C721 | Change Management | 3 | 10 |
| HCM 2310 | C427 | Technology Applications in Healthcare | 3 | 10 |
| BUS 4800 | HMP1 | Cases in Advanced Human Resource Management | 3 | 10 |
| BUS 4880 | QET1 | Business - HR Management Capstone Project | 4 | 10 |
| Total CUs: 122 | | | | |

Bachelor of Science Business Administration, Information Technology Management

The Bachelor of Science in Business Administration with a Major in Information Technology Management is a competency-based program that prepares graduates for careers in a variety of businesses involving the management of information technology resources and information technology professionals. Graduates with a major in Information Technology Management will combine a set of general business competencies with a set of in-depth competencies from the field of ITM. These competencies align with a variety of positions such as IT project manager, director of customer service, data center manager, or equivalent positions.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| BUS 2030 | D075 | Information Technology Management Essentials | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 2 |
| MGMT 3400 | C722 | Project Management | 3 | 3 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 3 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 3 |
| HIST 1010 | C121 | Survey of United States History | 3 | 3 |
| BUIT 3000 | C724 | Information Systems Management | 3 | 4 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 4 |
| ENGL 1020 | C456 | English Composition II | 3 | 4 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 5 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 5 |
| ECON 2000 | D089 | Principles of Economics | 3 | 5 |
| ITEC 2205 | C179 | Business of IT - Applications | 4 | 5 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 6 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 6 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 6 |
| ITEC 2102 | C172 | Network and Security - Foundations | 3 | 6 |
| MATH 1200 | C957 | Applied Algebra | 3 | 6 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 7 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 7 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 7 |
| MGMT 4400 | C721 | Change Management | 3 | 7 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|----------------|---------------|--|-----|------|
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 8 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 8 |
| ITEC 2104 | C175 | Data Management - Foundations | 3 | 8 |
| HRM 3200 | C234 | Workforce Planning: Recruitment and Selection | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 9 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 9 |
| HRM 3100 | C233 | Employment Law | 3 | 9 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 10 |
| BUS 4891 | PFIT | Business - IT Management Portfolio Requirement | 3 | 10 |
| BUS 4890 | QFT1 | Business - IT Management Capstone Project | 4 | 10 |
| Total CUs: 120 | | | | |

Bachelor of Science Business Administration, Management

The Bachelor of Science in Business Administration with a Major in Management is a competency-based program that prepares graduates for a variety of careers in the field of business as an entry to intermediate level manager. Graduates with a major in Management will combine a set of general business competencies with a set of in-depth competencies from the field of management. These competencies align with the management of process, people and resources and are an excellent precursor for entry into an MBA program.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| BUS 2600 | C716 | Business Communication | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 2 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 2 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 3 |
| HIST 1010 | C121 | Survey of United States History | 3 | 3 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| HRM 3200 | C234 | Workforce Planning: Recruitment and Selection | 3 | 4 |
| ENGL 1020 | C456 | English Composition II | 3 | 5 |
| ECON 2000 | D089 | Principles of Economics | 3 | 5 |
| HRM 3100 | C233 | Employment Law | 3 | 5 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 5 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 6 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 6 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 6 |
| HRM 3500 | C235 | Training and Development | 3 | 6 |
| BUS 3130 | D099 | Sales Management | 3 | 7 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 7 |
| MATH 1200 | C957 | Applied Algebra | 3 | 7 |
| BUS 3000 | C717 | Business Ethics | 3 | 7 |
| ITEC 2001 | C182 | Introduction to IT | 4 | 8 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 8 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----------------------|------|
| BUS 4400 | QHT1 | Business Management Tasks | 3 | 8 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 9 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 9 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 9 |
| MGMT 4400 | C721 | Change Management | 3 | 10 |
| MGMT 3400 | C722 | Project Management | 3 | 10 |
| HUMN 3100 | C961 | Ethics in Technology | 3 | 10 |
| BUS 4840 | QGT1 | Business Management Capstone Written Project | 4 | 10 |
| | | | Total CUs: 122 | |

Bachelor of Science Business Administration, Marketing

The Bachelor of Science in Business Administration with a Major in Marketing is a competency-based program that prepares graduates for a career in the fields of marketing and sales across a variety of business types. Graduates with a major in Marketing will combine a set of general business competencies with a set of in-depth competencies from the field of marketing. These competencies align with a variety of positions in marketing, brand management, sales and digital marketing.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| MKTG 2150 | D174 | Marketing Management | 3 | 2 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 2 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 3 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 3 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 3 |
| BUSI 3731 | VZT1 | Marketing Applications | 3 | 3 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| MKTG 3850 | D175 | Consumer Behavior | 3 | 4 |
| ENGL 1020 | C456 | English Composition II | 3 | 5 |
| ECON 2000 | D089 | Principles of Economics | 3 | 5 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 5 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 5 |
| BUS 2600 | C716 | Business Communication | 3 | 6 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 6 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 6 |
| BUS 3120 | D098 | Digital Marketing | 3 | 6 |
| MKTG 3860 | D176 | Content Marketing | 3 | 7 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 7 |
| MATH 1200 | C957 | Applied Algebra | 3 | 7 |
| MKTG 3870 | D177 | Brand Management | 3 | 7 |
| HRM 2100 | C232 | Introduction to Human Resource Management | 3 | 8 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 8 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| HIST 1010 | C121 | Survey of United States History | 3 | 8 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 8 |
| BUS 3130 | D099 | Sales Management | 3 | 9 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 9 |
| MGMT 3400 | C722 | Project Management | 3 | 9 |
| BUS 2111 | D361 | Business Simulation | 4 | 9 |
| MGMT 4400 | C721 | Change Management | 3 | 10 |
| HRM 3600 | C236 | Compensation and Benefits | 3 | 10 |
| BUS 4400 | QHT1 | Business Management Tasks | 3 | 10 |
| BUS 3880 | D178 | Marketing Strategy and Analytics | 3 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Finance

B.S. Finance will prepare graduates for the challenges of the profession by focusing on five key areas: Personal Finance, Financial Analysis and Management, Risk Management, Accounting and Financial Technology and Innovation.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| MGMT 3000 | C715 | Organizational Behavior | 3 | 1 |
| BUS 2010 | D072 | Fundamentals for Success in Business | 3 | 1 |
| FINC 2000 | D363 | Personal Finance | 3 | 1 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 1 |
| BUS 2090 | D082 | Emotional and Cultural Intelligence | 3 | 2 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| BUS 3000 | C717 | Business Ethics | 3 | 2 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 3 |
| ACCT 2020 | D196 | Principles of Financial and Managerial Accounting | 3 | 3 |
| MATH 1200 | C957 | Applied Algebra | 3 | 3 |
| MGMT 2700 | D253 | Values-Based Leadership | 3 | 3 |
| HRM 2110 | D351 | Functions of Human Resource Management | 3 | 4 |
| BUS 2250 | D388 | Fundamentals of Spreadsheets and Data Presentations | 3 | 4 |
| BUS 2080 | D081 | Innovative and Strategic Thinking | 3 | 4 |
| BUS 3100 | C723 | Quantitative Analysis For Business | 3 | 4 |
| BUS 2060 | D078 | Business Environment Applications I: Business Structures and Legal Environment | 2 | 5 |
| BUS 2040 | D076 | Finance Skills for Managers | 3 | 5 |
| BUS 2301 | C483 | Principles of Management | 4 | 5 |
| BUS 2030 | D075 | Information Technology Management Essentials | 3 | 5 |
| BUS 2061 | D079 | Business Environment Applications II: Process, Logistics, and Operations | 2 | 6 |
| FINC 3103 | D366 | Financial Statement Analysis | 3 | 6 |
| ACCT 3350 | D216 | Business Law for Accountants | 3 | 6 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 6 |
| BUS 2050 | D077 | Concepts in Marketing, Sales, and Customer Contact | 3 | 7 |
| ECON 2000 | D089 | Principles of Economics | 3 | 7 |
| FINC 3100 | D362 | Corporate Finance | 3 | 7 |
| HRM 3110 | D352 | Employment and Labor Law | 3 | 7 |
| MGMT 4100 | C720 | Operations and Supply Chain Management | 3 | 8 |
| FINC 3101 | D364 | Financial Management I | 3 | 8 |
| MGMT 3400 | C722 | Project Management | 3 | 8 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 9 |
| FINC 3102 | D365 | Financial Management II | 3 | 9 |
| FINC 3105 | D368 | Enterprise Risk Management | 3 | 9 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 9 |
| HIST 1017 | D267 | US History: Stories of American Democracy | 3 | 10 |
| FINC 3104 | D367 | Innovation in Finance | 3 | 10 |
| BUS 2070 | D080 | Managing in a Global Business Environment | 3 | 10 |
| FINC 3106 | D369 | Finance Capstone | 3 | 10 |
| Total CUs: 120 | | | | |

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 |
| MGMT 5010 | C204 | Management Communication | 3 | 1 |
| MKTG 5000 | C212 | Marketing | 3 | 2 |
| ACCT 5000 | C213 | Accounting for Decision Makers | 3 | 2 |
| MGMT 6000 | C206 | Ethical Leadership | 3 | 2 |
| FINC 6000 | C214 | Financial Management | 3 | 3 |
| MGMT 6010 | C207 | Data-Driven Decision Making | 3 | 3 |
| MGMT 6020 | C215 | Operations Management | 3 | 3 |
| ECON 5000 | C211 | Global Economics for Managers | 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 |
| ITM 6000 | MMT2 | IT Strategic Solutions | 4 | 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 |
| ECON 5000 | C211 | Global Economics for Managers | 3 | 4 |
| ITM 6900 | C218 | MBA, Information Technology Management Capstone | 4 | 4 |
| Total CUs: 35 | | | | |

MBA, Healthcare Management

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

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

Master of Science, Management and Leadership

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| MGMT 5000 | C200 | Managing Organizations and Leading People | 3 | 1 |
| MGMT 5020 | C203 | Becoming an Effective Leader | 3 | 1 |
| HRM 5010 | C202 | Managing Human Capital | 3 | 1 |
| BUS 5000 | C201 | Business Acumen | 3 | 2 |
| MGMT 5010 | C204 | Management Communication | 3 | 2 |
| MGMT 6000 | C206 | Ethical Leadership | 3 | 2 |
| MGMT 5030 | C205 | Leading Teams | 3 | 3 |
| MGMT 6040 | C208 | Change Management and Innovation | 3 | 3 |
| MGMT 6050 | C209 | Strategic Management | 3 | 3 |
| MGMT 6910 | C210 | Management and Leadership Capstone | 4 | 4 |
| Total CUs: 31 | | | | |

Master of Science in Marketing, Digital Marketing Specialization

The Master of Science in Marketing with a specialization in Digital Marketing is a competency-based degree program that develops digital marketing skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, non-profits, and healthcare and education institutions. The competencies in this program measure in-demand skills preparing you to develop, manage, and lead digital marketing activities and campaigns using email marketing, social media marketing, and e-commerce. You will demonstrate competencies of creative and written digital marketing skills through coursework, assessments, simulations, and activities using industry platforms and tools. The program concludes with an experiential learning capstone course where you will deliver a digital marketing project to a business client to culminate the skills learned throughout the program. Industry certifications are also included in the program.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| MGMT 5000 | C200 | Managing Organizations and Leading People | 3 | 1 |
| MGMT 5040 | D263 | Frameworks for Strategic Decision-Making | 3 | 1 |
| MKTG 5010 | D373 | Marketing in the Digital Era | 3 | 1 |
| MKTG 5020 | D374 | Market Research | 3 | 2 |
| MKTG 5030 | D375 | Marketing Communications and Storytelling | 3 | 2 |
| MKTG 5040 | D376 | Product, Price, and Customer Experience | 3 | 2 |
| MKTG 6000 | D377 | Digital Marketing Foundations | 3 | 3 |
| MKTG 6020 | D379 | Social Media Marketing | 3 | 3 |
| MKTG 6030 | D380 | Email Marketing | 3 | 3 |
| MKTG 6040 | D381 | E-Commerce and Marketing Analytics | 3 | 4 |
| MKTG 6070 | D384 | Marketing Experiential Capstone | 3 | 4 |
| Total CUs: 33 | | | | |

Master of Science in Marketing, Marketing Analytics Specialization

The Master of Science in Marketing with a specialization in Marketing Analytics is a competency-based degree program that develops digital marketing analytical skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, non-profits, and healthcare and education institutions. The competencies in this program measure in-demand skills using industry-standard techniques to gather, analyze, and report digital marketing data for decision-making purposes. You will demonstrate competencies using technical and analytical skills in digital marketing analysis, search engine optimization, and e-commerce. The program concludes with an experiential learning capstone course where you will deliver a digital marketing analytics project to a business client to culminate the skills learned throughout the program. Industry certifications are also included in the program.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| MGMT 5000 | C200 | Managing Organizations and Leading People | 3 | 1 |
| MGMT 5040 | D263 | Frameworks for Strategic Decision-Making | 3 | 1 |
| MKTG 5010 | D373 | Marketing in the Digital Era | 3 | 1 |
| MKTG 5020 | D374 | Market Research | 3 | 2 |
| MKTG 5030 | D375 | Marketing Communications and Storytelling | 3 | 2 |
| MKTG 5040 | D376 | Product, Price, and Customer Experience | 3 | 2 |
| MKTG 6010 | D378 | Digital Marketing Science | 4 | 3 |
| MKTG 6040 | D381 | E-Commerce and Marketing Analytics | 3 | 3 |
| MKTG 6050 | D382 | Digital Marketing Analytics | 3 | 3 |
| MKTG 6060 | D383 | Search Engine Optimization | 3 | 4 |
| MKTG 6070 | D384 | Marketing Experiential Capstone | 3 | 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 today's 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 |
|----------------------|---------------|---|-----|------|
| ACCT 6000 | C254 | Fraud and Forensic Accounting | 3 | 1 |
| ACCT 6201 | D251 | Advanced Auditing | 3 | 1 |
| ACCT 5300 | C253 | Advanced Managerial Accounting | 3 | 1 |
| FINC 6000 | C214 | Financial Management | 3 | 2 |
| MGMT 6050 | C209 | Strategic Management | 3 | 2 |
| ACCT 5100 | C243 | Advanced Financial Accounting | 3 | 2 |
| ACCT 6301 | D252 | Accounting Research and Critical Thinking | 3 | 3 |
| ACCT 5201 | D250 | Governmental and Nonprofit Accounting | 3 | 3 |
| MGMT 5010 | C204 | Management Communication | 3 | 3 |
| ACCT 6100 | C239 | Advanced Tax Concepts | 3 | 4 |
| Total CUs: 30 | | | | |

Leavitt School of Health

Leavitt School of Health Tenets:

- **Each student is unique.** We align our systems and resources using Learner-Centered Faculty (LCF) tools to support each personal journey toward graduation and success in their chosen healthcare career.
- **Access matters.** The lack of diversity in ethnicity and gender in the healthcare workforce contributes to the continued disparities in health outcomes. We create access for diverse populations through onramps and visible career pathways to change the composition of the healthcare workforce and improve health outcomes.
- **Equity is an opportunity equalizer.** We eliminate barriers and allocate resources to provide equity in access and education for our learners, so they demonstrate equity in the care and services they provide as graduates. We focus on improving fairness and eliminating bias in teaching and learning.
- **Data matters.** Our insights come from examining (and improving) processes at the program level and every level of the college using the lens of our learner populations as our guide. Disparities in learner outcomes signal needed changes in student support and data informs our ability to adjust in agile ways.
- **Our learning products power the healthcare workforce.** We continually evaluate the learning needs of the healthcare industry and diversify our portfolio to include in-demand health professions degrees, microcredentials and other learning products that position students for career success and provide needed talent to employers.
- **Value and affordability are of equal importance.** High quality, accredited health professions education requires validation of competencies for patient and system engagement through supervised field experiences. We ensure that learners are well prepared for the complexities of practice and carefully evaluate costs, so students have an affordable, relevant education while ensuring quality and college sustainability.
- **Partnerships accelerate our impact.** We accelerate our reach and impact through mutually beneficial partnerships. These relationships include donors, employers, educational institutions and healthcare industry organizations and associations.

Bachelor of Science, Nursing - Prelicensure (Pre-Nursing)

The prelicensure BSN degree program prepares graduates to sit for the national registered nurses licensing examination (NCLEX) and to practice as a Registered Nurse. The program focuses on contemporary nursing practices to build nursing skills and competencies using competency-based learning. It is structured to develop competent BSN prepared nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN degree program includes strategic partnerships between the Western Governors University Nursing Program and healthcare employers who provide clinical practice sites. Graduates are prepared to function as competent registered nurse and part of the healthcare team in many different settings. The prelicensure BSN degree program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community/population 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 registered nursing positions in various settings including acute and non-acute settings as well as for military, U.S. Public Health, VA appointments, roles in school, community, and occupational health settings. BSN graduates are also prepared to enter MSN programs at the end of their studies. This degree program is delivered in a hybrid format with online and distance learning plus in person high fidelity simulation labs and in person hands on clinical experiences. The WGU prelicensure BSN degree 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 (2021) ([click here to view](#)). In addition, it incorporates competencies and standards from professional organizations and state regulations. The program is accredited by CCNE and identified as an NLN Center of Excellence in Nursing Education.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 1 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 2 |
| SCIE 2030 | D425 | Introduction to Chemistry | 3 | 2 |
| SCIE 1011 | D312 | Anatomy and Physiology I with Lab | 4 | 2 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 2 |
| HIST 1016 | D266 | World History: Diverse Cultures and Global Connections | 3 | 3 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 3 |
| SCIE 1012 | D313 | Anatomy and Physiology II with Lab | 4 | 3 |
| NURS 1010 | D311 | Microbiology with Lab: A Fundamental Approach | 4 | 3 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| NURS 2001 | D440 | Health and Wellness Through Nutritional Sciences | 3 | 4 |
| MATH 1200 | C957 | Applied Algebra | 3 | 4 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 4 |
| NURS 2508 | D236 | Pathophysiology | 3 | 5 |
| NURS 2002 | D441 | Medical Dosage Calculations and Pharmacology | 3 | 5 |
| NURS 1011 | D439 | Foundations of Nursing | 3 | 5 |
| Total CUs: 61 | | | | |

Bachelor of Science, Nursing - Prelicensure (Nursing)

The prelicensure BSN degree program prepares graduates to sit for the national registered nurses licensing examination (NCLEX) and to practice as a Registered Nurse. The program focuses on contemporary nursing practices to build nursing skills and competencies using competency-based learning. It is structured to develop competent BSN prepared nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN degree program includes strategic partnerships between the Western Governors University Nursing Program and healthcare employers who provide clinical practice sites. Graduates are prepared to function as competent registered nurse and part of the healthcare team in many different settings. The prelicensure BSN degree program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community/population 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 registered nursing positions in various settings including acute and non-acute settings as well as for military, U.S. Public Health, VA appointments, roles in school, community, and occupational health settings. BSN graduates are also prepared to enter MSN programs at the end of their studies. This degree program is delivered in a hybrid format with online and distance learning plus in person high fidelity simulation labs and in person hands on clinical experiences. The WGU prelicensure BSN degree 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 (2021) ([click here to view](#)). In addition, it incorporates competencies and standards from professional organizations and state regulations. The program is accredited by CCNE and identified as an NLN Center of Excellence in Nursing Education.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| NURS 3115 | D442 | Basic Nursing Skills | 3 | 1 |
| NURS 3116 | D443 | Health Assessment | 3 | 1 |
| NURS 3117 | D444 | Adult Health I | 5 | 1 |
| NURS 3620 | D220 | Information Technology in Nursing Practice | 3 | 1 |
| NURS 3118 | D445 | Intermediate Nursing Skills | 3 | 2 |
| NURS 3119 | D446 | Adult Health II | 5 | 2 |
| NURS 3120 | D447 | Women's and Children's Nursing | 5 | 2 |
| NURS 3600 | D218 | Intrapersonal Leadership and Professional Growth | 3 | 3 |
| NURS 3122 | D449 | Psychiatric and Mental Health Nursing | 5 | 3 |
| NURS 3123 | D450 | Community Health and Population-Focused Nursing | 5 | 3 |
| NURS 3630 | D221 | Organizational Systems and Healthcare Transformation | 3 | 4 |
| NURS 3610 | D219 | Scholarship in Nursing Practice | 3 | 4 |
| NURS 3126 | D453 | Advanced Nursing Skills | 2 | 4 |
| NURS 3127 | D454 | Adult Health III | 5 | 4 |
| NURS 3128 | D455 | Professional Nursing Role Transition | 6 | 5 |
| Total CUs: 59 | | | | |

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 (2021). 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 3114 | D235 | Interprofessional Communication and Leadership in Healthcare | 2 | 2 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| SCIE 1011 | D312 | Anatomy and Physiology I with Lab | 4 | 2 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 3 |
| SCIE 1012 | D313 | Anatomy and Physiology II with Lab | 4 | 3 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 3 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 3 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| NURS 1010 | D311 | Microbiology with Lab: A Fundamental Approach | 4 | 4 |
| HIST 1016 | D266 | World History: Diverse Cultures and Global Connections | 3 | 4 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 4 |
| NURS 3600 | D218 | Intrapersonal Leadership and Professional Growth | 3 | 5 |
| NURS 3610 | D219 | Scholarship in Nursing Practice | 3 | 5 |
| NURS 2508 | D236 | Pathophysiology | 3 | 5 |
| NURS 3620 | D220 | Information Technology in Nursing Practice | 3 | 5 |
| NURS 3630 | D221 | Organizational Systems and Healthcare Transformation | 3 | 6 |
| NURS 3640 | D222 | Comprehensive Health Assessment | 3 | 6 |
| NURS 2650 | D223 | Healthcare Policy and Economics | 3 | 6 |
| NURS 3660 | D224 | Global and Population Health | 4 | 6 |
| NURS 3670 | D225 | Emerging Professional Practice | 3 | 7 |
| NURS 3660 | D226 | BSNU Capstone | 3 | 7 |
| Total CUs: 120 | | | | |

Bachelor of Science, Health Information Management

The Bachelor of Science in Health Information Management provides a solid foundation in healthcare information systems and data management 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 several 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 for the program. At the end of the program, students complete a capstone project.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| COMM 3113 | C820 | Professional Leadership and Communication for Healthcare | 2 | 1 |
| HLTH 3501 | C802 | Foundations in Healthcare Information Management | 4 | 1 |
| HIM 2011 | C799 | Healthcare Ecosystems | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| ENGL 1712 | D270 | Composition: Successful Self-Expression | 3 | 2 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 2 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 2 |
| HIM 2150 | C804 | Medical Terminology | 3 | 2 |
| BIO 2010 | C107 | Anatomy and Physiology I | 4 | 3 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 3 |
| MATH 1200 | C957 | Applied Algebra | 3 | 3 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 3 |
| HIM 2507 | C805 | Pathophysiology | 3 | 4 |
| HIM 2421 | C806 | Introduction to Pharmacology | 3 | 4 |
| HIM 2104 | C810 | Foundations in Healthcare Data Management | 3 | 4 |
| HLTH 2100 | D033 | Healthcare Information Systems Management | 3 | 4 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 5 |
| HLTH 2110 | D254 | Introduction to Medical Coding | 3 | 5 |
| HIM 2215 | C801 | Health Information Law and Regulations | 4 | 5 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 5 |
| HIM 4610 | C812 | Healthcare Reimbursement | 4 | 6 |
| HIM 4511 | C815 | Quality and Performance Management and Methods | 4 | 6 |
| HIM 2002 | D190 | Introduction to Healthcare IT Systems | 4 | 6 |
| HLTH 3315 | C803 | Data Analytics and Information Governance | 4 | 7 |
| HIM 3215 | C807 | Healthcare Compliance | 3 | 7 |
| HIM 2515 | C808 | Classification Systems | 4 | 7 |
| HIM 3701 | C811 | Healthcare Financial Resource Management | 4 | 7 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| HIM 4502 | C813 | Healthcare Statistics and Research | 3 | 8 |
| HLTH 4905 | D255 | Professional Practice Experience I: Technical | 3 | 8 |
| HLTH 2120 | D256 | Principles of Management in Health Information Management | 3 | 8 |
| HLTH 3 | D257 | Healthcare Project Management | 4 | 9 |
| HIM 3205 | C816 | Healthcare System Applications | 4 | 9 |
| HLTH 3100 | D258 | Organizational Leadership in Healthcare | 3 | 9 |
| HLTH 4906 | D259 | Professional Practice Experience II: Management | 4 | 9 |
| HIM 4507 | D260 | Health Information Management Capstone | 4 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Health and Human Services

The Bachelor of Science in Health and Human Services prepares graduates for a variety of entry-level or career-building positions within the health and human services industry. Graduates will be prepared to professionally communicate with clients, care providers, care leaders, and care advocates using learned diversity, equity, and inclusivity standards. Graduates will be equipped to advocate for clients in varied contexts, such as community centers, rehabilitation facilities, hospitals, and skilled nursing facilities, to name a few. Graduates also will learn to navigate value-based care systems and community public health, participating as a partner to communicate plan interventions to clients, to promote client-centered holistic care, and to advocate integrated care management.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| HLTH 2050 | D389 | Learning Strategies in Higher Education | 4 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 1 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 1 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 2 |
| HHS 2130 | D390 | Introduction to Health and Human Services | 3 | 2 |
| HHS 2021 | D391 | Healthcare Ecosystems | 3 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 3 |
| PHIL 1031 | D458 | Introduction to Systems Thinking for Health Professionals | 3 | 3 |
| HLTH 2140 | D392 | Interdisciplinary Team Dynamics | 3 | 3 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 3 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 4 |
| HLTH 2106 | D393 | History of Healthcare in America | 3 | 4 |
| HHS 2220 | D394 | Care for Individuals and Families | 3 | 4 |
| BIO 1100 | D203 | Fundamentals of Anatomy and Physiology | 3 | 4 |
| HIM 2150 | C804 | Medical Terminology | 3 | 5 |
| HLTH 2230 | D395 | Cultural Awareness | 3 | 5 |
| HHS 2320 | D396 | Evidenced-Based Practice for Health and Human Services | 3 | 5 |
| HHS 2330 | D397 | Health Equity and Social Determinants of Health | 3 | 5 |
| HHS 3422 | D398 | Introduction to Pharmacology | 3 | 6 |
| HHS 3500 | D399 | Introduction to Gerontology | 3 | 6 |
| HLTH 3300 | D400 | End of Life Care | 3 | 6 |
| HIM 2507 | C805 | Pathophysiology | 3 | 6 |
| HHS 3310 | D401 | Introduction to Epidemiology | 3 | 7 |
| HHS 3320 | D402 | Community and Public Health | 4 | 7 |
| HLTH 3330 | D403 | Understanding Substance Abuse and Addiction | 3 | 7 |
| HHS 3340 | D404 | Healthcare Values and Ethics | 3 | 7 |
| HLTH 2110 | D254 | Introduction to Medical Coding | 3 | 8 |
| HHS 3416 | D405 | Financial Resource Management and Healthcare Reimbursement | 4 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| HHS 3350 | D406 | Health Literacy for the Client and Family | 3 | 8 |
| HLTH 4420 | D407 | Models of Care and Healthcare Trends | 3 | 8 |
| HHS 4430 | D408 | Community Relations and Leadership | 3 | 9 |
| HHS 4920 | D409 | Health and Human Services Professional Field Experience | 3 | 9 |
| HHS 4921 | D410 | Health & Human Services Professional Capstone | 3 | 9 |
| Total CUs: 110 | | | | |

Master of Science, Nursing - Family Nurse Practitioner (BSN to MSN)

The Master of Science, Nursing - Family Nurse Practitioner (MSNUFNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRNs) with the Family Nurse Practitioner (FNP) population focus. FNP's deliver cost-effective, holistic, high-quality primary care to individuals, families, and communities across the lifespan. The MSNUFNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and treatment processes of advanced practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the MSNUFNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities. The MSNUFNP program is a blended program with the majority of the coursework delivered online, plus hands-on clinical practice experiences occurring in the local community. Graduates of the MSNUFNP program are eligible to sit for the FNP national certification examination of their choice. Additionally, the MSNUFNP program will prepare graduates to successfully transition to clinical practice in delivering care to individuals, families, and communities.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 1 |
| NURS 5800 | D115 | Advanced Pathophysiology for the Advanced Practice Nurse | 4 | 1 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 1 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 2 |
| NURS 6800 | D116 | Advanced Pharmacology for the Advanced Practice Nurse | 4 | 2 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 2 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 3 |
| NURS 6810 | D117 | Advanced Health Assessment for the Advanced Practice Nurse | 4 | 3 |
| NURS 6820 | D118 | Adult Primary Care for the Advanced Practice Nurse | 3 | 3 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 4 |
| NURS 6830 | D119 | Pediatric Primary Care for the Advanced Practice Nurse | 3 | 4 |
| NURS 6840 | D120 | Special Populations Primary Care for the Advanced Practice Nurse | 3 | 4 |
| NURS 6820 | D121 | Health Promotion of Patients and Populations Across the Lifespan | 3 | 5 |
| NURS 6830 | D122 | Family Nurse Practitioner Clinical Internship I | 3 | 5 |
| NURS 6861 | D123 | Family Nurse Practitioner Clinical Internship II | 3 | 5 |
| NURS 6850 | D124 | Family Nurse Practitioner Clinical Internship III | 3 | 6 |
| Total CUs: 48 | | | | |

Master of Science, Nursing - Psychiatric Mental Health Nurse Practitioner

The Master of Science, Nursing - Psychiatric Mental Health Nurse Practitioner (MSNUPMHNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRN) with the Psychiatric Mental Health Nurse Practitioner (PMHNP) population focus. PMHNPs deliver cost-effective, holistic, high-quality mental health care to individuals, families, and communities across the lifespan and care setting. The MSNUPMHNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and psychotherapeutic treatment processes of advanced practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the MSNUPMHNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities across care settings. The MSNUPMHNP program is a blended program with the majority of the coursework delivered online, plus direct patient care clinical practice experiences occurring in the local community. Graduates of the MSNUPMHNP program are eligible to sit for the PMHNP national certification examination. Additionally, the MSNUPMHNP program will prepare graduates to successfully transition to clinical practice in delivering mental health care to individuals, families, and communities across the lifespan and care settings.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 1 |
| NURS 5800 | D115 | Advanced Pathophysiology for the Advanced Practice Nurse | 4 | 1 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 1 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 2 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 2 |
| NURS 6800 | D116 | Advanced Pharmacology for the Advanced Practice Nurse | 4 | 2 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 3 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 3 |
| NURS 6810 | D117 | Advanced Health Assessment for the Advanced Practice Nurse | 4 | 3 |
| NURS 6436 | D343 | Foundations of Advanced Psychiatric Mental Health Practice | 3 | 4 |
| NURS 6437 | D344 | The Assessment and Diagnostic Process of Psychiatric Nurse Practitioner Practice | 3 | 4 |
| NURS 6348 | D345 | Psychopharmacology for Advanced Psychiatric Mental Health Practice | 3 | 4 |
| NURS 6439 | D346 | Advanced Psychiatric Mental Health Care of Adults and Older Adults Across Care Settings | 3 | 5 |
| NURS 6440 | D347 | Advanced Psychiatric Mental Health Care of Children and Adolescents Across Care Settings | 3 | 5 |
| NURS 6480 | D348 | Psychiatric Mental Health Nurse Practitioner Clinical Internship I | 3 | 5 |
| NURS 6481 | D349 | Psychiatric Mental Health Nurse Practitioner Clinical Internship II | 3 | 6 |
| NURS 6482 | D350 | Psychiatric Mental Health Nurse Practitioner Clinical Internship III | 3 | 6 |
| Total CUs: 51 | | | | |

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

The Master of Science in Nursing, Education degree is a competency-based program that prepares graduates to be academic nurse educators in various educational and practice settings. Graduates are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Master of Science in Nursing Education content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators (2012). The hallmarks of our program include: (a) authentic learning experiences, b) evidence-based course preparation, and c) self-paced learning in an asynchronous online learning environment. Developing context-based curriculum, objectives, and learning materials are an essential aspect of an academic educator role. MSN Education graduates will experience theoretical applications and practical perspectives regarding learning styles, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality courses and assessments.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 1 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 1 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 1 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 1 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 2 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 2 |
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 2 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 3 |
| NURS 6101 | C918 | Evolving Roles of Nurse Educators in Diverse Environments | 2 | 3 |
| NURS 6002 | C919 | Facilitation of Context-Based Student-Centered Learning | 2 | 3 |
| NURS 6003 | C920 | Contemporary Curriculum Design and Development in Nursing Education | 2 | 3 |
| NURS 6004 | C921 | Assessment and Evaluation Strategies for Measuring Student Learning | 3 | 4 |
| NURS 6005 | C922 | Emerging Trends and Challenges in 21st Century Nursing Education | 2 | 4 |
| NURS 6201 | C946 | Nursing Education Field Experience | 2 | 4 |
| NURS 6107 | C947 | Nursing Education Capstone | 2 | 4 |
| Total CUs: 36 | | | | |

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

The Master of Science, Nursing - Leadership and Management is a competency-based program that prepares graduates to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across healthcare organizations. The WGU Master of Science, Nursing - Leadership and Management program content is evidence-based, drawing 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, Nursing - Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the American Organization for Nursing Leadership (AONL) 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. Areas of focus include 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 5201 | D024 | Professional Presence and Influence | 2 | 1 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 1 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 1 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 1 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 2 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 2 |
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 2 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 3 |
| NURS 6431 | D155 | Leading with Personal Mastery | 2 | 3 |
| NURS 6432 | D156 | Business Case Analysis for Healthcare Improvement | 2 | 3 |
| NURS 6433 | D157 | Managing Resources in an Era of Disruption | 2 | 3 |
| NURS 6434 | D158 | Strategically Planning the Execution of a Healthcare Improvement Project | 2 | 4 |
| NURS 6435 | D159 | Evidence-Based Measures for Evaluating Healthcare Improvements | 2 | 4 |
| NURS 6503 | D160 | Nursing Leadership and Management Field Experience | 3 | 4 |
| NURS 6603 | D161 | Nursing Leadership and Management Capstone | 2 | 4 |
| Total CUs: 36 | | | | |

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

The Master of Science degree in Nursing Informatics is a competency-based program that prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU Master of Science 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 Master of Science 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 5201 | D024 | Professional Presence and Influence | 2 | 1 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 1 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 1 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 1 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 2 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 2 |
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 2 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 3 |
| NURS 5745 | C790 | Foundations in Nursing Informatics | 2 | 3 |
| NURS 6701 | C797 | Data Science and Analytics | 2 | 3 |
| NURS 6010 | C792 | Data Modeling and Database Management Systems | 2 | 3 |
| NURS 6702 | C798 | Informatics System Analysis and Design | 3 | 4 |
| NURS 6020 | C854 | Nursing Informatics Field Experience | 4 | 4 |
| NURS 6030 | C855 | Nursing Informatics Capstone | 2 | 4 |

Total CUs: 36

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

The Master of Science in Nursing Education degree is a competency-based program that prepares graduates to be academic nurse educators in various educational and practice settings. Graduates are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Master of Science in Nursing Education content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators (2012). The hallmarks of our program include: (a) authentic learning experiences, b) evidence-based course preparation, and c) self-paced learning in an asynchronous online learning environment. Developing context-based curriculum, objectives, and learning materials are an essential aspect of an academic educator role. MSN Education graduates will experience theoretical applications and practical perspectives regarding learning styles, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality courses and assessments.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| NURS 2000 | C494 | Advanced Standing for RN License | 50 | 1 |
| NURS 3114 | D235 | Interprofessional Communication and Leadership in Healthcare | 2 | 2 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| SCIE 1011 | D312 | Anatomy and Physiology I with Lab | 4 | 3 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 3 |
| SCIE 1012 | D313 | Anatomy and Physiology II with Lab | 4 | 3 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 4 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| NURS 1010 | D311 | Microbiology with Lab: A Fundamental Approach | 4 | 5 |
| HIST 1016 | D266 | World History: Diverse Cultures and Global Connections | 3 | 5 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 5 |
| NURS 2508 | D236 | Pathophysiology | 3 | 6 |
| NURS 3640 | D222 | Comprehensive Health Assessment | 3 | 6 |
| NURS 2650 | D223 | Healthcare Policy and Economics | 3 | 6 |
| NURS 3660 | D224 | Global and Population Health | 4 | 7 |
| NURS 3670 | D225 | Emerging Professional Practice | 3 | 7 |
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 7 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 8 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 8 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 8 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 9 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 9 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 9 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 10 |
| NURS 6101 | C918 | Evolving Roles of Nurse Educators in Diverse Environments | 2 | 10 |
| NURS 6002 | C919 | Facilitation of Context-Based Student-Centered Learning | 2 | 10 |
| NURS 6003 | C920 | Contemporary Curriculum Design and Development in Nursing Education | 2 | 10 |
| NURS 6004 | C921 | Assessment and Evaluation Strategies for Measuring Student Learning | 3 | 11 |
| NURS 6005 | C922 | Emerging Trends and Challenges in 21st Century Nursing Education | 2 | 11 |
| NURS 6201 | C946 | Nursing Education Field Experience | 2 | 11 |
| NURS 6107 | C947 | Nursing Education Capstone | 2 | 11 |
| Total CUs: 141 | | | | |

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

The Master of Science, Nursing - Leadership and Management (RN to MSN) is a competency-based program that builds on the foundation of students' previous nursing education at the associate degree or diploma levels. The BSN portion of the program focuses on contemporary nursing practice, developing students' skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses. Graduates are equipped to function in new roles as members of healthcare teams in many settings by expanding their 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 roles in school health, community, occupational, and other care settings. The MSN portion of the program 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. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across diverse nursing and healthcare settings.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| NURS 2000 | C494 | Advanced Standing for RN License | 50 | 1 |
| NURS 3114 | D235 | Interprofessional Communication and Leadership in Healthcare | 2 | 2 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| SCIE 1011 | D312 | Anatomy and Physiology I with Lab | 4 | 3 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 3 |
| SCIE 1012 | D313 | Anatomy and Physiology II with Lab | 4 | 3 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 4 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| NURS 1010 | D311 | Microbiology with Lab: A Fundamental Approach | 4 | 5 |
| HIST 1016 | D266 | World History: Diverse Cultures and Global Connections | 3 | 5 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 5 |
| NURS 2508 | D236 | Pathophysiology | 3 | 6 |
| NURS 3640 | D222 | Comprehensive Health Assessment | 3 | 6 |
| NURS 2650 | D223 | Healthcare Policy and Economics | 3 | 6 |
| NURS 3660 | D224 | Global and Population Health | 4 | 7 |
| NURS 3670 | D225 | Emerging Professional Practice | 3 | 7 |
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 7 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 8 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 8 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 8 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 9 |
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 9 |
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 9 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 10 |
| NURS 6431 | D155 | Leading with Personal Mastery | 2 | 10 |
| NURS 6432 | D156 | Business Case Analysis for Healthcare Improvement | 2 | 10 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| NURS 6433 | D157 | Managing Resources in an Era of Disruption | 2 | 10 |
| NURS 6434 | D158 | Strategically Planning the Execution of a Healthcare Improvement Project | 2 | 11 |
| NURS 6435 | D159 | Evidence-Based Measures for Evaluating Healthcare Improvements | 2 | 11 |
| NURS 6503 | D160 | Nursing Leadership and Management Field Experience | 3 | 11 |
| NURS 6603 | D161 | Nursing Leadership and Management Capstone | 2 | 11 |
| Total CUs: 141 | | | | |

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

The Master of Science degree in Nursing Informatics (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. The master of science portion of the degree prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU Master of Science 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 3114 | D235 | Interprofessional Communication and Leadership in Healthcare | 2 | 2 |
| MATH 1100 | C784 | Applied Healthcare Statistics | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| SCIE 1011 | D312 | Anatomy and Physiology I with Lab | 4 | 3 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 3 |
| SCIE 1012 | D313 | Anatomy and Physiology II with Lab | 4 | 3 |
| PSYC 1010 | C180 | Introduction to Psychology | 3 | 4 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 4 |
| SOCG 1010 | C273 | Introduction to Sociology | 3 | 4 |
| NURS 1010 | D311 | Microbiology with Lab: A Fundamental Approach | 4 | 5 |
| HIST 1016 | D266 | World History: Diverse Cultures and Global Connections | 3 | 5 |
| PSYC 1020 | D202 | Human Growth and Development | 3 | 5 |
| NURS 2508 | D236 | Pathophysiology | 3 | 6 |
| NURS 3640 | D222 | Comprehensive Health Assessment | 3 | 6 |
| NURS 2650 | D223 | Healthcare Policy and Economics | 3 | 6 |
| NURS 3660 | D224 | Global and Population Health | 4 | 7 |
| NURS 3670 | D225 | Emerging Professional Practice | 3 | 7 |
| NURS 5201 | D024 | Professional Presence and Influence | 2 | 7 |
| NURS 5202 | D025 | Essentials of Advanced Nursing Roles and Interprofessional Practice | 2 | 8 |
| NURS 5206 | D029 | Informatics for Transforming Nursing Care | 3 | 8 |
| NURS 5207 | D030 | Leadership and Management in Complex Healthcare Systems | 3 | 8 |
| NURS 6308 | D031 | Advancing Evidence-Based Innovation in Nursing Practice | 3 | 9 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| NURS 5203 | D026 | Quality Outcomes in a Culture of Value-Based Nursing Care | 2 | 9 |
| NURS 5204 | D027 | Advanced Pathopharmacological Foundations | 3 | 9 |
| NURS 5205 | D028 | Advanced Health Assessment for Patients and Populations | 3 | 10 |
| NURS 5745 | C790 | Foundations in Nursing Informatics | 2 | 10 |
| NURS 6701 | C797 | Data Science and Analytics | 2 | 10 |
| NURS 6010 | C792 | Data Modeling and Database Management Systems | 2 | 10 |
| NURS 6702 | C798 | Informatics System Analysis and Design | 3 | 11 |
| NURS 6020 | C854 | Nursing Informatics Field Experience | 4 | 11 |
| NURS 6030 | C855 | Nursing Informatics Capstone | 2 | 11 |
| Total CUs: 141 | | | | |

Master of Health Leadership

The Master of Health Leadership degree requires completion of project-based courses and a capstone culminating in five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. The program also embeds themes of person-focused care, professionalism, technology, and ethics, and fosters innovation and sustainability in health systems. Courses become progressively complex as the curriculum advances, integrating key skill sets and a knowledge base that will foster career development in health leadership.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| MHL 5110 | C980 | Innovative Solutions in Health Leadership | 3 | 1 |
| MHL 5210 | C981 | Collaborative Leadership | 3 | 1 |
| MHL 5310 | C982 | Healthcare Models and Systems | 2 | 1 |
| MHL 5410 | C983 | Quality Improvement in Healthcare | 3 | 2 |
| MHL 5510 | C984 | Healthcare Financial Management | 3 | 2 |
| MHL 5600 | C985 | Analytical Methods of Health Leaders | 2 | 2 |
| MHL 6210 | C986 | Enterprise Risk Management | 3 | 3 |
| MHL 6310 | C987 | Healthcare Information Technology | 2 | 3 |
| MHL 6410 | C988 | Population Healthcare Coordination | 3 | 3 |
| MHL 6510 | C989 | Challenges in Community Healthcare | 3 | 4 |
| MHL 6610 | C990 | Integrated Health Leadership | 3 | 4 |
| MHL 6910 | C991 | Health Leadership Capstone | 4 | 4 |
| Total CUs: 34 | | | | |

Post-Master's Certificate, Nursing - Nursing Education (Post-MSN)

The Post-Master's Certificate, Nursing - Nursing Education (Post-MSN) program is a competency-based program that prepares students to be academic nurse educators in various educational and practice settings. Students are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Post-Master's Certificate, Nursing - Nursing Education (Post-MSN) content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing, and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators. This program builds on the core knowledge developed during the student's prior MSN degree. Areas of focus for this certificate program include: development of the context-based curriculum, learning objectives and outcomes, and learning materials that are an essential aspect of an academic educator role. This program will provide students opportunities to experience the application of nursing and educational theory, practical perspectives regarding learning, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality learning modules and assessments.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| NURS 5000 | D314 | Essentials of Academic Writing | 1 | 1 |
| NURS 6101 | C918 | Evolving Roles of Nurse Educators in Diverse Environments | 2 | 1 |
| NURS 6002 | C919 | Facilitation of Context-Based Student-Centered Learning | 2 | 1 |
| NURS 6003 | C920 | Contemporary Curriculum Design and Development in Nursing Education | 2 | 1 |
| NURS 6004 | C921 | Assessment and Evaluation Strategies for Measuring Student Learning | 3 | 1 |
| NURS 6005 | C922 | Emerging Trends and Challenges in 21st Century Nursing Education | 2 | 2 |
| NURS 6201 | C946 | Nursing Education Field Experience | 2 | 2 |
| NURS 6107 | C947 | Nursing Education Capstone | 2 | 2 |
| Total CUs: 16 | | | | |

Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN)

The Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN) program is a competency-based program that prepares students to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. Students use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across healthcare organizations. The WGU Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN) program content is evidence-based, drawing 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 certificate program content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the American Organization for Nursing Leadership (AONL) competencies for nursing managers and executives, and the American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL). The Post-Master's Certificate program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives). This program builds on the core knowledge developed during the student's prior MSN degree. Areas of focus for this certificate program include organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. Graduates 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 5000 | D314 | Essentials of Academic Writing | 1 | 1 |
| NURS 6431 | D155 | Leading with Personal Mastery | 2 | 1 |
| NURS 6432 | D156 | Business Case Analysis for Healthcare Improvement | 2 | 1 |
| NURS 6433 | D157 | Managing Resources in an Era of Disruption | 2 | 1 |
| NURS 6434 | D158 | Strategically Planning the Execution of a Healthcare Improvement Project | 2 | 1 |
| NURS 6435 | D159 | Evidence-Based Measures for Evaluating Healthcare Improvements | 2 | 2 |
| NURS 6503 | D160 | Nursing Leadership and Management Field Experience | 3 | 2 |
| NURS 6603 | D161 | Nursing Leadership and Management Capstone | 2 | 2 |
| Total CUs: 16 | | | | |

College of Information Technology

College of Information Technology Tenets:

- We believe education is the single greatest catalyst to change lives permanently. By providing affordable, high-value competency-based education in IT at scale, we provide opportunities to maximize professional and personal outcomes for as many learners as possible.
- Information Technology opportunities are ubiquitous across industries and are critical to solving global challenges, both current and future. We leverage strategic partnerships, portfolio research, and skills mapping to identify, develop, and deliver innovative learning approaches and access pathways that enable students to succeed in current as well as future technical and career environments.
- Those with the least access to education have the most to gain for themselves, their families, and the world: equitable attainment for the underserved and underrepresented is a force multiplier in our impact. Through ongoing innovation in learning analytics, personalized support, focused efforts around diversity, and differentiated unbiased curriculum, we meet learners where they are and scaffold them to success no matter their background.
- Our learners flourish when they are skilled in not only technological systems but also innovation, integration, critical thinking, and problem solving. Our curriculum choices ensure that industry-relevant skills are integrated with complementary skill sets that scaffold students' ability to make informed choices in business and across society.
- We are part of a lifelong learning journey for our students and offer flexible learning at multiple points along that timeline. While certifications help our students get the next job, our degrees grow their careers and change their lives. We maintain the relevancy of both to ensure student short-term and long-term success.
- Our people are our college, and our collective success enables student success. By focusing on the wellbeing and growth of each contributor, we maximize our potential and therefore that of our students by achieving together.

Bachelor of Science, Cloud Computing – Amazon Web Services track

The Bachelor of Science in Cloud Computing - AWS track (BSCC AWS) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will learn of the business advantages of moving to the cloud including functions specific to compute, storage, database, networking, and security. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles, and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in the AWS cloud environment and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, web development, and exposure to other cloud environments. Students seeking the BS in Cloud Computing - AWS track degree demonstrate additional competencies in software, engineering, operations, architecture, and development for cloud-based computing solutions across multiple industries.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| ITEC 2023 | D317 | IT Applications | 4 | 1 |
| ITEC 2013 | D316 | IT Foundations | 4 | 2 |
| MATH 1200 | C957 | Applied Algebra | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| ITEC 3602 | D325 | Networks | 4 | 3 |
| ITAS 2141 | D334 | Introduction to Cryptography | 4 | 3 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 3 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 4 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 4 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 4 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 4 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 5 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 5 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 5 |
| ITEC 3601 | D318 | Cloud Applications | 3 | 5 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 6 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 6 |
| DBMG 3380 | D330 | Data Systems Administration | 3 | 6 |
| ITSW 3170 | D411 | Scripting and Automation | 2 | 6 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 7 |
| ITCL 3202 | D320 | Managing Cloud Security | 4 | 7 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 7 |
| ITCL 3204 | D338 | Cloud Platform Solutions | 3 | 7 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| ITCL 3201 | D319 | AWS Cloud Architecture | 3 | 8 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 8 |
| ITCL 3203 | D321 | AWS Developer | 3 | 8 |
| ITEC 3005 | D341 | Cloud Deployment and Operations | 3 | 9 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 9 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 9 |
| ITEC 2114 | D337 | Internet of Things (IoT) and Infrastructure | 3 | 9 |
| COMM 1115 | D339 | Technical Communication | 3 | 10 |
| ITCL 4179 | D342 | Cloud Computing Capstone | 4 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Cloud Computing – Microsoft Azure track

The Bachelor of Science in Cloud Computing - Azure track (BSCCAZR) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles, and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in the Azure cloud environment and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, web development, and exposure to other cloud environments. Students seeking the BS in Cloud Computing - Azure track degree demonstrate additional competencies in software, engineering, operations, and architecture development for cloud-based computing solutions across multiple industries.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| ITEC 2023 | D317 | IT Applications | 4 | 1 |
| ITEC 2013 | D316 | IT Foundations | 4 | 2 |
| MATH 1200 | C957 | Applied Algebra | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| ITEC 3602 | D325 | Networks | 4 | 3 |
| ITAS 2141 | D334 | Introduction to Cryptography | 4 | 3 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 3 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 4 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 4 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 4 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 4 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 5 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 5 |
| ITCL 2100 | D303 | Azure Fundamentals | 3 | 5 |
| ITEC 3601 | D318 | Cloud Applications | 3 | 5 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 6 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 6 |
| DBMG 3380 | D330 | Data Systems Administration | 3 | 6 |
| ITSW 3170 | D411 | Scripting and Automation | 2 | 6 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 7 |
| ITCL 3202 | D320 | Managing Cloud Security | 4 | 7 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 7 |
| ITCL 3204 | D338 | Cloud Platform Solutions | 3 | 7 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 8 |
| ITCL 3103 | D306 | Azure Developer Associate | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 8 |
| ITCL 3102 | D305 | Azure Data Engineer | 3 | 8 |
| ITCL 3101 | D304 | Azure DevOps Solutions | 3 | 9 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 9 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 9 |
| ITEC 2114 | D337 | Internet of Things (IoT) and Infrastructure | 3 | 9 |
| COMM 1115 | D339 | Technical Communication | 3 | 10 |
| ITCL 4179 | D342 | Cloud Computing Capstone | 4 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Cloud Computing

The Bachelor of Science in Cloud Computing (BSCC) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will learn of the business advantages of moving to the cloud including functions specific to compute, storage, database, networking, and security. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles, and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in multi-cloud environments and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS in Cloud Computing degree demonstrate additional competencies in software, engineering, operations, architecture, and development for cloud-based computing solutions across multiple industries.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 1 |
| ITEC 2023 | D317 | IT Applications | 4 | 1 |
| ITEC 2013 | D316 | IT Foundations | 4 | 2 |
| MATH 1200 | C957 | Applied Algebra | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| ITEC 3602 | D325 | Networks | 4 | 3 |
| ITAS 2141 | D334 | Introduction to Cryptography | 4 | 3 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 3 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 4 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 4 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 4 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 4 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 5 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 5 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 5 |
| ITEC 3601 | D318 | Cloud Applications | 3 | 5 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 6 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 6 |
| DBMG 3380 | D330 | Data Systems Administration | 3 | 6 |
| ITSW 3170 | D411 | Scripting and Automation | 2 | 6 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 7 |
| ITCL 3202 | D320 | Managing Cloud Security | 4 | 7 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 7 |
| ITCL 3204 | D338 | Cloud Platform Solutions | 3 | 7 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| ITCL 3201 | D319 | AWS Cloud Architecture | 3 | 8 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 8 |
| ITCL 2100 | D303 | Azure Fundamentals | 3 | 8 |
| ITCL 3103 | D306 | Azure Developer Associate | 3 | 9 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 9 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 9 |
| ITEC 2114 | D337 | Internet of Things (IoT) and Infrastructure | 3 | 9 |
| COMM 1115 | D339 | Technical Communication | 3 | 10 |
| ITCL 4179 | D342 | Cloud Computing Capstone | 4 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Computer Science

The Bachelor of Science in Computer Science prepares students for a career in the high demand field of Computer Science. Upon program completion, students will apply their learned knowledge and skills in the designing, developing and optimizing of systems to meet current and future industry needs. The curriculum includes innovative courses in programming and logic, architecture and systems, data structures, project management, artificial intelligence, along with the theory and science of computing.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2001 | C182 | Introduction to IT | 4 | 1 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 1 |
| ITWD 3100 | C779 | Web Development Foundations | 3 | 1 |
| GEOG 1311 | C255 | Introduction to Geography | 3 | 1 |
| ITEC 2102 | C172 | Network and Security - Foundations | 3 | 2 |
| MATH 2100 | C958 | Calculus I | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| ITEC 2103 | C173 | Scripting and Programming - Foundations | 3 | 2 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 3 |
| MATH 2800 | C959 | Discrete Mathematics I | 4 | 3 |
| MATH 2810 | C960 | Discrete Mathematics II | 4 | 3 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 4 |
| ICSC 3120 | C952 | Computer Architecture | 3 | 4 |
| ITSW 2130 | C867 | Scripting and Programming - Applications | 4 | 4 |
| ITEC 2104 | C175 | Data Management - Foundations | 3 | 4 |
| ITEC 2204 | C170 | Data Management - Applications | 4 | 5 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 5 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 5 |
| ITEC 3014 | C482 | Software I | 6 | 5 |
| ITEC 3023 | C195 | Software II - Advanced Java Concepts | 6 | 6 |
| ITEC 2105 | C176 | Business of IT - Project Management | 4 | 6 |
| ICSC 2100 | C949 | Data Structures and Algorithms I | 4 | 6 |
| ICSC 3100 | C950 | Data Structures and Algorithms II | 4 | 7 |
| HUMN 3100 | C961 | Ethics in Technology | 3 | 7 |
| ITAS 2010 | C836 | Fundamentals of Information Security | 3 | 7 |
| ITEC 2211 | C191 | Operating Systems for Programmers | 3 | 7 |
| ITEC 2213 | C188 | Software Engineering | 4 | 8 |
| ITEC 2205 | C846 | Business of IT - Applications | 4 | 8 |
| DTMG 3330 | D191 | Advanced Data Management | 3 | 8 |
| ITBU 2200 | D194 | IT Leadership Foundations | 3 | 8 |
| ITEC 2220 | C768 | Technical Communication | 3 | 9 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| ICSC 3110 | C951 | Introduction to Artificial Intelligence | 3 | 9 |
| ITSW 3150 | C857 | Software Quality Assurance | 3 | 9 |
| ICSC 3130 | C964 | Computer Science Capstone | 4 | 9 |
| Total CUs: 122 | | | | |

Bachelor of Science, Cybersecurity and Information Assurance

To meet an increasing demand for cybersecurity professionals, the Bachelor of Science in Cybersecurity and Information Assurance (BSCSIA) degree program prepares IT professionals to apply knowledge and experience in vulnerability management, risk management, incident response, and cyber defense to safeguard data. Courses deliver proven methods for information security in the topics of penetration testing, network security, cloud security, scripting, intrusion detection, digital forensics, security operations, project management, cryptography, and Identity and Access Management (IAM) to prevent, detect, and mitigate cyberattacks. This program features nationally recognized, high demand certifications in the field of cybersecurity.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2001 | C182 | Introduction to IT | 4 | 1 |
| PHIL 3010 | C168 | Critical Thinking and Logic | 3 | 1 |
| ITAS 2010 | C836 | Fundamentals of Information Security | 3 | 1 |
| ITEC 2205 | C846 | Business of IT - Applications | 4 | 1 |
| GEOG 1311 | C255 | Introduction to Geography | 3 | 2 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 2 |
| ITAS 3010 | C841 | Legal Issues in Information Security | 4 | 2 |
| ITEC 2021 | C393 | IT Foundations | 4 | 2 |
| ITEC 2031 | C394 | IT Applications | 4 | 3 |
| ITWD 3100 | C779 | Web Development Foundations | 3 | 3 |
| ITEC 2105 | C176 | Business of IT - Project Management | 4 | 3 |
| ITEC 2102 | C172 | Network and Security - Foundations | 3 | 3 |
| ITEC 3701 | C480 | Networks | 4 | 4 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 4 |
| ENGL 1010 | C455 | English Composition I | 3 | 4 |
| ITAS 2040 | C839 | Introduction to Cryptography | 4 | 4 |
| ITEC 2202 | C178 | Network and Security - Applications | 4 | 5 |
| ITEC 2104 | C175 | Data Management - Foundations | 3 | 5 |
| ITEC 2204 | C170 | Data Management - Applications | 4 | 5 |
| ITEC 2103 | C173 | Scripting and Programming - Foundations | 3 | 5 |
| ITAS 3040 | C844 | Emerging Technologies in Cybersecurity | 4 | 6 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 6 |
| ITAS 2050 | C840 | Digital Forensics in Cybersecurity | 4 | 6 |
| MATH 1200 | C957 | Applied Algebra | 3 | 6 |
| ENGL 1020 | C456 | English Composition II | 3 | 7 |
| ITAS 3050 | C845 | Information Systems Security | 4 | 7 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 7 |
| HUMN 3100 | C961 | Ethics in Technology | 3 | 7 |
| ITAS 3031 | C838 | Managing Cloud Security | 4 | 8 |
| ITAS 3030 | C843 | Managing Information Security | 6 | 8 |
| ITAS 3020 | C842 | Cyber Defense and Countermeasures | 4 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| ITEC 2220 | C768 | Technical Communication | 3 | 9 |
| ITAS 3060 | D153 | Penetration Testing and Vulnerability Analysis | 4 | 9 |
| ITEC 4903 | C769 | IT Capstone Written Project | 4 | 9 |
| Total CUs: 122 | | | | |

Bachelor of Science, Data Management/Data Analytics

The B.S. in Data Management/Data Analytics is designed to prepare science professionals who can set up a database environment, design databases, acquire 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 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 1 |
| ITEC 2103 | C173 | Scripting and Programming - Foundations | 3 | 1 |
| ITEC 2104 | C175 | Data Management - Foundations | 3 | 1 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| ITEC 2102 | C172 | Network and Security - Foundations | 3 | 2 |
| ITEC 2204 | C170 | Data Management - Applications | 4 | 2 |
| ITEC 2021 | C393 | IT Foundations | 4 | 2 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 3 |
| ITEC 2031 | C394 | IT Applications | 4 | 3 |
| ITSW 3121 | C859 | Introduction to Programming in Python | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| BUS 2140 | D100 | Introduction to Spreadsheets | 1 | 4 |
| ITSW 2110 | D197 | Version Control | 1 | 4 |
| GEOG 1311 | C255 | Introduction to Geography | 3 | 4 |
| MATH 1200 | C957 | Applied Algebra | 3 | 4 |
| ITBU 2200 | D194 | IT Leadership Foundations | 3 | 4 |
| ITWD 3100 | C779 | Web Development Foundations | 3 | 4 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 5 |
| ITSW 2130 | C867 | Scripting and Programming - Applications | 4 | 5 |
| ITEC 2220 | C768 | Technical Communication | 3 | 5 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 5 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 6 |
| HUMN 3100 | C961 | Ethics in Technology | 3 | 6 |
| ITEC 3701 | C480 | Networks | 4 | 6 |
| ITEC 2105 | C176 | Business of IT - Project Management | 4 | 6 |
| DTMG 3330 | D191 | Advanced Data Management | 3 | 7 |
| ITEC 2205 | C846 | Business of IT - Applications | 4 | 7 |
| DTAN 4020 | C756 | Data Analytics | 4 | 7 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 7 |
| DTSC 3210 | C749 | Introduction to Data Science | 4 | 8 |
| DTMG 3220 | D309 | Data Wrangling | 3 | 8 |
| DTAN 3210 | C751 | Data Analysis with R | 2 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| DTSC 3220 | C753 | Machine Learning | 3 | 8 |
| DTAN 3220 | C939 | Data Visualization | 2 | 9 |
| DBMG 3340 | D192 | Data Systems Administration | 3 | 9 |
| DTMG 3350 | D193 | Data and Information Governance | 2 | 9 |
| ICSC 2100 | C949 | Data Structures and Algorithms I | 4 | 9 |
| DTMG 3900 | D195 | Data Management/Analytics Undergraduate Capstone | 4 | 9 |
| Total CUs: 121 | | | | |

Bachelor of Science, Information Technology

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

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 1 |
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 3 |
| ENGL 1712 | D270 | Composition: Successful Self-Expression | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| ITEC 2023 | D317 | IT Applications | 4 | 3 |
| BUS 2001 | C484 | Organizational Behavior and Leadership | 3 | 4 |
| BUIT 2200 | C268 | Spreadsheets | 3 | 4 |
| ITEC 2013 | D316 | IT Foundations | 4 | 4 |
| MATH 1709 | C277 | Finite Mathematics | 4 | 4 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 5 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 5 |
| MATH 1200 | C957 | Applied Algebra | 3 | 5 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 5 |
| ITWD 3120 | C777 | Web Development Applications | 6 | 6 |
| ITWD 3110 | C773 | User Interface Design | 4 | 6 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 6 |
| BUIT 3000 | C724 | Information Systems Management | 3 | 7 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 7 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 7 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 7 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 8 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 8 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|-------------------------------------|-----|------|
| ITEC 2950 | C850 | Emerging Technologies | 2 | 8 |
| ITEC 3602 | D325 | Networks | 4 | 9 |
| COMM 1115 | D339 | Technical Communication | 3 | 9 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 9 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 9 |
| ITEC 4903 | C769 | IT Capstone Written Project | 4 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Information Technology (BSIT to MSITM)

Students enrolled in the Accelerated Information Technology Bachelor's and Master's Degree program will first complete the Bachelor of Science in Information Technology portion of the program, and after completing the necessary bachelors and bridge course work will receive the Bachelor of Science, Information Technology degree. Students will then progress to the remaining graduate course work, and upon completion will receive the Master of Science, Information Technology Management degree. The Bachelor of Science in Information Technology (IT) degree program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as information technology professionals by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of six domains of study: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. 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 |
|-----------|---------------|---|-----|------|
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 1 |
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| HUMN 1020 | D198 | Global Arts and Humanities | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| BUS 2301 | C483 | Principles of Management | 4 | 2 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 2 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 2 |
| COMM 3015 | D268 | Introduction to Communication: Connecting with Others | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 3 |
| ENGL 1712 | D270 | Composition: Successful Self-Expression | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| ITEC 2023 | D317 | IT Applications | 4 | 3 |
| BUS 2001 | C484 | Organizational Behavior and Leadership | 3 | 4 |
| BUIT 2200 | C268 | Spreadsheets | 3 | 4 |
| ITEC 2013 | D316 | IT Foundations | 4 | 4 |
| MATH 1709 | C277 | Finite Mathematics | 4 | 4 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 5 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 5 |
| MATH 1200 | C957 | Applied Algebra | 3 | 5 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 5 |
| ITWD 3120 | C777 | Web Development Applications | 6 | 6 |
| ITWD 3110 | C773 | User Interface Design | 4 | 6 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 6 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|-------------------------------------|-----|------|
| SCIE 1001 | C683 | Natural Science Lab | 2 | 7 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 7 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 7 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 7 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 8 |
| ITEC 3602 | D325 | Networks | 4 | 8 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 8 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 8 |
| ITEC 6500 | C948 | Technical Communication | 3 | 9 |
| ITIM 5530 | C954 | Information Technology Management | 3 | 9 |
| INTE 5200 | C962 | Current and Emerging Technology | 3 | 9 |
| ITEC 5320 | C783 | Project Management | 4 | 9 |
| ITEC 4903 | C769 | IT Capstone Written Project | 4 | 10 |
| Total CUs: 122 | | | | |

Master of Science, Information Technology Management portion

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| INTE 5300 | LZT2 | Power, Influence and Leadership | 3 | 1 |
| ITIM 6520 | C929 | IT Sourcing and Development in a Global Economy | 2 | 1 |
| ITIM 6500 | C927 | Managing Technology Operations and Innovation | 3 | 1 |
| ITIM 6510 | C928 | Financial Management for IT Professionals | 2 | 2 |
| ITEC 6400 | MBT2 | Technological Globalization | 3 | 2 |
| ITEC 6901 | C498 | MS, Information Technology Management Capstone | 4 | 2 |
| Total CUs: 17 | | | | |

Bachelor of Science, Network Engineering and Security

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

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| ITEC 2023 | D317 | IT Applications | 4 | 1 |
| ITEC 2013 | D316 | IT Foundations | 4 | 1 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 2 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 2 |
| BUS 2141 | D423 | Spreadsheets | 1 | 3 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 3 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 3 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 3 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 3 |
| MATH 1200 | C957 | Applied Algebra | 3 | 4 |
| MATH 2820 | D420 | Discrete Math: Logic | 1 | 4 |
| ITEC 3602 | D325 | Networks | 4 | 4 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 4 |
| MATH 2830 | D421 | Discrete Math: Functions and Relations | 1 | 4 |
| ITEC 3101 | D412 | Network Analytics and Troubleshooting | 3 | 5 |
| MATH 2840 | D422 | Discrete Math: Algorithms and Cryptography | 1 | 5 |
| ITAS 2141 | D334 | Introduction to Cryptography | 4 | 5 |
| ITCL 3202 | D320 | Managing Cloud Security | 4 | 5 |
| ITEC 2112 | D329 | Network and Security - Applications | 4 | 6 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 6 |
| ITEC 3201 | D413 | Telecomm and Wireless Communications | 3 | 6 |
| ITEC 3601 | D318 | Cloud Applications | 3 | 6 |
| ITEC 2114 | D337 | Internet of Things (IoT) and Infrastructure | 3 | 7 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 7 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 7 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 7 |
| ITEC 2801 | D415 | Software Defined Networking | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|-------------------------------------|-----|------|
| ITSW 2110 | D197 | Version Control | 1 | 8 |
| ITEC 3501 | D417 | Network Automation and Deployment | 3 | 8 |
| COMM 1115 | D339 | Technical Communication | 3 | 8 |
| PHIL 1030 | D372 | Introduction to Systems Thinking | 3 | 8 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 9 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 9 |
| ITEC 4905 | D418 | BSNES Capstone Project | 4 | 9 |
| Total CUs: 111 | | | | |

Bachelor of Science, Network Engineering and Security Cisco Track

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

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| ITEC 2023 | D317 | IT Applications | 4 | 1 |
| ITEC 2013 | D316 | IT Foundations | 4 | 1 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| ITEC 3004 | D281 | Linux Foundations | 3 | 2 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 2 |
| BUS 2141 | D423 | Spreadsheets | 1 | 3 |
| ENGL 1711 | D269 | Composition: Writing with a Strategy | 3 | 3 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 3 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 3 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 3 |
| MATH 1200 | C957 | Applied Algebra | 3 | 4 |
| MATH 2820 | D420 | Discrete Math: Logic | 1 | 4 |
| ITEC 3755 | D419 | Implementing and Administering Networking Solutions | 6 | 4 |
| PHIL 1020 | D265 | Critical Thinking: Reason and Evidence | 3 | 4 |
| MATH 2830 | D421 | Discrete Math: Functions and Relations | 1 | 5 |
| ITEC 3101 | D412 | Network Analytics and Troubleshooting | 3 | 5 |
| MATH 2840 | D422 | Discrete Math: Algorithms and Cryptography | 1 | 5 |
| ITAS 2141 | D334 | Introduction to Cryptography | 4 | 5 |
| ITCL 3202 | D320 | Managing Cloud Security | 4 | 5 |
| ITEC 3301 | D414 | Cyber Operations Fundamentals | 6 | 6 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 6 |
| ITEC 3201 | D413 | Telecomm and Wireless Communications | 3 | 6 |
| ITEC 3601 | D318 | Cloud Applications | 3 | 7 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 7 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 7 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 7 |
| ITEC 3401 | D416 | DevNet Fundamentals | 6 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|-------------------------------------|-----|------|
| COMM 1115 | D339 | Technical Communication | 3 | 8 |
| PHIL 1030 | D372 | Introduction to Systems Thinking | 3 | 8 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 9 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 9 |
| ITEC 4905 | D418 | BSNES Capstone Project | 4 | 9 |
| Total CUs: 111 | | | | |

Bachelor of Science, Software Engineering

The B.S. in Software Engineering program is designed to meet the growing industry need in the software space while preparing experienced information technology professionals for successful careers as software engineers, designers and developers. The program focuses on software engineering and it is offered in two tracks that utilize either Java or C# to achieve similar objectives.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 1 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 2 |
| COMM 1115 | D339 | Technical Communication | 3 | 2 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 3 |
| ENGL 1712 | D270 | Composition: Successful Self-Expression | 3 | 3 |
| ITEC 2022 | D386 | Hardware and Operating Systems Essentials | 3 | 3 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 3 |
| PHIL 1030 | D372 | Introduction to Systems Thinking | 3 | 4 |
| ITSW 2110 | D197 | Version Control | 1 | 4 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 4 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 4 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 4 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 5 |
| MATH 1200 | C957 | Applied Algebra | 3 | 5 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 5 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 5 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 6 |
| ICSC 2100 | C949 | Data Structures and Algorithms I | 4 | 6 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 6 |
| ITSW 2131 | D277 | Front-End Web Development | 3 | 6 |
| ITSW 3150 | D280 | JavaScript Programming | 3 | 7 |
| ITSW 2226 | D284 | Software Engineering | 4 | 7 |
| ITSW 3172 | D286 | Java Fundamentals | 3 | 7 |
| ITSW 3173 | D287 | Java Frameworks | 3 | 7 |
| ITSW 3111 | D479 | User Experience Design | 3 | 8 |
| ITSW 3110 | D279 | User Interface Design | 3 | 8 |
| ITSW 3175 | D288 | Back-End Programming | 3 | 8 |
| ITSW 3024 | D387 | Advanced Java | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| ITSW 3151 | D480 | Software Design and Quality Assurance | 3 | 9 |
| DTMG 3179 | D326 | Advanced Data Management | 3 | 9 |
| ITEC 2034 | D385 | Software Security and Testing | 3 | 9 |
| ITSW 3034 | D308 | Mobile Application Development (Android) | 3 | 9 |
| ITEC 4906 | D424 | Software Engineering Capstone | 4 | 10 |
| Total CUs: 119 | | | | |

Bachelor of Science, Software Engineering

The B.S. in Software Engineering program is designed to meet the growing industry need in the software space while preparing experienced information technology professionals for successful careers as software engineers, designers and developers. The program focuses on software engineering and it is offered in two tracks that utilize either Java or C# to achieve similar objectives.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| ITEC 2002 | D322 | Introduction to IT | 4 | 1 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 1 |
| GEOG 1312 | D199 | Introduction to Physical and Human Geography | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| ITSW 2120 | D276 | Web Development Foundations | 3 | 2 |
| COMM 1115 | D339 | Technical Communication | 3 | 2 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 2 |
| ITEC 2112 | D315 | Network and Security - Foundations | 3 | 2 |
| ITEC 2116 | D426 | Data Management - Foundations | 3 | 3 |
| ENGL 1712 | D270 | Composition: Successful Self-Expression | 3 | 3 |
| ITEC 2022 | D386 | Hardware and Operating Systems Essentials | 3 | 3 |
| ITEC 2117 | D427 | Data Management - Applications | 4 | 3 |
| PHIL 1030 | D372 | Introduction to Systems Thinking | 3 | 4 |
| ITSW 2110 | D197 | Version Control | 1 | 4 |
| ITEC 2119 | D282 | Cloud Foundations | 3 | 4 |
| ITSW 2113 | D278 | Scripting and Programming - Foundations | 3 | 4 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 4 |
| ITEC 2109 | D324 | Business of IT - Project Management | 4 | 5 |
| MATH 1200 | C957 | Applied Algebra | 3 | 5 |
| ITSW 3126 | D335 | Introduction to Programming in Python | 3 | 5 |
| HUMN 1101 | D333 | Ethics in Technology | 3 | 5 |
| ITEC 2113 | D336 | Business of IT – Applications | 4 | 6 |
| ICSC 2100 | C949 | Data Structures and Algorithms I | 4 | 6 |
| ITBU 2201 | D370 | IT Leadership Foundations | 3 | 6 |
| ITSW 2131 | D277 | Front-End Web Development | 3 | 6 |
| ITSW 3150 | D280 | JavaScript Programming | 3 | 7 |
| ITSW 2226 | D284 | Software Engineering | 4 | 7 |
| ITSW 3215 | C968 | Software I – C# | 6 | 7 |
| ITSW 3111 | D479 | User Experience Design | 3 | 8 |
| ITSW 3110 | D279 | User Interface Design | 3 | 8 |
| ITSW 3225 | C969 | Software II – Advanced C# | 6 | 8 |
| ITSW 3151 | D480 | Software Design and Quality Assurance | 3 | 9 |
| ITEC 2034 | D385 | Software Security and Testing | 3 | 9 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| DTMG 3179 | D326 | Advanced Data Management | 3 | 9 |
| ITSW 3315 | C971 | Mobile Application Development Using C# | 3 | 9 |
| ITEC 4906 | D424 | Software Engineering Capstone | 4 | 10 |
| Total CUs: 119 | | | | |

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 |
|---------------|---------------|--|-----|------|
| ITSA 5220 | C700 | Secure Network Design | 3 | 1 |
| ITAS 5010 | C725 | Information Security and Assurance | 2 | 1 |
| ITAS 6310 | C727 | Cybersecurity Management I - Strategic | 4 | 1 |
| ITAS 6330 | C795 | Cybersecurity Management II - Tactical | 4 | 2 |
| ITAS 5300 | C701 | Ethical Hacking | 4 | 2 |
| ITAS 5290 | C726 | Cybersecurity Architecture and Engineering | 4 | 3 |
| ITAS 6300 | C702 | Forensics and Network Intrusion | 4 | 3 |
| ITAS 5230 | C706 | Secure Software Design | 2 | 4 |
| ITAS 6450 | C796 | Cybersecurity Graduate Capstone | 3 | 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 5101 | D204 | The Data Analytics Journey | 2 | 1 |
| DTMG 5240 | D205 | Data Acquisition | 3 | 1 |
| DTAN 5201 | D206 | Data Cleaning | 3 | 1 |
| DTAN 5202 | D207 | Exploratory Data Analysis | 3 | 2 |
| DTAN 5203 | D208 | Predictive Modeling | 3 | 2 |
| DTAN 6250 | D209 | Data Mining I | 3 | 2 |
| DTAN 6204 | D210 | Representation and Reporting | 3 | 3 |
| DTMG 6240 | D211 | Advanced Data Acquisition | 2 | 3 |
| DTAN 6250 | D212 | Data Mining II | 3 | 3 |
| DTAN 6205 | D213 | Advanced Data Analytics | 3 | 4 |
| DTAN 6520 | D214 | Data Analytics Graduate Capstone | 3 | 4 |
| Total CUs: 31 | | | | |

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 | C948 | Technical Communication | 3 | 1 |
| ITIM 5530 | C954 | Information Technology Management | 3 | 1 |
| INTE 5300 | LZT2 | Power, Influence and Leadership | 3 | 1 |
| ITIM 6510 | C928 | Financial Management for IT Professionals | 2 | 2 |
| ITIM 6520 | C929 | IT Sourcing and Development in a Global Economy | 2 | 2 |
| ITIM 6500 | C927 | Managing Technology Operations and Innovation | 3 | 2 |
| ITEC 6400 | MBT2 | Technological Globalization | 3 | 2 |
| ITEC 5320 | C783 | Project Management | 4 | 3 |
| INTE 5200 | C962 | Current and Emerging Technology | 3 | 3 |
| ITEC 6901 | C498 | MS, Information Technology Management Capstone | 4 | 3 |
| Total CUs: 30 | | | | |

Teachers College

Teachers College Tenets:

- WGU's Teachers College radically improves the way people learn and lead across the K-20+ spectrum—i.e., the K- 12, higher-education, and workforce-education sectors.
- The surest path toward helping our students become next-generation educators is to ensure they experience high-quality, next-generation education.
- We know our students and are committed to supporting each one as they work to learn well, finish strong, and launch effectively into the next phase of their learning or working journey.
- School districts, colleges, universities, and industry employers are our customers too. Developing programming and services that meet their strategic needs matters.
- We are a beacon of Diversity, Equity, and Inclusion (DEI) impact in both expanding access and improving attainment.
- We own and champion larger-WGU strategic goals around student outcomes and financial sustainability.
- Our people are our college. How we recruit, hire, develop, evaluate, and culturally integrate our team is the most tangible evidence of our values and expectations around DEI, learning quality, and student care.

Steps to Become a Licensed Teacher

<https://www.wgu.edu/online-teaching-degrees/becoming-licensed-teacher-accredited.html>

WGU offers teacher certification programs including bachelor's and master's degree programs. Below is the standard process for earning an initial teaching license through the WGU Teachers College.

1a. Earn a bachelor's degree

The online bachelor's teaching degree programs in the Teachers College at WGU include coursework and assessments, a preclinical experience that includes observation hours and teaching lessons, and Demonstration Teaching (student teaching, explained in step 5).

1b. Complete a master's degree (if you already have a bachelor's degree)

If you already possess a bachelor's degree in a non-teaching field, WGU's Master of Arts in Teaching programs are the choice for you. These teacher-prep programs qualify you to become licensed in the field of your choice (such as elementary education, secondary mathematics, science, etc.), training you to become a highly qualified teacher. These programs include supervised practice teaching (see step 5: Demonstration Teaching) in an actual classroom setting.

2. Pass a background check

WGU requires all candidates for a teacher-certification program 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. You must be at least 18 years of age before you may begin the application process or participate in preclinical experiences and Demonstration Teaching.

3. 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 assesses your knowledge of teaching methods.

4. 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.

5. 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.

More information on field experiences can be found in the student handbook:

Initial Licensure Programs - <https://cm.wgu.edu/t5/Field-Experiences-Handbook/tkb-p/fieldplacement>

Advanced Programs - <https://cm.wgu.edu/t5/Field-Experiences-Handbook/tkb-p/advancedprograms>

6. 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.

More information on your state's requirements - <https://www.wgu.edu/online-teaching-degrees/state-licensure.html>

Bachelor of Arts, Educational Studies in Elementary Education

The Bachelor of Arts, Educational Studies in Elementary Education (BAESELED), includes content knowledge related to elementary (K-8) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to elementary education courses for interacting with elementary-level students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| MATH 1111 | D125 | Mathematics for Elementary Educators I | 3 | 2 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 2 |
| HIST 1010 | C121 | Survey of United States History | 3 | 3 |
| MATH 1112 | D126 | Mathematics for Elementary Educators II | 3 | 3 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 3 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| HIST 1310 | C375 | Survey of World History | 3 | 4 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 4 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 4 |
| MATH 1113 | D127 | Mathematics for Elementary Educators III | 3 | 4 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 5 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 5 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| EDUC 4230 | C109 | Elementary Mathematics Methods | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| EDUC 4211 | C909 | Elementary Reading Methods and Interventions | 3 | 6 |
| EDUC 4220 | C365 | Language Arts Instruction and Intervention | 3 | 6 |
| EDUC 3167 | D152 | Inclusive Classroom | 3 | 7 |
| EDUC 4240 | C108 | Elementary Science Methods | 3 | 7 |
| EDUC 4250 | C104 | Elementary Social Studies Methods | 3 | 7 |
| EDUC 4270 | C367 | Elementary Physical Education and Health Methods | 3 | 7 |
| EDUC 4260 | C105 | Elementary Visual and Performing Arts Methods | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|----------------------------------|-----|------|
| EDUC 3277 | C732 | Elementary Disciplinary Literacy | 3 | 8 |
| EDUC 3211 | C970 | Children's Literature | 3 | 8 |
| Total CUs: 97 | | | | |

WGU offers an additional nine Bachelor of Arts in Educational Studies programs:

- B.A. Educational Studies - Special and Elementary Education
- B.A. Educational Studies - Mild to Moderate Special Education
- B.A. Educational Studies - Middle Grades Science Education
- B.A. Educational Studies - Secondary Biological Science Education
- B.A. Educational Studies - Secondary Chemistry Science Education
- B.A. Educational Studies - Secondary Earth Science Education
- B.A. Educational Studies - Secondary Physics Education
- B.A. Educational Studies - Middle Grades Mathematics Education
- B.A. Educational Studies - Secondary Mathematics Education

These programs do not include a supervised teaching practicum in a real classroom and therefore do not meet the requirements for initial teacher licensure. These programs are for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

For more information, please see the WGU website - <https://www.wgu.edu/online-teaching-degrees/educational-studies-bachelors-program.html>

Bachelor of Arts, Elementary Education

The Bachelor of Arts in Elementary Education (BAELED), is a competency-based degree program that prepares students to be licensed as K-8 elementary teachers. This program consists of online courses which take the learner from general education through educational professional core coursework, continuing through methods of elementary instruction and assessment, including inclusive practices for students with mild to moderate exceptionalities. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for authentic, collaborative, pre-clinical teaching experiences in K-8 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. With the successful completion of required assessments in the major area of teaching, the student can receive institutional recommendation for certification in elementary education.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| MATH 1111 | D125 | Mathematics for Elementary Educators I | 3 | 2 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 2 |
| HIST 1010 | C121 | Survey of United States History | 3 | 3 |
| MATH 1112 | D126 | Mathematics for Elementary Educators II | 3 | 3 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 3 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| HIST 1310 | C375 | Survey of World History | 3 | 4 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 4 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 4 |
| MATH 1113 | D127 | Mathematics for Elementary Educators III | 3 | 4 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 5 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 5 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| EDUC 4230 | C109 | Elementary Mathematics Methods | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| EDUC 4211 | C909 | Elementary Reading Methods and Interventions | 3 | 6 |
| EDUC 4220 | C365 | Language Arts Instruction and Intervention | 3 | 6 |
| EDUC 3167 | D152 | Inclusive Classroom | 3 | 7 |
| EDUC 4240 | C108 | Elementary Science Methods | 3 | 7 |
| EDUC 4250 | C104 | Elementary Social Studies Methods | 3 | 7 |
| EDUC 4270 | C367 | Elementary Physical Education and Health Methods | 3 | 7 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| EDUC 4260 | C105 | Elementary Visual and Performing Arts Methods | 3 | 8 |
| EDUC 3277 | C732 | Elementary Disciplinary Literacy | 3 | 8 |
| EDUC 3211 | C970 | Children's Literature | 3 | 8 |
| EDUC 3410 | C935 | Preclinical Experiences in Elementary Education | 3 | 8 |
| EDUC 4921 | C307 | Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 | 3 | 9 |
| EDUC 4922 | C308 | Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm | 3 | 9 |
| EDUC 4923 | C309 | Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 | 3 | 9 |
| EDUC 4924 | C310 | Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final | 3 | 9 |
| EDUC 4760 | D146 | Teacher Performance Assessment in Elementary Education | 3 | 9 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 9 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 9 |
| Total CUs: 120 | | | | |

Bachelor of Arts, Special Education and Elementary Education (Dual Licensure)

The Bachelor of Arts, Special Education and Elementary Education Dual Licensure (BASPEE), is a competency-based degree program that prepares teacher candidates to teach both Special Education (K-12) and Elementary Education (K-8). The Special Education and Elementary Education Dual Licensure program is specifically designed for the education and training of prospective teachers to work with both elementary students and students with mild/moderate disabilities in a variety of school settings, including inclusionary K-12 classrooms, resource rooms or self-contained classrooms; serve as an elementary teacher of record K-8, as well as teach all basic school subjects in the elementary education classroom. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to special education courses for teaching students with exceptionalities. Candidates develop and refine their skills through a series of sequential experiences beginning with video-based observations of classroom instruction, to prepare candidates for authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching experience 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. 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.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| HLTH 1010 | C458 | Health, Fitness, and Wellness | 4 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| MATH 1111 | D125 | Mathematics for Elementary Educators I | 3 | 2 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 2 |
| HIST 1010 | C121 | Survey of United States History | 3 | 3 |
| MATH 1112 | D126 | Mathematics for Elementary Educators II | 3 | 3 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 3 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| HIST 1310 | C375 | Survey of World History | 3 | 4 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 4 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 4 |
| MATH 1113 | D127 | Mathematics for Elementary Educators III | 3 | 4 |
| SPED 4513 | D002 | Professional, Ethical, and Legal Practices for Special Education | 3 | 5 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 5 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 5 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 4230 | C109 | Elementary Mathematics Methods | 3 | 6 |
| SPED 4512 | D001 | Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities | 4 | 6 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 6 |
| EDUC 4220 | C365 | Language Arts Instruction and Intervention | 3 | 6 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| EDUC 4211 | C909 | Elementary Reading Methods and Interventions | 3 | 7 |
| SPED 4514 | D003 | Assessment in Special Education | 3 | 7 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 7 |
| SPED 4515 | D004 | Collaborating with Partners for Student Success | 3 | 7 |
| EDUC 4240 | C108 | Elementary Science Methods | 3 | 8 |
| EDUC 4250 | C104 | Elementary Social Studies Methods | 3 | 8 |
| EDUC 4270 | C367 | Elementary Physical Education and Health Methods | 3 | 8 |
| EDUC 4260 | C105 | Elementary Visual and Performing Arts Methods | 3 | 8 |
| EDUC 3277 | C732 | Elementary Disciplinary Literacy | 3 | 9 |
| EDUC 3211 | C970 | Children's Literature | 3 | 9 |
| SPED 4516 | D005 | Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities | 3 | 9 |
| SPED 4517 | D006 | Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionali | 2 | 9 |
| SPED 4518 | D007 | Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalit | 2 | 9 |
| EDUC 3413 | C934 | Preclinical Experiences in Elementary and Special Education | 3 | 10 |
| EDUC 4951 | C311 | Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2 | 3 | 11 |
| EDUC 4952 | C312 | Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm | 3 | 11 |
| EDUC 4953 | C313 | Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5 | 3 | 11 |
| EDUC 4954 | C314 | Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final | 3 | 11 |
| EDUC 4761 | D147 | Teacher Performance Assessment in Elementary and Special Education | 3 | 11 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 11 |
| EDUC 4989 | C340 | Cohort Seminar in Special Education | 3 | 11 |
| Total CUs: 137 | | | | |

Bachelor of Arts, Special Education, Mild to Moderate

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

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| MATH 1111 | D125 | Mathematics for Elementary Educators I | 3 | 1 |
| HIST 1010 | C121 | Survey of United States History | 3 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 2 |
| MATH 1112 | D126 | Mathematics for Elementary Educators II | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| HIST 1310 | C375 | Survey of World History | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 3 |
| MATH 1113 | D127 | Mathematics for Elementary Educators III | 3 | 4 |
| SPED 4513 | D002 | Professional, Ethical, and Legal Practices for Special Education | 3 | 4 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 4 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 4 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 4230 | C109 | Elementary Mathematics Methods | 3 | 5 |
| SPED 4512 | D001 | Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities | 4 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| EDUC 4220 | C365 | Language Arts Instruction and Intervention | 3 | 6 |
| EDUC 4211 | C909 | Elementary Reading Methods and Interventions | 3 | 6 |
| SPED 4514 | D003 | Assessment in Special Education | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|--|-----|------|
| SPED 4515 | D004 | Collaborating with Partners for Student Success | 3 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |
| EDUC 3279 | D010 | Disciplinary Literacy | 3 | 7 |
| EDUC 3211 | C970 | Children's Literature | 3 | 7 |
| SPED 4516 | D005 | Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities | 3 | 8 |
| SPED 4517 | D006 | Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionali | 2 | 8 |
| SPED 4518 | D007 | Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalit | 2 | 8 |
| EDUC 3420 | D009 | Preclinical Experiences in Special Education | 3 | 8 |
| EDUC 4047 | D012 | Supervised Demonstration Teaching in Special Education, Obs 1 and 2 | 3 | 8 |
| EDUC 4049 | D013 | Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm | 3 | 9 |
| EDUC 4050 | D014 | Supervised Demonstration Teaching in Special Education, Obs 4 and 5 | 3 | 9 |
| EDUC 4051 | D015 | Supervised Demonstration Teaching in Special Education, Obs 6 and Final | 3 | 9 |
| EDUC 4763 | D149 | Teacher Performance Assessment in Special Education | 3 | 10 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 10 |
| EDUC 4989 | C340 | Cohort Seminar in Special Education | 3 | 10 |
| Total CUs: 121 | | | | |

Bachelor of Science, Mathematics Education (Middle Grades)

The Bachelor of Science, Mathematics Education (Middle Grades) is a competency-based program that prepares students to be licensed as mathematics teachers in middle grades. 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, Mathematics Content, and Mathematics Education. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with; video-based observations of classroom instruction. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| MATH 2708 | C306 | Finite Mathematics | 4 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| MATH 1015 | C278 | College Algebra | 4 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| HIST 1010 | C121 | Survey of United States History | 3 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| MATH 3321 | C646 | Trigonometry and Precalculus | 4 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| MATH 2505 | C280 | Probability and Statistics I | 4 | 4 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 4 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 4 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| MATH 3610 | C972 | College Geometry | 4 | 5 |
| MATH 4305 | C903 | Middle School Mathematics: Content Knowledge | 2 | 5 |
| ENGL 1020 | C456 | English Composition II | 3 | 6 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 6 |
| MATH 2405 | C282 | Calculus I | 4 | 7 |
| EDUC 4305 | C285 | Mathematics History and Technology | 4 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 7 |
| EDUC 4315 | C284 | Mathematics Learning and Teaching | 4 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| EDUC 4112 | C965 | Teaching in the Middle School | 2 | 8 |
| EDUC 3101 | C879 | Algebra for Secondary Mathematics Teaching | 3 | 8 |
| EDUC 3411 | C930 | Preclinical Experiences in Mathematics | 3 | 8 |
| EDUC 4932 | C315 | Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 | 3 | 9 |
| EDUC 4933 | C316 | Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm | 3 | 9 |
| EDUC 4934 | C317 | Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 | 3 | 9 |
| EDUC 4935 | C318 | Supervised Demonstration Teaching in Mathematics, Observation 6 and Final | 3 | 9 |
| EDUC 4762 | D148 | Teacher Performance Assessment in Mathematics Education | 3 | 9 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 9 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 9 |
| Total CUs: 122 | | | | |

Bachelor of Science, Mathematics Education (Secondary)

The Bachelor of Science, Mathematics Education (Secondary) is a competency-based degree program that prepares students to be licensed as mathematics teachers in middle and secondary grades. 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 Mathematics Education. This program includes clinical experiences that prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for authentic collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| MATH 1015 | C278 | College Algebra | 4 | 1 |
| MATH 3321 | C646 | Trigonometry and Precalculus | 4 | 1 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| MATH 2505 | C280 | Probability and Statistics I | 4 | 2 |
| ENGL 1010 | C455 | English Composition I | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| ENGL 1020 | C456 | English Composition II | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| MATH 3610 | C972 | College Geometry | 4 | 4 |
| MATH 2000 | C362 | Calculus I | 4 | 4 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 4 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 5 |
| MATH 2415 | C283 | Calculus II | 4 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| MATH 2520 | TQC1 | Probability and Statistics II | 3 | 6 |
| HIST 1010 | C121 | Survey of United States History | 3 | 6 |
| MATH 3311 | C656 | Calculus III | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| MATH 3100 | C877 | Mathematical Modeling and Applications | 3 | 7 |
| MATH 3310 | RKT1 | Linear Algebra | 3 | 7 |
| MATH 4315 | C897 | Mathematics: Content Knowledge | 2 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 7 |
| MATH 3320 | QDT1 | Abstract Algebra | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| MATH 3104 | C885 | Advanced Calculus | 3 | 8 |
| EDUC 4315 | C284 | Mathematics Learning and Teaching | 4 | 8 |
| EDUC 3101 | C879 | Algebra for Secondary Mathematics Teaching | 3 | 8 |
| EDUC 3102 | C881 | Geometry for Secondary Mathematics Teaching | 3 | 9 |
| EDUC 3103 | C883 | Statistics and Probability for Secondary Mathematics Teaching | 3 | 9 |
| EDUC 3414 | C932 | Preclinical Experiences in Mathematics | 3 | 9 |
| EDUC 4305 | C285 | Mathematics History and Technology | 4 | 9 |
| EDUC 4932 | C315 | Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 | 3 | 10 |
| EDUC 4933 | C316 | Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm | 3 | 10 |
| EDUC 4934 | C317 | Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 | 3 | 10 |
| EDUC 4935 | C318 | Supervised Demonstration Teaching in Mathematics, Observation 6 and Final | 3 | 10 |
| EDUC 4762 | D148 | Teacher Performance Assessment in Mathematics Education | 3 | 10 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 10 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 10 |
| Total CUs: 138 | | | | |

Bachelor of Science, Science Education (Middle Grades)

The Bachelor of Science, Science Education (Middle Grades) is a competency-based degree program that prepares students to be licensed as science teachers in the middle grades. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepares teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, Science Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| SCIE 2025 | C371 | Concepts in Science | 2 | 1 |
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| MATH 1015 | C278 | College Algebra | 4 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 4 |
| CHEM 2111 | C832 | Chemistry with Lab | 4 | 4 |
| HIST 1010 | C121 | Survey of United States History | 3 | 4 |
| GEOS 2102 | C890 | Ecology and Environmental Science | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| BIO 3105 | C652 | Heredity and Genetics | 3 | 5 |
| PHYS 2100 | RNT1 | General Physics | 5 | 6 |
| POLS 1030 | C963 | American Politics and the US Constitution | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| GEOS 2104 | C894 | Astronomy | 3 | 6 |
| GEOS 3513 | C925 | Earth: Inside and Out | 4 | 7 |
| EDUC 4409 | C388 | Science, Technology, and Society | 5 | 7 |
| SCIE 4405 | C902 | Middle School Science: Content Knowledge | 2 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| EDUC 4112 | C965 | Teaching in the Middle School | 2 | 8 |
| EDUC 4117 | C974 | Science Methods—Middle Grades General Science | 4 | 8 |
| EDUC 3412 | C937 | Preclinical Experiences in Science | 3 | 8 |
| EDUC 4945 | C319 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 3 | 9 |
| EDUC 4946 | C320 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 3 | 9 |
| EDUC 4947 | C321 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 3 | 9 |
| EDUC 4948 | C322 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 3 | 9 |
| EDUC 4764 | D150 | Teacher Performance Assessment in Science | 3 | 9 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 9 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 9 |
| Total CUs: 124 | | | | |

Bachelor of Science, Science Education (Secondary Biological Science)

The Bachelor of Science, Science Education (Secondary Biological Science) is a competency based degree program that prepares students to be licensed as secondary biology teachers. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Biology Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| SCIE 2025 | C371 | Concepts in Science | 2 | 1 |
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| MATH 1015 | C278 | College Algebra | 4 | 2 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 2 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| ENGL 1020 | C456 | English Composition II | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| CHEM 2111 | C832 | Chemistry with Lab | 4 | 4 |
| BIO 2102 | C888 | Molecular and Cellular Biology | 4 | 4 |
| HIST 1010 | C121 | Survey of United States History | 3 | 4 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| BIO 2012 | C875 | Human Anatomy and Physiology | 4 | 5 |
| BIO 3105 | C652 | Heredity and Genetics | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| BIO 2101 | C654 | Zoology | 3 | 6 |
| EDUC 4409 | C388 | Science, Technology, and Society | 5 | 6 |
| GEOS 2102 | C890 | Ecology and Environmental Science | 3 | 7 |
| BIO 3261 | C736 | Evolution | 4 | 7 |
| BIO 4405 | C900 | Biology: Content Knowledge | 2 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 8 |
| EDUC 4113 | C940 | Science Methods—Secondary Biology | 4 | 8 |
| EDUC 3412 | C937 | Preclinical Experiences in Science | 3 | 8 |
| EDUC 4945 | C319 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 3 | 9 |
| EDUC 4946 | C320 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 3 | 9 |
| EDUC 4947 | C321 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 3 | 9 |
| EDUC 4948 | C322 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 3 | 9 |
| EDUC 4764 | D150 | Teacher Performance Assessment in Science | 3 | 9 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 9 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 9 |
| Total CUs: 122 | | | | |

Bachelor of Science, Science Education (Secondary Chemistry)

The Bachelor of Science, Science Education (Secondary Chemistry) is a competency based degree program that prepares students to be licensed as secondary chemistry teachers. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Chemistry Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| SCIE 2025 | C371 | Concepts in Science | 2 | 1 |
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| MATH 1015 | C278 | College Algebra | 4 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| CHEM 2110 | C373 | General Chemistry I with Lab | 4 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| ENGL 1020 | C456 | English Composition II | 3 | 3 |
| CHEM 2210 | C374 | General Chemistry II with Lab | 4 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 4 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| CHEM 3310 | BVT1 | Physical Chemistry | 3 | 4 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 4 |
| MATH 3321 | C646 | Trigonometry and Precalculus | 4 | 5 |
| HIST 1010 | C121 | Survey of United States History | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| MATH 2405 | C282 | Calculus I | 4 | 6 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| CHEM 3300 | BWT1 | Inorganic Chemistry | 3 | 6 |
| CHEM 2300 | UQT1 | Organic Chemistry | 3 | 7 |
| EDUC 4409 | C388 | Science, Technology, and Society | 5 | 7 |
| CHEM 3501 | C624 | Biochemistry | 3 | 7 |
| EDUC 3512 | C264 | Climate Change | 4 | 7 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| CHEM 4405 | C915 | Chemistry: Content Knowledge | 2 | 8 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 8 |
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 8 |
| EDUC 4114 | C941 | Science Methods—Secondary Chemistry | 4 | 8 |
| EDUC 3412 | C937 | Preclinical Experiences in Science | 3 | 9 |
| EDUC 4945 | C319 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 3 | 10 |
| EDUC 4946 | C320 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 3 | 10 |
| EDUC 4947 | C321 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 3 | 10 |
| EDUC 4948 | C322 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 3 | 10 |
| EDUC 4764 | D150 | Teacher Performance Assessment in Science | 3 | 10 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 10 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 10 |
| Total CUs: 129 | | | | |

Bachelor of Science, Science Education (Secondary Earth Science)

The Bachelor of Science, Science Education (Secondary Earth Science) is a competency based degree program that prepares students to be licensed as secondary earth and space science teachers. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Geosciences Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| SCIE 2025 | C371 | Concepts in Science | 2 | 1 |
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 1 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| MATH 1015 | C278 | College Algebra | 4 | 2 |
| ENGL 1020 | C456 | English Composition II | 3 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 3 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 3 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 3 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| CHEM 2111 | C832 | Chemistry with Lab | 4 | 4 |
| HIST 1010 | C121 | Survey of United States History | 3 | 4 |
| GEOS 2102 | C890 | Ecology and Environmental Science | 3 | 4 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 5 |
| PHYS 2100 | RNT1 | General Physics | 5 | 5 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 5 |
| GEOS 2101 | C649 | Geology I: Physical | 4 | 6 |
| GEOS 2103 | C892 | Geology II: Earth Systems | 4 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 6 |
| GEOS 2104 | C894 | Astronomy | 3 | 6 |
| EDUC 4409 | C388 | Science, Technology, and Society | 5 | 7 |
| EDUC 3511 | C263 | The Ocean Systems | 4 | 7 |
| GEOS 4405 | C898 | Earth Science: Content Knowledge | 2 | 7 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 7 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 8 |
| EDUC 4115 | C942 | Science Methods—Secondary Earth Science | 4 | 8 |
| EDUC 3412 | C937 | Preclinical Experiences in Science | 3 | 8 |
| EDUC 4945 | C319 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 3 | 9 |
| EDUC 4946 | C320 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 3 | 9 |
| EDUC 4947 | C321 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 3 | 9 |
| EDUC 4948 | C322 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 3 | 9 |
| EDUC 4764 | D150 | Teacher Performance Assessment in Science | 3 | 9 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 9 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 9 |
| Total CUs: 124 | | | | |

Bachelor of Science, Science Education (Secondary Physics)

The Bachelor of Science, Science Education (Secondary Physics) is a competency based degree program that prepares students to be licensed as secondary physics teachers. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Physics Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| SCIE 2025 | C371 | Concepts in Science | 2 | 1 |
| EDUC 2219 | D097 | Educational Foundations | 2 | 1 |
| MATH 1015 | C278 | College Algebra | 4 | 1 |
| ENGL 1010 | C455 | English Composition I | 3 | 1 |
| MATH 1101 | C955 | Applied Probability and Statistics | 3 | 1 |
| EDUC 2216 | D094 | Educational Psychology and Development of Children and Adolescents | 4 | 2 |
| BIO 1010 | C190 | Introduction to Biology | 3 | 2 |
| SCIE 1020 | C165 | Integrated Physical Sciences | 3 | 2 |
| SCIE 1001 | C683 | Natural Science Lab | 2 | 2 |
| EDUC 2212 | D090 | The School as a Community of Care | 3 | 3 |
| MATH 3321 | C646 | Trigonometry and Precalculus | 4 | 3 |
| PHYS 2102 | C876 | Conceptual Physics | 5 | 3 |
| ENGL 1020 | C456 | English Composition II | 3 | 4 |
| EDUC 2218 | D096 | Fundamentals of Diverse Learners | 4 | 4 |
| EDUC 2217 | D095 | Managing Engaging Learning Environments | 3 | 4 |
| CHEM 2111 | C832 | Chemistry with Lab | 4 | 4 |
| COMM 1011 | C464 | Introduction to Communication | 3 | 5 |
| MATH 2405 | C282 | Calculus I | 4 | 5 |
| PHYS 2300 | BYT1 | Physics: Mechanics | 3 | 5 |
| EDUC 2213 | D091 | Introduction to Curriculum, Instruction, and Assessment | 3 | 5 |
| EDUC 2215 | D093 | Assessing Impact on Student Learning | 3 | 6 |
| HUMN 1010 | C100 | Introduction to Humanities | 3 | 6 |
| MATH 2415 | C283 | Calculus II | 4 | 6 |
| SCIE 2310 | BZT1 | Physics: Waves and Optics | 3 | 6 |
| EDUC 2214 | D092 | Educational Technology for Teaching and Learning | 3 | 7 |
| HIST 1010 | C121 | Survey of United States History | 3 | 7 |
| PHYS 2320 | DPT1 | Physics: Electricity and Magnetism | 3 | 7 |
| EDUC 4409 | C388 | Science, Technology, and Society | 5 | 7 |
| PHYS 3262 | C738 | Space, Time and Motion | 4 | 8 |

| CCN | Course Number | Course Description | CUs | Term |
|-----------------------|---------------|---|-----|------|
| PHYS 4405 | C901 | Physics: Content Knowledge | 2 | 8 |
| EDUC 3276 | C730 | Secondary Reading Instruction and Interventions | 3 | 8 |
| EDUC 3275 | C728 | Secondary Disciplinary Literacy | 3 | 8 |
| EDUC 4116 | C943 | Science Methods—Secondary Physics | 4 | 9 |
| EDUC 3412 | C937 | Preclinical Experiences in Science | 3 | 9 |
| EDUC 4945 | C319 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 3 | 10 |
| EDUC 4946 | C320 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 3 | 10 |
| EDUC 4947 | C321 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 3 | 10 |
| EDUC 4948 | C322 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 3 | 10 |
| EDUC 4764 | D150 | Teacher Performance Assessment in Science | 3 | 10 |
| EDUC 4765 | D151 | Professional Portfolio | 2 | 10 |
| EDUC 4990 | C341 | Cohort Seminar | 3 | 10 |
| Total CUs: 131 | | | | |

Master of Arts in Teaching, Elementary Education

The Master of Arts in Teaching Elementary Education (MATELED), is a competency-based degree program that prepares students at the graduate level to be licensed as K-8 elementary teachers. 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 an undergraduate degree and then progress through educational professional core coursework, continuing through methods of elementary instruction and assessment. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction. Observations prepare candidates for authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| EDUC 5053 | D166 | Foundations of Education | 2 | 1 |
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| EDUC 5059 | D172 | Assessing Student Learning | 2 | 2 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 3 |
| MATH 5127 | D128 | Mathematics for Elementary Educators | 2 | 3 |
| EDUC 6202 | C381 | Elementary Mathematics Methods | 2 | 3 |
| EDUC 6380 | C380 | Language Arts Instruction and Intervention | 2 | 3 |
| EDUC 6207 | C910 | Elementary Reading Methods and Interventions | 2 | 4 |
| EDUC 6203 | C382 | Elementary Science Methods | 2 | 4 |
| EDUC 6709 | DWP2 | Application of Elementary Social Studies Methods | 1 | 4 |
| EDUC 6713 | EBP2 | Application of Elementary Physical Education and Health Methods | 1 | 4 |
| EDUC 6711 | DZP2 | Application of Elementary Visual and Performing Arts Methods | 1 | 4 |
| EDUC 5318 | D164 | Elementary Disciplinary Literacy | 2 | 4 |
| EDUC 5319 | D165 | Children's Literature | 2 | 5 |
| EDUC 5302 | C936 | Preclinical Experiences in Elementary Education | 2 | 5 |
| EDUC 6961 | D130 | Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 | 2 | 6 |
| EDUC 6962 | D131 | Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm | 2 | 6 |
| EDUC 6963 | D132 | Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 | 2 | 6 |
| EDUC 6964 | D133 | Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final | 2 | 6 |
| EDUC 6751 | C873 | Teacher Performance Assessment in Elementary Education | 1 | 6 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 6 |
| EDUC 5253 | C339 | Cohort Seminar | 1 | 6 |
| Total CUs: 49 | | | | |

Master of Arts in Teaching, English Education (Secondary)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| EDUC 5053 | D166 | Foundations of Education | 2 | 1 |
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| EDUC 5059 | D172 | Assessing Student Learning | 2 | 2 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 3 |
| EDUC 5317 | D163 | Secondary Reading Instruction and Interventions | 2 | 3 |
| EDUC 5316 | D162 | Secondary Disciplinary Literacy | 2 | 3 |
| EDUC 5347 | C396 | English Pedagogy | 3 | 3 |
| EDUC 5256 | C945 | Preclinical Experiences in English | 2 | 4 |
| EDUC 6973 | D142 | Supervised Demonstration Teaching in English, Observations 1 and 2 | 2 | 5 |
| EDUC 6974 | D143 | Supervised Demonstration Teaching in English, Observation 3 and Midterm | 2 | 5 |
| EDUC 6975 | D144 | Supervised Demonstration Teaching in English, Observations 4 and 5 | 2 | 5 |
| EDUC 6976 | D145 | Supervised Demonstration Teaching in English, Observation 6 and Final | 2 | 5 |
| EDUC 5252 | C853 | Teacher Performance Assessment in English | 1 | 5 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 5 |
| EDUC 5253 | C339 | Cohort Seminar | 1 | 5 |
| Total CUs: 39 | | | | |

Master of Arts in Teaching, Mathematics Education (Middle Grades)

The Master of Arts in Teaching-Mathematics Education (Middle Grades) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in middle grades and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction and participation in simulated classroom environments. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching, and Research Fundamentals.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| EDUC 5053 | D166 | Foundations of Education | 2 | 1 |
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| EDUC 5059 | D172 | Assessing Student Learning | 2 | 2 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 3 |
| EDUC 5043 | C966 | Teaching in the Middle School | 2 | 3 |
| EDUC 6320 | OPT2 | Mathematics Learning and Teaching | 2 | 3 |
| EDUC 5317 | D163 | Secondary Reading Instruction and Interventions | 2 | 3 |
| EDUC 5316 | D162 | Secondary Disciplinary Literacy | 2 | 4 |
| EDUC 5101 | C880 | Algebra for Secondary Mathematics Teaching | 2 | 4 |
| EDUC 6310 | OOT2 | Mathematics History and Technology | 2 | 4 |
| EDUC 5303 | C931 | Preclinical Experiences in Mathematics | 2 | 4 |
| EDUC 6965 | D134 | Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 | 2 | 5 |
| EDUC 6966 | D135 | Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm | 2 | 5 |
| EDUC 6967 | D136 | Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 | 2 | 5 |
| EDUC 6968 | D137 | Supervised Demonstration Teaching in Mathematics, Observation 6 and Final | 2 | 5 |
| EDUC 6902 | C914 | Teacher Performance Assessment in Mathematics Education | 1 | 5 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 5 |
| EDUC 5253 | C339 | Cohort Seminar | 1 | 5 |
| Total CUs: 44 | | | | |

Master of Arts in Teaching, Mathematics Education (Secondary)

The Master of Arts in Teaching, Mathematics Education (Secondary) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in a secondary setting and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction and participation in simulated classroom environments. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| EDUC 5053 | D166 | Foundations of Education | 2 | 1 |
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| EDUC 5059 | D172 | Assessing Student Learning | 2 | 2 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 3 |
| EDUC 6320 | OPT2 | Mathematics Learning and Teaching | 2 | 3 |
| EDUC 5317 | D163 | Secondary Reading Instruction and Interventions | 2 | 3 |
| EDUC 5316 | D162 | Secondary Disciplinary Literacy | 2 | 3 |
| EDUC 5101 | C880 | Algebra for Secondary Mathematics Teaching | 2 | 4 |
| EDUC 5102 | C882 | Geometry for Secondary Mathematics Teaching | 2 | 4 |
| EDUC 5103 | C884 | Statistics and Probability for Secondary Mathematics Teaching | 2 | 4 |
| EDUC 6310 | OOT2 | Mathematics History and Technology | 2 | 4 |
| EDUC 5306 | C933 | Preclinical Experiences in Mathematics | 2 | 5 |
| EDUC 6965 | D134 | Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 | 2 | 6 |
| EDUC 6966 | D135 | Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm | 2 | 6 |
| EDUC 6967 | D136 | Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 | 2 | 6 |
| EDUC 6968 | D137 | Supervised Demonstration Teaching in Mathematics, Observation 6 and Final | 2 | 6 |
| EDUC 6902 | C914 | Teacher Performance Assessment in Mathematics Education | 1 | 6 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 6 |
| EDUC 5253 | C339 | Cohort Seminar | 1 | 6 |
| Total CUs: 46 | | | | |

Master of Arts in Teaching, Science Education (Secondary)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| EDUC 5053 | D166 | Foundations of Education | 2 | 1 |
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| EDUC 5059 | D172 | Assessing Student Learning | 2 | 2 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 3 |
| EDUC 5317 | D163 | Secondary Reading Instruction and Interventions | 2 | 3 |
| EDUC 5316 | D162 | Secondary Disciplinary Literacy | 2 | 3 |
| EDUC 5409 | C389 | Science, Technology, and Society | 2 | 3 |
| EDUC 5041 | C645 | Science Methods | 3 | 4 |
| EDUC 5304 | C938 | Preclinical Experiences in Science | 2 | 4 |
| EDUC 6969 | D138 | Supervised Demonstration Teaching in Science, Observations 1 and 2 | 2 | 5 |
| EDUC 6970 | D139 | Supervised Demonstration Teaching in Science, Observation 3 and Midterm | 2 | 5 |
| EDUC 6971 | D140 | Supervised Demonstration Teaching in Science, Observations 4 and 5 | 2 | 5 |
| EDUC 6972 | D141 | Supervised Demonstration Teaching in Science, Observation 6 and Final | 2 | 5 |
| EDUC 6903 | C904 | Teacher Performance Assessment in Science | 1 | 5 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 5 |
| EDUC 5253 | C339 | Cohort Seminar | 1 | 5 |
| Total CUs: 41 | | | | |

Master of Arts in Teaching, Special Education

MASTER OF ARTS IN TEACHING WITH A CONCENTRATION IN SPECIAL EDUCATION is a competency-based program that enables teacher candidates to earn a Master of Arts degree with a concentration in Special Education, Mild to Moderate disabilities which will lead to an initial licensure in Special Education (K-12) teaching certificate. The program will be completed online except for preclinical experiences, classroom clinical components, and student teaching. This program will involve an intensive, fast-paced education in fundamental issues, methodology, knowledge and skills for special education teachers. With core courses in learning theory and behavior management, candidates will study educational assessment and intervention while developing skills in building strategies for successful, inclusive classrooms. Candidates develop and refine their skills through a series of sequential experiences beginning with video-based observations of classroom instruction. The culminating experience is full-time student teaching with a mentor teacher under the supervision of WGU's clinical experience team in two special education settings at the K-6 and 7-12 levels. Both placements will support the academic needs of students with mild-to-moderate disabilities. The Master of Arts in Special Education is a specifically designed program for the preparation of prospective teachers to work with students with mild to moderate disabilities in today's diverse inclusionary K-12 classrooms. With the successful completion of program expectations and required assessments in the major area of teaching, the candidate can seek an institutional recommendation for certification in special education.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|--|-----|------|
| EDUC 5074 | D307 | Educational Psychology and Human Development of Children and Adolescents | 4 | 1 |
| EDUC 5055 | D168 | Schools as Communities of Care | 2 | 1 |
| EDUC 5056 | D169 | Essential Practices for Supporting Diverse Learners | 3 | 1 |
| SPED 5290 | D228 | Special Education Practices: Professional, Ethical and Legal Guidelines | 2 | 2 |
| EDUC 5057 | D170 | Creating and Managing Engaging Learning Environments | 2 | 2 |
| EDUC 5058 | D171 | Curriculum, Instruction, and Assessment | 2 | 2 |
| SPED 5297 | D237 | Mathematics Methods and Instruction for Students with Mild/Moderate Exceptionalities | 2 | 2 |
| SPED 5291 | D229 | Management Strategies for Academic and Social Behavior | 3 | 3 |
| SPED 5292 | D230 | Assessment and Evaluation Procedures in Special Education | 2 | 3 |
| EDUC 6380 | C380 | Language Arts Instruction and Intervention | 2 | 3 |
| EDUC 6207 | C910 | Elementary Reading Methods and Interventions | 2 | 3 |
| EDUC 5317 | D163 | Secondary Reading Instruction and Interventions | 2 | 4 |
| SPED 5304 | D244 | Disciplinary Literacy | 2 | 4 |
| EDUC 5060 | D173 | Using Educational Technology for Teaching and Learning | 2 | 4 |
| SPED 5293 | D231 | Collaborative Techniques with Partners for Effective IEPs | 2 | 4 |
| SPED 5294 | D232 | Special Education Methods of Instruction and Intervention | 2 | 5 |
| SPED 5295 | D233 | Designing Instruction for Elementary Learners with Mild to Moderate Exceptionalities | 2 | 5 |
| SPED 5296 | D234 | Designing Instruction for Secondary Learners with Mild to Moderate Exceptionalities | 2 | 5 |
| SPED 5298 | D238 | Preclinical Experiences in Special Education | 2 | 5 |
| SPED 5299 | D239 | Supervised Demonstration Teaching in Special Education, Obs 1 and 2 | 2 | 6 |
| SPED 5300 | D240 | Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm | 2 | 6 |

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| SPED 5301 | D241 | Supervised Demonstration Teaching in Special Education, Obs 4 and 5 | 2 | 6 |
| SPED 5302 | D242 | Supervised Demonstration Teaching in Special Education, Obs 6 and Final | 2 | 6 |
| SPED 5303 | D243 | Teacher Performance Assessment in Special Education | 1 | 7 |
| EDUC 5255 | C347 | Professional Portfolio | 1 | 7 |
| SPED 5305 | D245 | Cohort Seminar in Special Education | 1 | 7 |
| Total CUs: 53 | | | | |

Master of Science, Curriculum and Instruction

The Master of Science in Curriculum and Instruction is a competency-based degree program designed for K-12 teachers who are interested in improving their teaching practice and leading innovation in teaching and learning. The program is built in alignment with the National Board Professional Teaching Standards and the National Education Association's Teacher Leadership Competencies. Intended to be practical and application-based, the program incorporates six pillars of curriculum and instruction: reflective practice, social-emotional learning, evidence-based practices, technology, leadership, and cultural competency. The competencies of this program focus on in-demand skills, preparing candidates for careers as instructional coaches, curriculum specialists, and distinguished teacher leaders.

| CCN | Course Number | Course Description | CUs | Term |
|-----------|---------------|---|-----|------|
| EDUC 5062 | D182 | The Reflective Practitioner | 3 | 1 |
| EDUC 5063 | D183 | Designing Curriculum and Instruction I | 3 | 1 |
| EDUC 5061 | D179 | Data-Informed Practices | 3 | 1 |
| EDUC 6302 | D187 | Differentiated Instruction | 3 | 2 |
| EDUC 5064 | D184 | Standards-Based Assessment | 3 | 2 |
| EDUC 5065 | D185 | Designing Curriculum and Instruction II | 3 | 2 |
| EDUC 5066 | D186 | Learning as a Science | 3 | 3 |
| EDUC 6303 | D188 | The Collaborative Leader | 3 | 3 |
| EDUC 6300 | D180 | Educational Research | 3 | 3 |
| EDUC 6301 | D181 | MSCIN Capstone | 5 | 4 |

Total CUs: 32

Master of Science, Educational Leadership

The Master of Science in Educational Leadership is a competency-based degree program that prepares qualified K-12 educators to become state-licensed school principals. The foundation of the program's philosophy is to create innovative instructional leaders for today's schools. The program is aligned to the NELP, SPA, and PSEL standards. The candidate learns contemporary theories while engaging in practices related to leading in 21st century schools, applying new learning at local practicum sites. Graduates of this program enter the field having demonstrated competencies in leadership practices and ethics, school law, exceptional child services, leading in inclusive schools with diverse populations, instructional leadership, human resource leadership, school financial management, systems and operations management, strategic planning, data literacy, and educational inquiry. The candidate is guided through the program by qualified program mentors, course instructors, and school leaders. The cumulative program activity consists of a capstone action research project that is conducted in the K-12 school setting.

| CCN | Course Number | Course Description | CUs | Term |
|-------------------|---------------|---|-----------|------|
| EDUC 5288 | D016 | Leadership Foundations and Ethics | 3 | 1 |
| EDUC 5289 | D017 | School Law | 3 | 1 |
| EDUC 5292 | D020 | Cultural Competency and Social-Emotional Learning | 3 | 1 |
| EDUC 5291 | D019 | Data Literacy and Evidence-Based Practices | 3 | 2 |
| EDUC 5293 | D021 | Leadership of Curriculum Design and Instruction | 3 | 2 |
| EDUC 5290 | D018 | Leading Inclusive Schools | 3 | 2 |
| EDUC 5294 | D022 | People and Talent in Educational Leadership | 3 | 3 |
| EDUC 5295 | D023 | School Financial Leadership | 3 | 3 |
| EDUC 5298 | D036 | Practicum in Educational Leadership - Focus on Professional Practices | 3 | 3 |
| EDUC 5296 | D034 | Systems Management and School Operations | 3 | 4 |
| EDUC 5297 | D035 | Educational Inquiry | 3 | 4 |
| EDUC 5299 | D037 | Practicum in Educational Leadership - Focus on Instruction and Operations | 3 | 4 |
| EDUC 5300 | D038 | Educational Leadership Capstone | 3 | 5 |
| Total CUs: | | | 39 | |

Master of Science, Learning Experience Design and Educational Technology

The Master of Science, Learning Experience Design and Educational Technology is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as learning experience designers, workforce development specialists, instructional designers and technologists, e-learning designers and developers, learning and development leads, and other related roles.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| LXD 5068 | D291 | Learning Experience Design Foundations I | 3 | 1 |
| LXD 5069 | D292 | Learning Experience Design Foundations II | 3 | 1 |
| LXD 5070 | D293 | Assessment and Learning Analytics | 3 | 1 |
| LXD 5071 | D294 | Learning Technology | 3 | 2 |
| LXD 5072 | D295 | Designing and Facilitating E-Learning Experiences for K–12 Students | 3 | 2 |
| LXD 5073 | D296 | Quality and Impact of K–12 E-Learning Solutions | 3 | 2 |
| LXD 6050 | D297 | Designing E-Learning Experiences for Adults | 3 | 3 |
| LXD 5051 | D298 | Quality and Impact of Adult E-Learning Solutions | 3 | 3 |
| LXD 6052 | D299 | Learning Experience Design Lab | 3 | 3 |
| LXD 6053 | D300 | Identifying Learner Needs and a Research Problem | 3 | 4 |
| LXD 6054 | D301 | Developing an E-Learning Solution and Research Methodology | 3 | 4 |
| LXD 6055 | D302 | Implementing and Evaluating E-Learning Solutions | 5 | 4 |
| Total CUs: 38 | | | | |

Master of Science, Learning Experience Design and Educational Technology

The Master of Science, Learning Experience Design and Educational Technology is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as learning experience designers, workforce development specialists, instructional designers and technologists, e-learning designers and developers, learning and development leads, and other related roles.

| CCN | Course Number | Course Description | CUs | Term |
|----------|---------------|--|-----|------|
| LXD 5068 | D291 | Learning Experience Design Foundations I | 3 | 1 |
| LXD 5069 | D292 | Learning Experience Design Foundations II | 3 | 1 |
| LXD 5070 | D293 | Assessment and Learning Analytics | 3 | 1 |
| LXD 5071 | D294 | Learning Technology | 3 | 2 |
| LXD 6050 | D297 | Designing E-Learning Experiences for Adults | 3 | 2 |
| LXD 5051 | D298 | Quality and Impact of Adult E-Learning Solutions | 3 | 2 |
| LXD 6052 | D299 | Learning Experience Design Lab | 3 | 3 |
| LXD 6053 | D300 | Identifying Learner Needs and a Research Problem | 3 | 3 |
| LXD 6054 | D301 | Developing an E-Learning Solution and Research Methodology | 3 | 3 |
| LXD 6055 | D302 | Implementing and Evaluating E-Learning Solutions | 5 | 4 |

Total CUs: 32

Master of Science, Learning Experience Design and Educational Technology

The Master of Science, Learning Experience Design and Educational Technology is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as learning experience designers, workforce development specialists, instructional designers and technologists, e-learning designers and developers, learning and development leads, and other related roles.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| LXD 5068 | D291 | Learning Experience Design Foundations I | 3 | 1 |
| LXD 5069 | D292 | Learning Experience Design Foundations II | 3 | 1 |
| LXD 5070 | D293 | Assessment and Learning Analytics | 3 | 1 |
| LXD 5071 | D294 | Learning Technology | 3 | 2 |
| LXD 5072 | D295 | Designing and Facilitating E-Learning Experiences for K–12 Students | 3 | 2 |
| LXD 5073 | D296 | Quality and Impact of K–12 E-Learning Solutions | 3 | 2 |
| LXD 6052 | D299 | Learning Experience Design Lab | 3 | 3 |
| LXD 6053 | D300 | Identifying Learner Needs and a Research Problem | 3 | 3 |
| LXD 6054 | D301 | Developing an E-Learning Solution and Research Methodology | 3 | 3 |
| LXD 6055 | D302 | Implementing and Evaluating E-Learning Solutions | 5 | 4 |
| Total CUs: 32 | | | | |

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 5264 | ASA1 | Assessment Theory and Practice | 3 | 2 |
| EDUC 5263 | NNA1 | Planning, Implementing, Managing Instruction | 4 | 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 in Mathematics Education (Middle Grades)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| MATH 5015 | C912 | College Algebra | 3 | 1 |
| MATH 5710 | QTT2 | Finite Mathematics | 2 | 1 |
| MATH 6321 | C647 | Trigonometry and Precalculus | 2 | 1 |
| EDUC 6320 | OPT2 | Mathematics Learning and Teaching | 2 | 1 |
| MATH 5030 | C992 | College Geometry | 2 | 2 |
| EDUC 5043 | C966 | Teaching in the Middle School | 2 | 2 |
| MATH 5510 | TOC2 | Probability and Statistics I | 2 | 2 |
| MATH 6711 | C613 | Middle School Mathematics: Content Knowledge | 1 | 2 |
| MATH 5410 | QJT2 | Calculus I | 2 | 2 |
| EDUC 5101 | C880 | Algebra for Secondary Mathematics Teaching | 2 | 3 |
| EDUC 6310 | OOT2 | Mathematics History and Technology | 2 | 3 |
| EDUC 5111 | C224 | Research Foundations | 2 | 3 |
| EDUC 5112 | C225 | Research Questions and Literature Review | 2 | 3 |
| EDUC 6753 | C887 | MA, Mathematics Education (5-9) Teacher Performance Assessment | 6 | 4 |
| Total CUs: 32 | | | | |

Master of Arts in Mathematics Education (Secondary)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|---|-----|------|
| MATH 6321 | C647 | Trigonometry and Precalculus | 2 | 1 |
| MATH 5030 | C992 | College Geometry | 2 | 1 |
| MATH 5406 | C363 | Calculus I | 2 | 1 |
| EDUC 6320 | OPT2 | Mathematics Learning and Teaching | 2 | 1 |
| MATH 5420 | CQC2 | Calculus II | 2 | 2 |
| MATH 5510 | TOC2 | Probability and Statistics I | 2 | 2 |
| MATH 5520 | TQC2 | Probability and Statistics II | 2 | 2 |
| EDUC 5101 | C880 | Algebra for Secondary Mathematics Teaching | 2 | 2 |
| EDUC 5102 | C882 | Geometry for Secondary Mathematics Teaching | 2 | 3 |
| EDUC 5103 | C884 | Statistics and Probability for Secondary Mathematics Teaching | 2 | 3 |
| EDUC 6310 | OOT2 | Mathematics History and Technology | 2 | 3 |
| MATH 6331 | C612 | Mathematics: Content Knowledge | 1 | 3 |
| MATH 5100 | C878 | Mathematical Modeling and Applications | 2 | 3 |
| MATH 6311 | C657 | Calculus III | 2 | 4 |
| MATH 6310 | RKT2 | Linear Algebra | 2 | 4 |
| MATH 6320 | QDT2 | Abstract Algebra | 2 | 4 |
| MATH 5104 | C886 | Advanced Calculus | 2 | 4 |
| EDUC 6752 | C874 | MA, Mathematics Education (5-12) Teacher Performance Assessment | 6 | 5 |
| Total CUs: 39 | | | | |

Master of Arts Science Education (Middle Grades)

The Master of Arts Science Education (Middle Grades) is a competency-based degree program that prepares already licensed teachers for an endorsement in middle level general science and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science Content, Biology Content, Geosciences Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| SCIE 5408 | C670 | Concepts in Science | 1 | 1 |
| SCIE 5020 | C908 | Integrated Physical Sciences | 2 | 1 |
| BIO 5111 | C907 | Introduction to Biology | 2 | 1 |
| CHEM 5107 | C833 | Chemistry with Lab | 3 | 1 |
| BIO 5105 | C653 | Heredity and Genetics | 2 | 2 |
| EDUC 5409 | C389 | Science, Technology, and Society | 2 | 2 |
| PHYS 5100 | RNT2 | General Physics | 3 | 2 |
| GEOS 5104 | C895 | Astronomy | 2 | 2 |
| GEOS 5102 | C891 | Ecology and Environmental Science | 2 | 3 |
| GEOS 5513 | C926 | Earth: Inside and Out | 3 | 3 |
| SCIE 6405 | C616 | Middle School Science: Content Knowledge | 1 | 3 |
| EDUC 5043 | C966 | Teaching in the Middle School | 2 | 3 |
| EDUC 5048 | C975 | Science Methods—Middle Grades General Science | 3 | 4 |
| EDUC 6264 | C871 | MA, Science Education Teacher Performance Assessment | 6 | 4 |
| Total CUs: 34 | | | | |

Master of Arts Science Education (Secondary Biological Science)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| SCIE 5408 | C670 | Concepts in Science | 1 | 1 |
| BIO 5111 | C907 | Introduction to Biology | 2 | 1 |
| BIO 5120 | C870 | Human Anatomy and Physiology | 3 | 1 |
| CHEM 5107 | C833 | Chemistry with Lab | 3 | 1 |
| BIO 5106 | C889 | Molecular and Cellular Biology | 3 | 2 |
| BIO 5105 | C653 | Heredity and Genetics | 2 | 2 |
| EDUC 5409 | C389 | Science, Technology, and Society | 2 | 2 |
| BIO 5101 | C655 | Zoology | 2 | 2 |
| GEOS 5102 | C891 | Ecology and Environmental Science | 2 | 3 |
| BIO 5247 | C737 | Evolution | 3 | 3 |
| BIO 6405 | C614 | Biology: Content Knowledge | 1 | 3 |
| EDUC 5044 | C976 | Science Methods—Secondary Biology | 3 | 3 |
| EDUC 6264 | C871 | MA, Science Education Teacher Performance Assessment | 6 | 4 |
| Total CUs: 33 | | | | |

Master of Arts Science Education (Secondary Chemistry)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| SCIE 5408 | C670 | Concepts in Science | 1 | 1 |
| SCIE 5020 | C908 | Integrated Physical Sciences | 2 | 1 |
| CHEM 5409 | C672 | General Chemistry I with Lab | 3 | 1 |
| CHEM 5410 | C673 | General Chemistry II with Lab | 3 | 1 |
| MATH 5350 | RXT2 | Precalculus and Calculus | 2 | 2 |
| CHEM 5310 | BVT2 | Physical Chemistry | 2 | 2 |
| CHEM 5300 | BWT2 | Inorganic Chemistry | 2 | 2 |
| EDUC 5409 | C389 | Science, Technology, and Society | 2 | 2 |
| CHEM 5250 | AIT2 | Organic Chemistry | 2 | 3 |
| SCIE 5501 | C625 | Biochemistry | 2 | 3 |
| EDUC 5512 | C267 | Climate Change | 3 | 3 |
| CHEM 6405 | C617 | Chemistry: Content Knowledge | 1 | 3 |
| EDUC 5045 | C977 | Science Methods—Secondary Chemistry | 3 | 4 |
| EDUC 6264 | C871 | MA, Science Education Teacher Performance Assessment | 6 | 4 |
| Total CUs: 34 | | | | |

Master of Arts Science Education (Secondary Earth Science)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| SCIE 5408 | C670 | Concepts in Science | 1 | 1 |
| CHEM 5107 | C833 | Chemistry with Lab | 3 | 1 |
| PHYS 5100 | RNT2 | General Physics | 3 | 1 |
| GEOS 5101 | C650 | Geology I: Physical | 3 | 1 |
| EDUC 5409 | C389 | Science, Technology, and Society | 2 | 2 |
| GEOS 5103 | C893 | Geology II: Earth Systems | 3 | 2 |
| GEOS 5102 | C891 | Ecology and Environmental Science | 2 | 2 |
| GEOS 5104 | C895 | Astronomy | 2 | 2 |
| EDUC 5511 | C266 | The Ocean Systems | 3 | 3 |
| GEOS 6405 | C618 | Earth Science: Content Knowledge | 1 | 3 |
| EDUC 5046 | C978 | Science Methods—Secondary Earth Science | 3 | 3 |
| EDUC 6264 | C871 | MA, Science Education Teacher Performance Assessment | 6 | 3 |
| Total CUs: 32 | | | | |

Master of Arts Science Education (Secondary Physics)

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

| CCN | Course Number | Course Description | CUs | Term |
|----------------------|---------------|--|-----|------|
| SCIE 5408 | C670 | Concepts in Science | 1 | 1 |
| SCIE 5020 | C908 | Integrated Physical Sciences | 2 | 1 |
| MATH 5350 | RXT2 | Precalculus and Calculus | 2 | 1 |
| PHYS 5101 | C659 | Conceptual Physics | 3 | 1 |
| PHYS 5150 | BYT2 | Physics: Mechanics | 2 | 2 |
| CHEM 5107 | C833 | Chemistry with Lab | 3 | 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 6405 | C615 | Physics: Content Knowledge | 1 | 3 |
| EDUC 5052 | C979 | Science Methods—Secondary Physics | 3 | 3 |
| EDUC 6264 | C871 | MA, Science Education Teacher Performance Assessment | 6 | 4 |
| Total CUs: 32 | | | | |

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 5264 | ASA1 | Assessment Theory and Practice | 3 | 2 |
| EDUC 5263 | NNA1 | Planning, Implementing, Managing Instruction | 4 | 2 |
| EDUC 5265 | NMA1 | Professional Role of the ELL Teacher | 2 | 2 |
| EDUC 6260 | ELO1 | Subject Specific Pedagogy: ELL | 3 | 3 |
| EDUC 6261 | FEA1 | Field Experience for ELL | 3 | 3 |
| Total CUs: 25 | | | | |

Courses

<https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Course-Descriptions-and-Course-of-Study/ta-p/38923>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C100 - Introduction to Humanities - This introductory humanities course allows candidates 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 candidates to more effectively enter the global community with a broad and enlightened perspective.

C104 - Elementary Social Studies Methods - Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C105 - Elementary Visual and Performing Arts Methods - Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiating instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C107 - Anatomy and Physiology I - Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept at recognizing when 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 prerequisites.

C108 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiating instruction for science, assessing science understanding, technology for science instruction, standards-based science instruction, integrating science across the curriculum, and science beyond the classroom. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C109 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards-based mathematics instruction, and mathematical models and representation. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

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

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

C168 - Critical Thinking and Logic - Reasoning and Problem Solving helps candidates 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, analyzing and interpreting information and data, reaching well-founded conclusions, and identifying the role of critical thinking in disciplines and professions.

C170 - Data Management - Applications - This course covers conceptual data modeling and provides an introduction to MySQL. Students will learn how to create simple to complex SELECT queries including subqueries and joins, and students 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 (SFV) queries to complex 3+ table join queries.

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

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

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

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

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

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

C181 - Survey of United States Constitution and Government - Ready to work on Constitution and Government? Please contact your program mentor to be moved to the correct course.

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

C188 - Software Engineering - This course introduces the concepts of software engineering to students who have completed the core courses in programming and project management. The principles build on previously acquired concepts, switching the emphasis from programming simple routines, to engineering robust and scalable software solutions. This course does not cover programming, but provides an overview of software engineering processes, and their challenging nature focusing on the need for a disciplined approach to software engineering. A generic process framework provides the groundwork for formal process models. Prescriptive process models such as the Waterfall Model and Agile Development are included. An introduction to the elements and phases of software engineering is included which explores requirements engineering, design concepts, and software quality.

C190 - Introduction to Biology - This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

C191 - Operating Systems for Programmers - This course covers operating systems from the perspective of a programmer, including the placement of the operating system in the layered application development model. Primarily, OSs provide memory management, task scheduling, and CPU allocation. Secondly, 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. There are no prerequisites for this course.

C195 - Software II - Advanced Java Concepts - Software II – Advanced Java Concepts refines object-oriented programming expertise and builds database and file server application development skills. You will learn about and put into action lambda expressions, collections, input/output, advanced error handling, and the newest features of Java 11 to develop software that meets business requirements. This course requires intermediate expertise in object-oriented programming and the Java language.

C200 - Managing Organizations and Leading People - This course covers principles of effective management and leadership that maximize organizational performance. The following topics are included: the role and functions of a manager, analysis of personal leadership styles, approaches to self-awareness and self-assessment, and application of foundational leadership and management skills.

C201 - Business Acumen - The Business Acumen course introduces you to the operation of the business enterprise and the role of management in directing the activities of the business. You will examine the roles of management in the context of business functions such as marketing, operations, accounting, and finance.

C202 - Managing Human Capital - This course focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. You will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.

C203 - Becoming an Effective Leader - This course explores major theories and approaches to leadership, leadership style evaluation, and personal leadership development while focusing on motivation, development, and achievement of others. You will learn how to influence followers, manage organizational culture, and enhance your effectiveness as a leader.

C204 - Management Communication - This course prepares students for the communication challenges in organizations. Topics examined include theories and strategies of communication, persuasion, conflict management, and ethics that enhance communication to various audiences.

C205 - Leading Teams - This course helps students establish team objectives, align the team purpose with organizational goals, build credibility and trust, and develop the talents of individuals to enhance team performance.

C206 - Ethical Leadership - This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues.

C207 - Data-Driven Decision Making - This course presents critical problem-solving methodologies, including field research and data collection methods that enhance organizational performance. Topics include quantitative analysis, statistical and quality tools. You will improve your ability to use data to make informed decisions.

C208 - Change Management and Innovation - This course provides an overview of change theories and innovation practices. This course will emphasize the role of leadership in influencing and managing change in response to challenges and opportunities facing organizations.

C209 - Strategic Management - This course focuses on models and practices of strategic management including developing and implementing both short- and long-term strategy and evaluating performance to achieve strategic goals and objectives.

C210 - Management and Leadership Capstone - This course is the culminating assessment of the MSML curriculum that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of management and leadership development and practices.

C211 - Global Economics for Managers - This course examines how economic tools, techniques, and indicators can be used for solving organizational problems related to competitiveness, productivity, and growth. You will explore the management implications of a variety of economic concepts and effective strategies to make decisions within a global context.

C212 - Marketing - 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.

C213 - Accounting for Decision Makers - This course provides you with the accounting knowledge and skills to assess and manage a business. Topics include the accounting cycle, financial statements, taxes, and budgeting. This course will improve students' ability to understand reports and use accounting information to plan and make sound business decisions.

C214 - Financial Management - This course covers practical approaches to analysis and decision-making in the administration of corporate funds, including capital budgeting, working capital management, and cost of capital. Topics include financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing, government regulations, and global influences. This course will improve students' ability to interpret financial statements and manage corporate finances.

C215 - Operations Management - This course focuses on the strategic importance of operations management to overall performance. This course also emphasizes principles of supply chain management relevant to a variety of business operations ranging from manufacturing goods to retail services. You will examine the various planning, control, and decision-making tools and techniques of the operations function.

C216 - MBA Capstone - MBA Capstone is the culminating course in the MBA program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C217 - Human Growth and Development Across the Lifespan - This course introduces candidates to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Candidates will gain an understanding of the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

C218 - MBA, Information Technology Management Capstone - MBA Information Technology Management Capstone is the culminating course in the MBA ITM program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C219 - MBA, Healthcare Management Capstone - MBA Healthcare Management Capstone is the culminating course in the MBA HCM program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C224 - Research Foundations - The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research. This course also teaches students concepts about measurement and assessment, as well as strategies for obtaining warranted research results.

C225 - Research Questions and Literature Review - The Research Questions and Literature Reviews course focuses on how to conduct a thorough literature review that addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer one's research questions and hypotheses. Research Foundations is a prerequisite for this course.

C226 - Research Design and Analysis - The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data. Research Questions and Literature Review is a prerequisite for this course.

C227 - Research Proposals - Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted. Research Design and Analysis is a prerequisite for this course.

C228 - Community Health and Population-Focused Nursing - Community Health and Population-Focused Nursing will assist students in becoming familiar with foundational theories and models of health promotion applicable to the community health nursing environment. Students will develop an understanding of how policies and resources influence the health of populations. Focus is concentrated on learning the importance of a community assessment to improve or resolve a community health issue. This course introduces students to the relationships between cultures and communities and the steps necessary to create community collaboration with the goal to improve or resolve community health issues in a variety of settings. Students will gain a greater understanding of health systems in the United States, global health issues, quality-of-life issues, cultural influences, community collaboration, and emergency preparedness.

C229 - Community Health and Population-Focused Nursing Field Experience - This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations. Students will demonstrate critical thinking skills by applying principles of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

C232 - Introduction to Human Resource Management - This 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 topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; and occupational health, safety, and security.

C233 - Employment Law - This course reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. This course covers how to analyze current trends and issues in employment law and apply this knowledge to manage risk effectively in the employment relationship.

C234 - Workforce Planning: Recruitment and Selection - This course focuses on building a highly skilled workforce by using effective strategies and tactics for recruiting, selecting, hiring, and retaining employees.

C235 - Training and Development - Training and Development focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. The course will help develop essential skills for improving and empowering organizations through high-caliber training and development processes. There are no prerequisites.

C236 - Compensation and Benefits - Compensation and Benefits develops competence in the design and implementation of compensation and benefits systems in an organization. The total rewards perspective integrates tangible rewards (e.g., salary, bonuses) with employee benefits (e.g., health insurance, retirement plan) and intangible rewards (e.g., location, work environment). This perspective allows students to use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance. There are no prerequisites.

C237 - Taxation I - This course focuses on the taxation of individuals. It provides an overview of income taxes of both individuals and business entities in order to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. The course will introduce taxation of sole proprietorships. Students will learn principles of individual taxation and how to develop effective personal tax strategies for individuals. Students will also be introduced to tax research of complex taxation issues.

C239 - Advanced Tax Concepts - This course is designed to enhance 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, and corporate distributions, while emphasizing the role of taxes in business decisions and business strategy. Also examined will be federal tax laws applicable to individuals and corporations (and shareholders), including tax research, tax compliance, and tax planning. *Retired

C243 - Advanced Financial Accounting - This course builds upon your accounting knowledge by focusing on advanced financial accounting topics such as consolidations, partnership accounting, and international accounting.

C253 - Advanced Managerial Accounting - This course introduces the complexity and functionality of managerial accounting systems within an organization. It covers the topics of product costing (including activity-based costing), decision-making (including capital budgeting), profitability analysis, budgeting, performance evaluation, and reporting related to managerial decision-making. This course provides the opportunity for a detailed study of how managerial accounting information supports the operational and strategic needs of an organization and how managers use accounting information for decision-making, planning, and controlling activities within organizations.

C254 - Fraud and Forensic Accounting - This course provides a framework for detecting and preventing financial statement fraud. Topics include the profession's focus and legislation of fraud, revenue- and inventory-related fraud, and liability, asset, and inadequate disclosure fraud.

C255 - Introduction to Geography - This course will discuss geographic concepts, places and regions, physical and human systems, and the environment.

C263 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, and hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C264 - Climate Change - This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level, and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic, and environmental consequences of climate change.

C266 - The Ocean Systems - This course investigates the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include the 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 - Climate Change - This course explores the science of climate change and covers 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. It covers 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 - 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.)

C273 - Introduction to Sociology - This course teaches students to think like sociologists, or, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms and how such behavior may result in social change, either on a large scale or within small groups.

C277 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, and trees and networks. There are no prerequisites for this course.

C278 - College Algebra - This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.

C280 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning, and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. Candidates should have completed a course in College Algebra before engaging in this course.

C282 - Calculus I - Calculus I is the study of rates of change in the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and 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. Precalculus is a prerequisite for this course.

C283 - Calculus II - Calculus II is the study of the accumulation of change in the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the Fundamental Theorem of Calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Calculus I is a prerequisite for this course.

C284 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help students develop the knowledge and skills necessary to become prospective and practicing educators. Students 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 planning instruction, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.

C285 - Mathematics History and Technology - Mathematics History and Technology introduces 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. There are no prerequisites for this course.

C304 - Professional Roles and Values - This course explores the unique role nurses play in healthcare, beginning with the history and evolution of the nursing profession. The responsibilities and accountability of professional nurses are covered, including cultural competency, advocacy for patient rights, and the legal and ethical issues related to supervision and delegation. Professional conduct, leadership, the public image of nursing, the work environment, and issues of social justice are also addressed.

C306 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, and trees and networks. There are no prerequisites for this course.

C307 - Supervised Demonstration Teaching in Elementary Education, Observations 1 and 2 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C308 - Supervised Demonstration Teaching in Elementary Education, Observation 3 and Midterm - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C309 - Supervised Demonstration Teaching in Elementary Education, Observations 4 and 5 - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C310 - Supervised Demonstration Teaching in Elementary Education, Observation 6 and Final - Supervised Demonstration Teaching in Elementary Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C311 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 1 and 2 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C312 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 3 and Midterm - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C313 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 4 and 5 - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C314 - Supervised Demonstration Teaching in Elementary and Special Education, Obs 6 and Final - Supervised Demonstration Teaching in Elementary and Special Education involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C315 - Supervised Demonstration Teaching in Mathematics, Observations 1 and 2 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C316 - Supervised Demonstration Teaching in Mathematics, Observation 3 and Midterm - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C317 - Supervised Demonstration Teaching in Mathematics, Observations 4 and 5 - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C318 - Supervised Demonstration Teaching in Mathematics, Observation 6 and Final - Supervised Demonstration Teaching in Mathematics involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C319 - Supervised Demonstration Teaching in Science, Observations 1 and 2 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C320 - Supervised Demonstration Teaching in Science, Observation 3 and Midterm - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C321 - Supervised Demonstration Teaching in Science, Observations 4 and 5 - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C322 - Supervised Demonstration Teaching in Science, Observation 6 and Final - Supervised Demonstration Teaching in Science involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C339 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C340 - Cohort Seminar in Special Education - Cohort Seminar in Special Education provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C341 - Cohort Seminar - Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C347 - Professional Portfolio - Professional Portfolio requires candidates to create an online teaching portfolio that demonstrates professional beliefs, growth, and effective teaching practices from the Demonstration Teaching experience. The portfolio includes reflective essays (educational beliefs, professional growth, and collaboration with stakeholders) and professional artifacts (resume and artifacts with commentary on academic language, systems of student support, education technology, and professional communication with families) developed and acquired during Demonstration Teaching.

C349 - Health Assessment - The Health Assessment course is designed to enhance students' knowledge and skills in health promotion, the early detection of illness, and prevention of disease. The course provides the 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 demonstrating 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.

C360 - Teacher Work Sample in English Language Learning - The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C361 - Evidence Based Practice and Applied Nursing Research - The Evidence Based Practice 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 healthcare environment.

C362 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative, the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions, implicit differentiation, position, velocity, and acceleration, optimization, related rates, curve sketching, and L'Hopital's Rule. Pre-Calculus is a pre-requisite for this course.

C363 - Calculus I - Calculus I is the study of rates of change in the slope of a curve and covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions; implicit differentiation, position, velocity, and acceleration; optimization, related rates, curve sketching, and L'Hopital's rule. Precalculus is a prerequisite for this course.

C365 - Language Arts Instruction and Intervention - Language Arts Instruction and Intervention helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students' knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language. There are no prerequisites for this course.

C367 - Elementary Physical Education and Health Methods - Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C371 - Concepts in Science - Concepts in Science for undergraduates provides students seeking a bachelor's degree and initial teacher licensure in science education with an introduction to essential science themes present within and across all science disciplines, including chemistry, physics, biology, and the geosciences. These themes include comprehending the magnitude of the physical and natural world, analyzing and converting measurements, understanding the basic nature and behavior of matter and energy, examining atomic structure, identifying and naming basic types of chemical bonds, and analyzing and interpreting scientific data. Concepts in Science provides a solid foundation for future, in-depth scientific studies and should be taken prior to any other science content course. There are no prerequisites for this course.

C373 - General Chemistry I with Lab - General Chemistry I with Lab for undergraduates provides students seeking initial teacher licensure in secondary chemistry with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science is a prerequisite for this course.

C374 - General Chemistry II with Lab - C374: General Chemistry II with Lab for undergraduates continues the study of general chemistry for students seeking initial teacher licensure in secondary chemistry. Building on the topics covered in General Chemistry I, General Chemistry II examines the behavior of gases and solutions, reaction rates and equilibrium, acids and bases, and oxidation-reduction reactions. Also, this course provides an introduction to three sub-disciplines of chemistry: organic chemistry, biochemistry, and nuclear chemistry. Laboratory experiences reinforce the essential skills required for conducting successful scientific investigations. C373: General Chemistry I for undergraduates is a prerequisite for this course.

C375 - Survey of World History - Through a thematic approach, this course explores the history of human societies over 5,000 years. Candidates examine political and social structures, religious beliefs, economic systems, and patterns in trade, as well as many cultural attributes that came to distinguish different societies around the globe over time. Special attention is given to relationships between these societies and the way geographic and environmental factors influence human development.

C380 - Language Arts Instruction and Intervention - Language Arts Instruction and Intervention helps students learn to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, student knowledge expansion, literature-rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

C381 - Elementary Mathematics Methods - Elementary Mathematics Methods helps students learn to implement effective mathematics instruction in the elementary classroom. Topics include differentiated mathematics instruction, mathematical communication, mathematical tools for instruction, assessing mathematics understanding, integrating mathematics across the curriculum, critical thinking development, standards based mathematics instruction, and mathematical models and representation. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

C382 - Elementary Science Methods - Elementary Science Methods helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

C388 - Science, Technology, and Society - Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. Science is a humanistic and social endeavor and serves the needs of ever-changing societies by providing methods for observing, questioning, discovering, and communicating information about the physical and natural world. This course prepares educators to explain the nature and history of science, the various applications of science, and the scientific and engineering processes used to conduct investigations, make decisions, and solve problems. There are no prerequisites for this course.

C389 - Science, Technology, and Society - Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. A humanistic and social endeavor, science serves the needs of ever-changing societies by providing methods for observing, questioning, discovering, and communicating information about the physical and natural world. This course prepares educators to explain the nature and history of science, the various applications of science, and the scientific and engineering processes used to conduct investigations, make decisions, and solve problems. There are no prerequisites for this course.

C393 - IT Foundations - IT Foundations focuses mostly on hardware and will afford you the skills you need to support five core components: mobile devices; networking; hardware; virtualization and cloud computing; and network and hardware troubleshooting. These are essential skills to set up and troubleshoot any system. Whether you work in a data center or an office, most of your work as an IT professional will execute in a hardware platform; understanding the hardware layer of the IT infrastructure will allow you to work more efficiently, provide solutions for business requirements, and be a key contributor in your company. The course prepares learners for the CompTIA A+ Core 1 certification exam.

C394 - IT Applications - IT Applications explores personal computer components and their functions in a desktop system. Topics cover 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 in this course include recommending appropriate tools, diagnostic procedures, preventive maintenance, and troubleshooting techniques for personal computer components in a desktop system. The course finishes with strategies for identifying, preventing, and reporting safety hazards in a technological environment; effective communication with colleagues and clients; and job-related professional behavior. This course is designed to build the skills to support four core components: operating systems, security, software troubleshooting, and operational procedures. These are core competencies for IT professionals from cloud engineers to data analysts, and these competencies will empower students with a better understanding of the tools used during their careers. The course prepares learners for the CompTIA A+ Core 2 certification exam.

C396 - English Pedagogy - English Pedagogy examines pedagogical applications for the teaching of reading, literature, composition, and related English Language Arts (ELA) content and skills for middle and secondary schools. Focused on fostering and developing pedagogical content knowledge in the aforementioned areas, students will analyze assessment strategies and incorporate methods of literacy instruction into their instructional planning to meet the needs of diverse learners. This course helps students prepare and develop skills for classroom practice, lesson planning, and working in school settings. C397 Preclinical Experiences in English is a prerequisite.

C405 - Anatomy and Physiology II - This course introduces advanced concepts of human anatomy and physiology through the investigation of the structures and functions of the body's organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the concepts covered in this course. For nursing students, this is the second of two anatomy and physiology courses within the program of study.

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

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

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

C428 - Financial Resource Management in Healthcare - Financial Resource Management in Healthcare

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

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

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

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

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

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

C453 - Clinical Microbiology - Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological, and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments that 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 prerequisites.

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

C456 - English Composition II - English Composition II introduces candidates to the types of research and writing that are valued in college and beyond. Candidates will practice writing, with emphasis placed on research, writing, and revising an academic argument. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Composition II is a foundational course designed to help candidates prepare for success at the college level. Composition I is the prerequisite for Composition II.

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

C464 - Introduction to Communication - This introductory communication course allows candidates to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Candidates 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 candidates to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, candidates 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, candidates become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts. Note: There are references within this video to Taskstream. If Taskstream is not part of your student experience, please disregard, and locate your task(s) within your course.

C468 - Information Management and the Application of Technology - Information Management and the Application of Technology helps the candidate 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.

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

C480 - Networks - Networks for undergraduates focuses on the general concepts and applications of computer operating systems and network topologies. The fundamental knowledge and skills gained in this course prepares students for the CompTIA Network+ (N10-008) certification exam. Network and Security – Foundations is a pre-requisite for this course.

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

C483 - Principles of Management - Principles of Management provides students with an introductory look at the discipline of management and its context within the business environment. Students of this course build on previously mastered competencies by taking a more in-depth look at management as a discipline and how it differs from leadership while further exploring the importance of communication within business. This course provides students with a business generalist overview in the areas of strategic decision-making and operational planning, managerial budgeting, change management, human capital management, staff development, and conflict management.

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

C489 - Organizational Systems and Quality Leadership - Nurses serve as clinicians, managers, and mentors to shape the future of healthcare and affect patient care outcomes in positive ways. This course will help students 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; and leadership and patient/family-centered care. Students will develop mastery of advanced competencies, particularly in patient safety in quality improvement science.

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

C494 - Advanced Standing for RN License - Advanced Standing for RN License

C498 - MS, Information Technology Management Capstone - MSITM Capstone course challenges students to demonstrate mastery of all the MSITM program outcomes. The capstone challenges students to integrate skills and knowledge from all program domains into one project.

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

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

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

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

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

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

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

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

C625 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application and the underlying biochemistry in order to grasp how it is applied. This course will help students gain an introductory understanding of the chemicals and reactions that sustain life. Students will see the importance of this subject matter to health.

C635 - MA, Mathematics Education (K-6) Capstone - MA, Mathematics Education (K-6) Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results. Prerequisite Courses: Research Foundations (C224), Research Questions and Literature Review (C225), Research Design and Analysis (C226), and Research Proposals (C227) or permission of a faculty manager. Additionally, students wishing to add the Capstone with fewer than eight weeks remaining in the term must receive permission of the faculty manager.

C645 - Science Methods - Science Methods provides an introduction to science teaching methods for graduate students seeking initial licensure or an additional endorsement in secondary biology, chemistry, geosciences, physics, or middle grades general science. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. Students seeking initial licensure should complete Curriculum, Instruction, and Assessment before this course. There are no prerequisites for students seeking an endorsement in a new content area.

C646 - Trigonometry and Precalculus - Trigonometry and Precalculus 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. College Algebra is a prerequisite for this course.

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

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

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

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

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

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

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

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

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

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

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

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

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

C683 - Natural Science Lab - This course provides students an introduction to using the scientific method and engaging in scientific research to reach conclusions about the natural world. Students will design and carry out an experiment to investigate a hypothesis by gathering quantitative data. They will also research a specific ecosystem using academic sources and draw conclusions from their findings.

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

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

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

C720 - Operations and Supply Chain Management - Operations and Supply Chain Management provides a streamlined introduction to how organizations efficiently produce goods and services, determine supply chain management strategies, and measure performance. Emphasis is placed on integrative topics essential for managers in all disciplines, such as supply chain management, product development, and capacity planning. This course will guide students in analyzing processes, managing quality for both services and products, and measuring performance while creating value along the supply chain in a global environment. Topics include forecasting, product and service design, process design and location analysis, capacity planning, management of quality and quality control, inventory management, scheduling, supply chain management, and performance measurement.

C721 - Change Management - Change Management provides an understanding of change and an overview of successfully managing change using various methods and tools. Emphasizing change theories and various best practices, this course covers how to recognize and implement change using an array of other effective strategies, including those related to innovation and leadership. Other topics include approaches to change, diagnosing and planning for change, implementing change, and sustaining change.

C722 - Project Management - Project Management prepares students 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. This course helps students grasp the full scope of future projects and apply the proper management approaches to complete a project. This course features practice in each of the project phases as students learn to strategically apply project management tools and techniques to help organizations achieve their goals.

C723 - Quantitative Analysis For Business - Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. This course helps student learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, it covers developing project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs. This course has no prerequisites.

C724 - Information Systems Management - Information Systems Management provides an overview of many facets of information systems applicable to business. The course explores the importance of viewing information technology (IT) as an organizational resource that must be managed, so that it supports or enables organizational strategy.

C728 - Secondary Disciplinary Literacy - Secondary Disciplinary Literacy examines teaching strategies designed to help learners in middle and high school improve upon the literacy skills required to read, write, and think critically while engaging content in different academic disciplines. Themes include exploring how language structures, text features, vocabulary, and context influence reading comprehension across the curriculum. The course highlights strategies and tools designed to help teachers assess the reading comprehension and writing proficiency of learners and provides strategies to support students' reading and writing success in all curriculum areas. This course has no prerequisites.

C730 - Secondary Reading Instruction and Interventions - Secondary Reading Instruction and Interventions explores the comprehensive, student-centered response to intervention (RTI) model used to identify and address the needs of learners in middle school and high school who struggle with reading comprehension and/or information retention. Course content provides educators with effective strategies designed to scaffold instruction and help learners develop increased skill in the following areas: reading, vocabulary, text structures and genres, and logical reasoning related to the academic disciplines. This course is designed to be taken after successful completion of the Introduction to Curriculum, Instruction, and Assessment course OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Special Education.

C732 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy examines teaching strategies designed to help learners in grades K–6 develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help learners distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity also are addressed. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C736 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health, and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution, including the process of speciation, and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries, and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C737 - Evolution - This course addresses why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health, and conservation. This course helps participants 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. This course also explore how new ideas, discoveries, and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C738 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton, and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's special theory of relativity, his photon hypothesis, wave-particle duality, his general theory of relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the big bang, and the role of the scientist in modern society.

C739 - Space, Time and Motion - This course begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton, and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's special theory of relativity, his photon hypothesis, wave-particle duality, his general theory of relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Bang, and the role of the scientist in modern society.

C749 - Introduction to Data Science - This 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.

C751 - Data Analysis with R - This course focuses on exploratory data analysis (EDA) utilizing R. EDA is an approach for summarizing and visualizing the important characteristics of a data set. Exploratory data analysis focuses on exploring data to understand the data's underlying structure and variables to develop intuition about the data set, to consider how that data set came into existence, and to decide how it can be investigated with more formal statistical methods.

C753 - Machine Learning - Course Description 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.

C756 - Data Analytics - This course covers the most common tools, techniques, and procedures involved in data analytics. Students will review all the disciplines involved with data analytics learned in previous courses and get a better understanding of how they all relate to one another.

C768 - Technical Communication - This course covers basic elements of technical communication, including professional written communication proficiency; the ability to strategize approaches for differing audiences; and technical style, grammar, and syntax proficiency.

C769 - IT Capstone Written Project - The capstone project consists of a technical work proposal, the proposal's implementation, and a post-implementation report that describes the graduate's experience in developing and implementing the capstone project. The capstone project should be presented and approved by the course instructor in relation to the graduate's technical emphasis.

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

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

C779 - Web Development Foundations - This course introduces students to web design and development by presenting them with HTML5 and Cascading Style Sheets (CSS), the foundational languages of the web, by reviewing media strategies and by using tools and techniques commonly employed in web development.

C783 - Project Management - Project Management is a thorough exploration of the inputs, tools, techniques, and outputs across the five process groups and 10 knowledge areas identified in the Project Management Body of Knowledge (PMBOK) Guide. The essential concepts and practical scenarios included enable students to build the competencies required to successfully complete the CAPM certification exam. There is no prerequisite for this course.

C784 - Applied Healthcare Statistics - Applied Healthcare Probability and Statistics is designed to help 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. This course will help candidates make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, this course guides candidates in calculating simple probabilities based on events which occur in the healthcare profession. This course will prepare candidates for studies at WGU, as well as in the healthcare profession.

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

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

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

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

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

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

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

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

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

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

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

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

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

C810 - Foundations in Healthcare Data Management - Foundations in Healthcare Data Management introduces students to the concepts and terminology used in health data and health information management. This course teaches students how to apply data management and governance principles in the healthcare environment. The student will learn about electronic health records (EHR), legal considerations, information governance, data management, health information management (HIM), and secondary data sources. In addition to the e-text and numerous additional articles and video resources, the student will engage with case studies and knowledge checks to assist with learning. There are no prerequisites for this course.

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

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

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

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

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

C820 - Professional Leadership and Communication for Healthcare - The Professional Communication and Leadership in Healthcare course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete several individual assignments. The group activities are aimed at finding support and gaining 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 five-part intensive learning experience. Students will attend five group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in the journey of others.

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

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

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

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

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

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

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

C846 - Business of IT - Applications - Business of IT—Applications examines Information Technology Infrastructure Library (ITIL®) terminology, structure, policies, and concepts. Focusing on the management of information technology (IT) infrastructure, development, and operations, students will explore the core principles of ITIL practices for service management to prepare them for careers as IT professionals, business managers, and business process owners. This course has no prerequisites. This course prepares students for the Axelos ITIL v4 certification exam.

C850 - Emerging Technologies - The Emerging Technologies course examines emerging technologies, identifies the benefits and drawbacks of technology adoption, and provides students with a process to evaluate technologies. The course will examine three technologies that may have an impact on Information Technology services in the coming years.

C853 - Teacher Performance Assessment in English - The Teacher Performance Assessment course is a culmination of the wide variety of skills learned during a student's time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of their content, planning, instructional, and reflective skills.

C854 - Nursing Informatics Field Experience - Nursing Informatics Field Experience requires students to complete clinical/practice experiences while engaging in authentic activities relevant to the role of an informatics nurse. To help students develop competency in this area, this course gives students opportunities to apply methods and solutions to support clinical decisions. They will be prepared to improve health outcomes by analyzing an existing health information system to determine the need for a system optimization that will improve an organization's ability to measure and report Triple Aim objectives. All MSN Core and Specialty courses, with the exclusion of the Capstone course, are prerequisites to this course and must be completed before taking this course.

C855 - Nursing Informatics Capstone - Nursing Informatics Capstone requires students to complete clinical/practice experiences (CPE) and finalize their system optimization proposal paper, which addresses the Institute of Health's Triple Aim initiative. During this course, students will plan the final phase of their system development life cycle (SDLC), which consists of proposing the processes, methods, and tasks for monitoring, maintaining, supporting, and evaluating their system optimization. The knowledge and skills that students acquire during the CPE in this course will prepare them to complete their system optimization proposal paper. This is a culminating course that provides students an opportunity to demonstrate the competencies acquired during this program. All MSN Core and Specialty courses, including the Field Experience course, are prerequisites to this course and must be completed before taking this course.

C857 - Software Quality Assurance - Software Quality Assurance applies a QA focus to every phase of the software development life cycle. This course investigates best practices for quality analysis, quality planning, and testing strategies as they pertain to the everyday practice of software development. Students will come to understand how their work fits into the bigger picture: how QA, testing, and code-writing practices interact within specific process models; the potential impact of new code on existing code or on other applications; the importance of usability and the influence users have on the ultimate success of an application. Students will explore test plans, test cases, unit tests, integration tests, regression tests, usability tests, and test and review tools.

C859 - Introduction to Programming in Python - Introduction to Programming in Python provides the fundamentals of the Python language and its features to control program flow and to manipulate data sets. This course teaches how to develop Python scripts that extract and manipulate data from unstructured data sources. Python libraries including acquisition and configuration are also covered. Scripting and Programming Foundations and Web Development Foundations are prerequisites to this course.

C867 - Scripting and Programming - Applications - Scripting and Programming - Applications for undergraduates explores the various aspects of the C++ programming language by examining its syntax, the development environment, and tools and techniques to solve some real-world problems.

C870 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C871 - MA, Science Education Teacher Performance Assessment - MA, Science Education Teacher Performance Assessment contains a comprehensive, original, research-based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision-making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C873 - Teacher Performance Assessment in Elementary Education - The Teacher Performance Assessment course is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

C874 - MA, Mathematics Education (5-12) Teacher Performance Assessment - MA, Mathematics Education (5-12) Teacher Performance Assessment contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C875 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C876 - Conceptual Physics - Conceptual Physics provides a broad, conceptual overview of the main principles of physics, including mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. Problem-solving activities and laboratory experiments provide students with opportunities to apply these main principles, creating a strong foundation for future studies in physics. There are no prerequisites for this course.

C877 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C878 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C879 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common student misconceptions and ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence pertaining to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, this course focuses on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C880 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence as it pertains to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, the course focuses on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C881 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Secondary teachers in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I and College Geometry are prerequisites for this course. Calculus I and College Geometry are prerequisites for this course.

C882 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common student misconceptions and ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Students in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I is a prerequisite for this course.

C883 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I and Probability and Statistics I and II are prerequisites for this course.

C884 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I is a prerequisite for this course.

C885 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes using critical thinking to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C886 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes students' ability to apply critical thinking to concepts to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C887 - MA, Mathematics Education (5-9) Teacher Performance Assessment - MA, Mathematics Education (5-9) Teacher Performance Assessment contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C888 - Molecular and Cellular Biology - Molecular and Cellular Biology provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism, emphasizing the molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. Introduction to Biology is a prerequisite for this course.

C889 - Molecular and Cellular Biology - Molecular and Cellular Biology provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism emphasizing molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. A prerequisite for this course is Introduction to Biology.

C890 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.

C891 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.

C892 - Geology II: Earth Systems - Geology II: Earth Systems provides undergraduate students seeking licensure or endorsement in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, biosphere, and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its life-forms, with an emphasis in meteorology. Geology I: Physical is a prerequisite for this course.

C893 - Geology II: Earth Systems - Geology II: Earth Systems provides graduate students seeking licensure or endorsement and/or to earn their MA degree in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, and biosphere and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its lifeforms, with an emphasis in meteorology. A prerequisite for this course is Geology I: Physical.

C894 - Astronomy - Astronomy provides undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education with essential knowledge of astronomy. It explores Western history and basic physics of astronomy, phases of the moon and seasons, composition and properties of solar system bodies, stellar evolution and remnants, properties and scale of objects and distances within the universe, and introductory cosmology. General Physics is a prerequisite for this course.

C895 - Astronomy - Astronomy provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education with essential knowledge of astronomy. This course explores Western history and basic physics of astronomy; phases of the moon and seasons; composition and properties of solar system bodies; stellar evolution and remnants; properties and scale of objects and distances within the universe; and introductory cosmology. A prerequisite for this course is General Physics.

C897 - Mathematics: Content Knowledge - Mathematics: Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful secondary mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, Pre-Calculus, Calculus I, and Calculus II. Linear Algebra, and Calculus III are recommended.

C898 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary earth science teacher is expected to know and understand. Topics include basic scientific principles of earth and space sciences, tectonics and internal earth processes, earth materials and surface processes, history of the Earth and its life-forms, Earth's atmosphere and hydrosphere, and astronomy.

C900 - Biology: Content Knowledge - This comprehensive course examines a student's conceptual understanding of a broad range of biology topics. High school biology teachers must help students make connections between isolated topics. For example, when studying hormones created by endocrine glands traveling through the circulatory system to maintain homeostasis, a student is connecting many biology topics. This course starts with macromolecules that make up cellular components and continues with understanding the many cellular processes that allow life to exist. Connections are then made between genetics and evolution. Classification of organisms leads into plant and animal development that study the organ systems and their role in maintaining homeostasis. The course finishes by studying ecology and how humans affect the environment.

C901 - Physics: Content Knowledge - Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

C902 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, earth and space sciences, and the role of science and technology and their impact on society.

C903 - Middle School Mathematics: Content Knowledge - Mathematics: Middle School Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful middle school mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.

C904 - Teacher Performance Assessment in Science - The Teacher Performance Assessment in Science course is culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills.

C907 - Introduction to Biology - This course is a foundational introduction to the biological sciences. This course explores the overarching theories of life from biological research as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

C908 - Integrated Physical Sciences - This course provides students with an overview of the basic principles and unifying ideas of the physical sciences: physics, chemistry, and Earth sciences. Course materials focus on scientific reasoning and practical and everyday applications of physical science concepts to help students integrate conceptual knowledge with practical skills.

C909 - Elementary Reading Methods and Interventions - Elementary Reading Methods and Interventions provides candidates with an in-depth look at best practices for developing reading and writing skills. Course content examines the stages of literacy development, balanced literacy approaches, differentiation, technology integration, literacy assessment, and the comprehensive response to intervention (RTI) model used to identify and address the needs of learners who struggle with reading comprehension. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C910 - Elementary Reading Methods and Interventions - Elementary Reading Methods and Interventions provides students seeking initial teacher licensure in elementary education with an in-depth look at best practices for developing the reading and writing skills of all students. Course content examines the stages of literacy development, the balanced literacy approach, differentiation, technology integration, literacy-assessment, and the comprehensive Response to Intervention (RTI) model used to identify and address the needs of learners who struggle with reading comprehension. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

C912 - College Algebra - This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.

C914 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment course 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.

C915 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy; thermochemistry; structure; bonding; reactivity; biochemistry and organic chemistry; solutions; the nature of science, technology, and social perspectives; mathematics, and laboratory procedures.

C918 - Evolving Roles of Nurse Educators in Diverse Environments - Evolving Roles of Nurse Educators in Diverse Environments examines the multidimensional roles of a contemporary academic nurse educator. This course explores the roles and responsibilities of the nurse educator as a teacher, leader, change agent, and curriculum innovator. Students will also examine the importance of personal and professional development by developing strategies that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values in diverse environments. The course emphasizes the responsibility of nurse educators to utilize communication, collaboration, and leadership in mitigating challenges in academic nursing education.

C919 - Facilitation of Context-Based Student-Centered Learning - Facilitation of Context-Based Student-Centered Learning explores how the nurse educator will incorporate authentic experiences into the creation of course plans that facilitate scholarly inquiry, collaboration, and knowledge acquisition in varied educational environments. Emphasis is placed on innovative, transformational, and experiential teaching and learning strategies to facilitate student development of professional, context-based nursing principles, knowledge, skills, and behavior. Evolving Roles of Nurse Educators in Diverse Environments is a prerequisite to this course.

C920 - Contemporary Curriculum Design and Development in Nursing Education - Contemporary Curriculum Design and Development in Nursing Education analyzes the concepts of creating curriculum based on national nursing accreditation standards and instructional design best practices. Nurse educator students will create course content that supports learning in diverse, real-world environments where nurse educators facilitate learning. Instructional design strategies for delivering course content will reflect the mission of academic institution programs, contemporary trends in nursing education, and the needs of key stakeholders in nursing education and practice. Facilitation of Context-Based Student-Centered Learning is a prerequisite to this course.

C921 - Assessment and Evaluation Strategies for Measuring Student Learning - Assessment and Evaluation Strategies for Measuring Student Learning addresses the academic nurse educator's role in the design, development, implementation, and evaluation of student achievement outcomes in nursing education programs. This course requires students to integrate best practices from nursing theory and theories of learning to assess student learning in diverse educational settings. Topics include validity, reliability, and practicality of assessments, interpreting item difficulty and discrimination test results, and analyzing student achievement and learning outcomes data. This course has no prerequisites.

C922 - Emerging Trends and Challenges in 21st Century Nursing Education - Emerging Trends and Challenges in 21st Century Nursing Education analyzes the emerging trends, technologies, and challenges that academic nurse educators encounter when facilitating learning in diverse healthcare settings. Students will focus on the necessity of interprofessional collaboration and the barriers and facilitators to overcoming the challenges associated with teaching and learning in nursing. Topics include the impact of emerging technology, challenges in nursing practice, and the role of the academic nurse educator as a scholar and a nursing education policy advocate. This course has no prerequisites.

C925 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the nineteenth century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep seafloor, and the inner earth have vastly increased our understanding of geological processes.

C926 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved, and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the 19th century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep-sea floor, and the inner earth have vastly increased our understanding of geological processes.

C927 - Managing Technology Operations and Innovation - Managing Technical Operations and Innovations explores the importance of innovation in the processes of operations management and business competitiveness. From the formulation of tactical operations plans from strategic objectives, IT executives need to create partnerships to drive innovation within an organization. This course provides students with the practical knowledge and understanding of operations management concepts, business models, methods, tools, applications and best practices used by successful organizations to improve their operations. This course has no prerequisites.

C928 - Financial Management for IT Professionals - Financial Management for IT Professionals develops learners' skills in financial management, budgeting, and procurement. This course teaches how to leverage financial know-how to improve workplace decision-making. This course also provides learners with the knowledge and skills necessary to spend money on the right projects and right equipment, while aligning operating budgets with strategic initiatives. There are no prerequisites for this course.

C929 - IT Sourcing and Development in a Global Economy - IT Sourcing and Development in a Global Economy examines the practice of sourcing and developing global IT projects from a management perspective. In today's organizations, leaders look for efficient and effective ways to deliver goods and services. This course will allow students to explore the strategic, operational, tactical, and security-related impacts on the organization of sourcing and supporting a global IT project. Students will cultivate a deep understanding of the documents, skills, and stakeholders needed for any given project and develop the ability to leverage these elements to achieve success. This course will also explore the ethical, cultural, and regulatory considerations surrounding sourcing and managing IT projects in a global space. There are no prerequisites for this course.

C930 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C931 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C932 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 75 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C933 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C934 - Preclinical Experiences in Elementary and Special Education - Preclinical Experiences in Elementary and Special Education provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C935 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C936 - Preclinical Experiences in Elementary Education - Preclinical Experiences in Elementary provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C937 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C938 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C939 - Data Visualization - Data Visualization covers the application of design principles, human perception, color theory, and effective storytelling in the context of data visualization. It addresses presenting data to others, and advancing technology with visualization tools enabling data scientists to share their findings and support organizational decision-making processes. Additionally, this course focuses on how to visually encode and present data to an audience.

C940 - Science Methods—Secondary Biology - Science Methods—Secondary Biology provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary biology. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C941 - Science Methods—Secondary Chemistry - Science Methods—Secondary Chemistry provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary chemistry. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C942 - Science Methods—Secondary Earth Science - Science Methods—Secondary Earth Science provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary earth science. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C943 - Science Methods—Secondary Physics - Science Methods—Secondary Physics provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary physics. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C945 - Preclinical Experiences in English - Preclinical Experiences in English provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C946 - Nursing Education Field Experience - The Nursing Education Field Experience provides the nurse educator student with clinical practice experiences with the opportunity to advance knowledge and expertise in a clinical area of practice and reflect on those experiences as they relate to the nurse educator role. Students demonstrate advanced clinical competence within a selected patient population that connect the four spheres of care identified by AACN The Essentials: Core Competencies for Professional Nursing Education (2021) (e.g., Wellness/Disease Prevention; Chronic Disease Management, Regenerative/ Restorative Care, and Hospice/Palliative Care). Students also analyze the need-gap for a curriculum change, innovation, or improvement. Based on the identified need-gap, the student will begin the design and development of a course module or unit that reflects evidence-based instructional design and assessment principles and practices. This course prepares the nurse educator student with advanced clinical competence which lays the foundation of clinical relevance when they support student learning as a Nurse Educator.

C947 - Nursing Education Capstone - The Nursing Education Capstone course provides the Nurse Educator student an opportunity to apply previous course work towards the completion of an evidence-based curriculum proposal project. During this course students will build on previous work during their Nursing Education Field Experience course by planning the implementation and evaluation phases of their proposed curriculum change, innovation or improvement. The capstone project represents a synthesis of competencies across the Masters Science of Nursing—Nursing Education degree program, which prepares them to lead, manage, and transform nursing education in diverse and complex settings.

C948 - Technical Communication - Technical Communication examines communication types and strategies that information technology executives will use to communicate effectively within an organization. As leaders, IT executives frequently contribute to business goals by designing and communicating specialized information in a variety of media to customers, clients, and other departments. In this course, students learn to communicate accurately, effectively, and ethically to a variety of audiences. Students choose, design, and deliver the communication product and assess the effectiveness to improve future communication. This course has no prerequisites.

C949 - Data Structures and Algorithms I - Data Structures and Algorithms I covers the fundamentals of dynamic data structures, such as bags, lists, stacks, queues, trees, hash tables, and their associated algorithms. With Python software as the basis, the course discusses object-oriented design and abstract data types as a design paradigm. The course emphasizes problem solving and techniques for designing efficient, maintainable software applications. Students will implement simple applications using the techniques learned.

C950 - Data Structures and Algorithms II - Data Structures and Algorithms II explores the analysis and implementation of high-performance data structures and supporting algorithms, including graphs, hashing, self-adjusting data structures, set representations, and dynamic programming. The course also introduces students to NP-complete problems. The course discusses how to use Python techniques to implement software solutions for problems of memory management and data compression. This course has two prerequisites: Data Structures and Algorithms I and Discrete Math II.

C951 - Introduction to Artificial Intelligence - Introduction to Artificial Intelligence explores the foundational principles and practices of artificial intelligence (AI), machine learning, and robotics. The course prepares students to analyze relationships, build agents, and create models relevant to AI problems. The prerequisites for this course are Introduction to Probability and Statistics as well as Data Structures and Algorithms II.

C952 - Computer Architecture - Computer Architecture introduces students to concepts and characteristics of organization and architecture applied to modern computer systems including performance, processor, memory, input/output, and multiprocessors to optimize system design, performance, and efficiency.

C954 - Information Technology Management - IT Management introduces the key topics and skills needed to lead next-generation technology organizations. This course explores how common applications and innovation drive value and business needs. Ethical and regulatory compliance issues are discussed, including current practices for risk management, disaster recovery, and cybersecurity. Students will also analyze the key leadership skills and traits necessary to lead responsive, competitive, and innovative organizations. This course has no prerequisites.

C955 - Applied Probability and Statistics - Applied Probability and Statistics is designed to help students develop competence in the fundamental concepts of basic statistics including: introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are often used in everyday life, science, business, information technology, and educational settings to make informed decisions about the validity of studies and the effect of data on decisions. This course discusses what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, the content covers simple probability calculations, based on events that occur in the business and IT industries. No prerequisites are required for this course.

C957 - Applied Algebra - Applied Algebra is designed to help you develop competence in working with functions, the algebra of functions, and using some applied properties of functions. You will start learning about how we can apply different kinds of functions to relevant, real-life examples. From there, the algebra of several families of functions will be explored, including linear, polynomial, exponential, and logistic functions. You will also learn about relevant, applicable mathematical properties of each family of functions, including rate of change, concavity, maximizing/minimizing, and asymptotes. These properties will be used to solve problems related to your major and make sense of everyday living problems. Students should complete Applied Probability and Statistics or its equivalent prior to engaging in Applied Algebra.

C958 - Calculus I - This course guides candidates to apply theoretical concepts of calculus to real-world situations, demonstrating a developing mathematical mindset. This course focuses on limits, derivatives, integrals, and differential equations; it also prepares students for Discrete Mathematics. Prerequisites may include an entrance exam that assesses pre-calculus skills, or readiness; alternatively, completion of pre-calculus within the past 3 – 5 years.

C959 - Discrete Mathematics I - Discrete Mathematics I helps candidates develop competence in the use of abstract, discrete structures fundamental to computer science. In particular, this course will introduce candidates to logic and proofs; Boolean algebra and functions; set theory; finite and infinite sequences and series; and relations, graphs, and trees. The course emphasizes applications in computer science. Calculus I is a prerequisite for this course.

C960 - Discrete Mathematics II - Discrete Mathematics II addresses abstract, discrete, computational methods used in computer science. In particular, this class introduces searching and sorting algorithms; big-O estimates; number theory and cryptography; recursion and induction; counting and advanced counting techniques; discrete probability; and modeling computation. This course emphasizes applications in computer science. Discrete Mathematics I is a prerequisite for this course.

C961 - Ethics in Technology - Ethics in Technology examines the ethical considerations of technology in each of four categories: privacy, accuracy, property, and access. The course presents a range of technologies and issues that challenge technologists in the field of information ethics. Students are introduced to a decision-making process as informed by ethical frameworks that outline key ethical considerations within the technologies presented. Students will study specific cases to help inform their professional responsibilities in how to navigate the important controversies in topics such as surveillance, social media, hacking, data manipulation, plagiarism and piracy, artificial intelligence, responsible innovation, and the digital divide. This course has no prerequisites.

C962 - Current and Emerging Technology - Current and Emerging Technologies explores organizational leadership trends, practices, processes, and technology in contemporary technology-intensive organizations. IT executives need to stay informed of technological trends to determine their relevance and implementation within an organization. This course requires students to read and evaluate academic literature pertaining to emerging IT topics. This course has no prerequisites.

C963 - American Politics and the US Constitution - American Politics and the U.S. Constitution examines the evolution of representative government in the United States and the changing interpretations of the civil rights and civil liberties protected by the Constitution. This course will give candidates an understanding of the powers of the branches of the federal government, the continual tensions inherent in a federal system, the shifting relationship between state and federal governments, and the interactions between elected officials and the ever-changing electorate. This course will focus on such topics as the role of a free press in a democracy, the impact of changing demographics on American politics, and the debates over and expansion of civil rights. Upon completion of the course, candidates should be able to explain the basic functions of the federal government, describe the forces that shape American policy and politics, and be better prepared to participate in America's civic institutions. This course has no prerequisite.

C964 - Computer Science Capstone - The Computer Science Capstone course allows the student to demonstrate their application of the academic and professional abilities developed during the BSCS program. The capstone challenges students to integrate skills and knowledge from all program domains into one project.

C965 - Teaching in the Middle School - Teaching in the Middle School examines the guiding principles and best teaching practices for educating middle school students. The course explores the history of the middle school, the philosophy, theory, and rationale behind middle school organization; and the differences between elementary, middle, and secondary schools. The course also examines the unique needs of middle school students and teaching methods used to meet the needs of these learners. This course has no prerequisites.

C966 - Teaching in the Middle School - Teaching in Middle School examines the guiding principles and best teaching practices for educating middle school students. The course explores the history of middle school; the philosophy, theory, and rationale behind middle school organization; and the differences between elementary, middle, and secondary schools. The course also examines the unique needs of middle school students and teaching methods used to meet the needs of these learners. This course has no prerequisites.

C968 - Software I – C# - Software I - C# builds object-oriented programming expertise and introduces powerful new tools for C# 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. Scripting and Programming: Foundations and Scripting and Programming: Applications are prerequisites for this course.

C969 - Software II – Advanced C# - Software II - Advanced C# 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, and input/output to develop software with C# that meets business requirements. This course requires intermediate expertise in object-oriented programming and the C# language. The prerequisite for this course is Software I - C#.

C970 - Children's Literature - Children's Literature is an introduction to and exploration of children's literature. Students will consider and analyze children's literature as a lens through which to view the world. Students will experience multiple genres, historical perspectives, cultural representations, and current applications in the field of children's literature. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Elementary or Special Education.

C971 - Mobile Application Development Using C# - Mobile Application Development Using C# introduces students to programming for mobile devices. Building on students' previous knowledge of programming in C#, this course investigates Xamarin.Forms and how it can be used to build a mobile application. This course explores a broad range of topics, including mobile user interface design and development; building applications that adapt to different mobile devices and platforms; managing data using a local database; and consuming REST-based web services. There are several prerequisites for this course: Software I and II, and UI Design.

C972 - College Geometry - College Geometry covers the knowledge and skills necessary to use dynamic technology to explore geometry, to use axiomatic reasoning to prove statements about geometry, and to apply geometric models to solve real-life problems. Topics include axiomatic systems, analytic proofs, coordinate geometry, plane and solid Euclidean geometry, non-Euclidean geometries, constructions, transformations, deductive reasoning, and dynamic technology. College Algebra as well as Trigonometry and Precalculus are prerequisites.

C974 - Science Methods—Middle Grades General Science - Science Methods—Middle Grades General Science provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in Middle School Science. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C975 - Science Methods—Middle Grades General Science - Science Methods—Middle Grades General Science focuses on teaching methods specific to science for graduate students seeking an endorsement in middle school science. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C976 - Science Methods—Secondary Biology - Science Methods—Secondary Biology focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary biology. This course focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C977 - Science Methods—Secondary Chemistry - Science Methods—Secondary Chemistry focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary chemistry. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C978 - Science Methods—Secondary Earth Science - Science Methods—Secondary Earth Science focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary earth science. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C979 - Science Methods—Secondary Physics - Science Methods—Secondary Physics focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary physics. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and Assessment.

C980 - Innovative Solutions in Health Leadership - Innovative Solutions in Health Leadership provides an opportunity to explore healthcare innovations through comparison research, application of disruptive leadership concepts, and advanced technology applications. Students will apply strategic innovation concepts to improve critical patient dissatisfiers in a healthcare setting. This course has no prerequisites.

C981 - Collaborative Leadership - Collaborative Leadership provides an opportunity to apply collaborative leadership skills to better serve diverse communities. Students will develop a process innovation with community leaders in a diverse population emphasizing a cultural competence. This course has no prerequisites.

C982 - Healthcare Models and Systems - Healthcare Models and Systems provides an opportunity to analyze the evolution of healthcare models and systems. Students will apply leadership strategies to manage organizational changes and community affiliations. This course has no prerequisites.

C983 - Quality Improvement in Healthcare - Quality Improvement in Healthcare provides an opportunity to apply quality improvement principles and strategies in a high-volume Level 1 trauma center. Students will apply disruptive leadership strategies to implement quality-improvement procedures in a fast-paced healthcare environment. This course has no prerequisites.

C984 - Healthcare Financial Management - Healthcare Financial Management provides an opportunity to apply strategic change management principles through the application of fiscal management and data analysis in a healthcare environment. This course will examine strategies to increase value, sustainability, and productivity in a patient-centric environment. This course has no prerequisites.

C985 - Analytical Methods of Health Leaders - Analytical Methods of Health Leaders provides an opportunity to explore the use of predictive analysis and forecasting techniques to develop evidence-based decision making. Candidates will apply quality research and analytical analysis to inform decisions in a health management environment. This course has no prerequisites.

C986 - Enterprise Risk Management - Enterprise Risk Management provides an opportunity to examine risk exposure and response and risk mitigation within an integrated care delivery model. Students will apply practices to identify risks and develop sustainable corrective action plans. This course has no prerequisites.

C987 - Healthcare Information Technology - Healthcare Information Technology provides an opportunity to examine the use of technology in data analysis and applications to improve outcomes in a patient-centered care environment. Students will apply strategic analysis to improve technology function and interoperability within a community healthcare cooperative. This course has no prerequisites.

C988 - Population Healthcare Coordination - Population Healthcare Coordination provides an opportunity to examine population healthcare strategies and community collaboration to impact at-risk demographic groups. Students will apply strategic change management and data analysis to develop health initiatives for a large-scale population. This course has no prerequisites.

C989 - Challenges in Community Healthcare - Challenges in Community Healthcare provides an opportunity to explore organizational leadership and problem-solving methods to collaborate with community leaders in a high-stakes healthcare environment. Students will apply collaborative leadership skills and evidence-based practices as they develop community relationships to resolve critical issues in community health management. This course has no prerequisites.

C990 - Integrated Health Leadership - Integrated Health Leadership provides an opportunity to examine integrated healthcare delivery systems and person-centered care models for innovative solutions to critical challenges. The student will apply principles of collaborative leadership, disruptive change, and catalyst evaluation to develop a holistic integrated healthcare system. This course has no prerequisites.

C991 - Health Leadership Capstone - The capstone is a student-designed project intended to illustrate the student's ability to effect change in the industry and demonstrate competence in all five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. Students 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 encourages work in the healthcare industry that will be showcased in the student's collection of work and help solidify professional relationships in the industry. This course has no prerequisites.

C992 - College Geometry - College Geometry covers the knowledge and skills necessary to use dynamic technology to explore geometry, to use axiomatic reasoning to prove statements about geometry, and to apply geometric models to solve real-life problems. Topics include axiomatic systems, analytic proofs, coordinate geometry, plane and solid Euclidean geometry, non-Euclidean geometries, constructions, transformations, deductive reasoning, and dynamic technology. College Algebra as well as Trigonometry and Precalculus are prerequisites.

CQC2 - Calculus II - Calculus II is the study of the accumulation of change in relation to the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the fundamental theorem of calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Calculus I is a prerequisite for this course.

CUA1 - Culture - Focuses on the nature and role of culture and the importance of cultural groups and cultural identity.

D001 - Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities - Behavioral Support Strategies for K-12 Learners with Mild to Moderate Exceptionalities prepares candidates to work effectively with students exhibiting behavior in the classroom that is below age and cultural norms. This course provides an overview of behavior disorders and their causes, as well as appropriate research-based intervention strategies, including positive behavior intervention and supports, multi-tiered systems of support (MTSS), applied behavior analysis, replacement behavior and reward strategies, culturally responsive practices, and data collection and assessment methods. After completing this course candidates emerge prepared to strategize and recommend adjustments to the learning environment that support positive behavior and student success in the classroom and beyond. This course also examines behavioral assessment and analysis, including the creation of functional behavior assessment (FBA) and the creation and monitoring of behavioral improvement plans (BIP) in an authentic learning environment. This course is designed to be taken after successful completion of Fundamentals of Diverse Learners or Fundamentals of Diversity Inclusion, and Exceptional Learners, Professional, Ethical, and Legal Practices for Special Education, and Managing Engaging Learning Environments or Classroom Management, Engagement, and Motivation.

D002 - Professional, Ethical, and Legal Practices for Special Education - Professional, Ethical, and Legal Practices for Special Education prepares candidates to practice within ethical and legal guidelines in day-to-day teaching, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and standards from the Council for Exceptional Children (CEC), which guide candidates to act in a professionally conscientious manner. Candidates will explore the legal foundations and case laws related to special education to gain understanding of how legislation influences teaching and learning. This course is designed to be taken after successful completion of Fundamentals of Diverse Learners OR Fundamentals of Diversity, Inclusion, and Exceptional Learners.

D003 - Assessment in Special Education - Assessment in Special Education prepares candidates to use multiple methods of assessment and data sources in making educational decisions about the student and the learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making. This course is designed to be taken after successful completion of Professional, Ethical, and Legal Practices for Special Education and Assessing Impact on Student Learning OR Educational Assessment.

D004 - Collaborating with Partners for Student Success - Collaborating with Partners for Student Success prepares candidates to apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraeducators, and other professionals (within the school, other educational settings, and the community) to plan programs and access services for students with exceptionalities and their families. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Program (IEP) and transition planning processes. This course also focuses on the components of the IEP and how the practice of effective communication and collaboration skills is key to the program's development and implementation. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied. This course is designed to be taken after successful completion of Professional, Ethical, and Legal Practices for Special Education OR Fundamentals of Diversity, Inclusion, and Exceptional Learners, and Assessment in Special Education.

D005 - Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities - Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities introduces candidates to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional decisions based on progress-monitoring data; collaborating with general education teachers and paraeducators; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs. This course is designed to be taken after successful completion of the Introduction to Curriculum, Instruction, and Assessment course OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Special Education.

D006 - Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities - Instructional Strategies and Technologies for Elementary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for elementary students receiving special education services. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for candidates to incorporate intensive instructional strategies and practice making accommodations to elementary math and English language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals. In addition to discussing how to make appropriate accommodations, the course teaches candidates how to assess student learning through progress monitoring and apply intensive interventions when warranted. This course is designed to be taken after successful completion of Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities.

D007 - Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities - Instructional Strategies and Technologies for Secondary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for use with secondary students receiving special education services. Strategies taught in this course focus on intensive instruction and making accommodations to secondary lesson plans in order to develop critical thinking and problem-solving skills to enhance acquisition of age-appropriate secondary content across academic disciplines. This course also promotes the achievement of Individualized Education Program (IEP) and transition goals for independent living and career preparation through demonstration of strategies that increase students' self-awareness, self-regulation, self-management, self-control, and self-esteem. This course is designed to be taken after successful completion of Considerations for Instructional Planning for Learners with Mild to Moderate Exceptionalities.

D009 - Preclinical Experiences in Special Education - Pre-Clinical Experiences in Special Education provides candidates the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Candidates will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, candidates will be required to include a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

D010 - Disciplinary Literacy - Disciplinary Literacy examines teaching strategies designed to help candidates to develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help candidates distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity also are addressed. This course is designed to be taken after successful completion of the Introduction to Curriculum, Instruction, and Assessment course OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Special Education.

D012 - Supervised Demonstration Teaching in Special Education, Obs 1 and 2 - Supervised Demonstration Teaching in Special Education, Obs 1 and 2 involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D013 - Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm - Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D014 - Supervised Demonstration Teaching in Special Education, Obs 4 and 5 - Supervised Demonstration Teaching in Special Education, Obs 4 and 5 involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D015 - Supervised Demonstration Teaching in Special Education, Obs 6 and Final - Supervised Demonstration Teaching in Special Education, Obs 6 and Final involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D016 - Leadership Foundations and Ethics - Leadership Foundations and Ethics presents candidates with a variety of leadership theories and strategies used by PK–12 educational leaders to develop, sustain, and evaluate a coherent system of academic and social supports that meet the full range of students' needs. Foundational knowledge addresses the importance of developing mission, vision, and core values in collaboration with faculty, staff, and the school community to advocate for student success. The course also covers communication strategies, interpersonal skills, and using data to build community, influence school culture, and manage change for continuous improvement. In addition, candidates are introduced to the significance of following professional ethical codes and the importance of modeling and advocating ethical behavior with all stakeholders.

D017 - School Law - School Law prepares candidates to understand the appropriate application of laws, rights, policies, and regulations to promote student success. The course emphasizes the importance of understanding the history of and relationship between federal and state laws, legal decisions, local education policies, and practices at the local school level to ensure compliance. The course further focuses on understanding the legal rights and protections provided for all students, including those with disabilities, as well as school staff. It also addresses curriculum and instruction that help stakeholders understand the possible effects these rights may have on administrative decisions. Candidates are also provided the opportunity to demonstrate their capability to evaluate legal consequences of administrative decisions.

D018 - Leading Inclusive Schools - Leading Inclusive Schools covers a variety of topics that directly affect students who have been assessed and determined to need additional support or services to ensure their academic success and well-being. The course prepares candidates to understand and comply with applicable laws, rights, policies, and regulations as appropriate to address matters of equity, fairness, and student marginalization based on culture and language, disability, or giftedness. These include types of special education classifications and their significance, working with English learners (ELs), working with gifted and talented students, and using Multi-Tiered System of Supports (MTSS) frameworks to ensure optimum learning environments for diverse learners. This course will guide candidates in building a strong repertoire of skills and knowledge related to exceptional students. It will help them ensure that each student has equitable access to effective teachers; learning opportunities; academic, social, and behavioral support; and other resources necessary for success. This course is designed to be taken after successful completion of the School Law course.

D019 - Data Literacy and Evidence-Based Practices - Data Literacy and Evidence-Based Practices focuses on the development of data literacy skills educators need to improve the learning and development opportunities of K–12 students. Candidates will practice identifying educational problems and data types, generating data, analyzing data, making inferences and drawing conclusions, and creating action plans within their educational settings. Candidates will also learn best practices for data literacy, including continuous improvement planning, approaches to professional learning communities, and instructional decision-making processes. This course has no prerequisites.

D020 - Cultural Competency and Social-Emotional Learning - Cultural Competency and Social-Emotional Learning focuses on fostering cultural competence among professional educators by increasing knowledge of diverse learner populations, implementing culturally responsive pedagogy, and ensuring social justice and equity in the educational setting. Candidates also will participate in learning experiences designed to ensure they can lead efforts to meet the social and emotional learning needs of all learners, contributing to a school environment that builds learners' personal agency and academic success. Advocacy strategies are learned in this course, ensuring candidates possess the tools to positively impact school environments both locally and globally. This course has no prerequisites and candidates are strongly encouraged to take this early in their program.

D021 - Leadership of Curriculum Design and Instruction - Leadership of Curriculum Design and Instruction prepares candidates to evaluate and implement curricular programs and instructional methods observed at the school level. Candidates focus on the knowledge and skills needed to develop, align, and implement cohesive systems of curriculum, instruction, and assessment. Importance is placed on responding to student needs, embodying high expectations for student learning, aligning with academic standards within and across grade levels, and promoting students' academic success and social and emotional well-being. This course also covers the selection and use of appropriate technologies to monitor student progress and improve instruction support for assessment, data collection, management, and analysis. Candidates are prepared to build a professional culture of trust and collaboration to ensure they are able to work with school personnel in creating curricular programs and instructional methods that are engaging and challenging and relevant to student needs, experiences, and interests. This course is designed to be taken after successful completion of D017: School Law.

D022 - People and Talent in Educational Leadership - People and Talent in Educational Leadership prepares candidates to understand and implement practices used to recruit, hire, and prepare school personnel to provide students with an optimal learning environment. Various school professional development practices, such as professional learning communities, collaborative learning communities, beginning teacher induction, and mentor programs, will be covered. Additionally the course covers methods to evaluate school personnel appropriately based on data-driven decisions; providing realistic and actionable feedback to school personnel to continuously drive improvement; engaging all school personnel in the use and evaluation of competing school-wide initiatives; creating and sustaining a professional culture of engagement and commitment by developing workplace conditions that promote employee development, well-being, and professional growth; and continuously supporting school personnel to improve their instructional practices through ongoing professional development. The candidate will also reflect on leadership standards in order to develop a personal professional growth plan. A prerequisite for this course is D017: School Law.

D023 - School Financial Leadership - School Financial Leadership focuses on financial policies, practices, and issues connected to PK–12 school operations. The course describes various sources of school funding, the impact these sources can have on managing school budgets, and the challenges connected to finances that are often encountered by school leaders to ensure equitable financial support for all students. Candidates learn how to analyze different types of school budgets and understand the principal's role in the budgetary process to ensure alignment to the school's mission, vision, and values. This course also identifies and explains various types of commonly used accounting regulations, rules, and professional ethical principles used to create, maintain, and evaluate school budgets to ensure the equitable and ethical use of financial resources. This course is designed to be taken after successful completion of D017: School Law.

D024 - Professional Presence and Influence - Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

D025 - Essentials of Advanced Nursing Roles and Interprofessional Practice - Essentials of Advanced Nursing Roles and Interprofessional Practice explores essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist. In this course, students will apply evidence-based strategies to facilitate interprofessional collaboration on teams. Students will explore the role of nurses in advocating for change at the bedside, as well as leading teams to advocate for health policy reform. Students will gather and analyze data to identify patients and populations at risk and recommend policy change to improve health outcomes in the community.

D026 - Quality Outcomes in a Culture of Value-Based Nursing Care - Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

D027 - Advanced Pathopharmacological Foundations - Advanced Pathopharmacological Foundations provides advanced practice nurses foundational knowledge in the many pathologies encountered in practice today. Advancing from the cellular to the body system level, this course examines the pathologies of common conditions seen in healthcare today. Consideration is also given to the human affective response to alterations in health. There are no prerequisites for this course.

D028 - Advanced Health Assessment for Patients and Populations - Advanced Health Assessment of Patients and Populations builds on prior physical health assessment knowledge and skills acquired during undergraduate studies by focusing on the advanced assessment of biopsychosocial and sociocultural contexts in patients and populations across the life span. This course emphasizes the use of a comprehensive health promotion, disease prevention, and health restoration model to address health concerns in patients and communities. Students will acquire advanced assessment knowledge and skills for clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates authentic experiences with practical knowledge of health patterns in patients and communities. There are no prerequisites for this course.

D029 - Informatics for Transforming Nursing Care - Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making. It is designed to build competence in the use of patient- and population-based applications that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes. This course aligns theoretical concepts with practical applications of informatics and is consistent with the functional areas and responsibilities of informatics nurses as defined by American Nurses Association Scope and Standards for nursing informatics.

D030 - Leadership and Management in Complex Healthcare Systems - Leadership and Management in Complex Healthcare Systems prepares graduate nurses to be thoughtful strategists and informed decision-makers who serve as strong leaders in high-performing healthcare systems. Students develop competencies for managing diverse teams in complex systems, monitoring and measuring organizational performance, allocating financial and human resources, and leading change towards a transformed healthcare system. Additionally, students acquire the knowledge and skills to become full partners with other healthcare professionals by demonstrating nurse contributions toward high-quality care to patients and populations, while working collaboratively with interprofessional teams. There are no prerequisites for this course.

D031 - Advancing Evidence-Based Innovation in Nursing Practice - Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

D033 - Healthcare Information Systems Management - Healthcare Information Systems Management provides an overview of many facets of information systems in healthcare. This course explores how information technology (IT) is an organizational resource that must be managed so that it supports or enables healthcare organizational strategy. This course will discuss how decision support and communication are securely facilitated in the healthcare marketplace. This course also explores current and continuously evolving technologies, strategic thinking, and issues at the intersection of health information management and technology.

D034 - Systems Management and School Operations - Systems management and school operations instruct candidates on the operational aspects of school leadership that are essential to developing, monitoring, and evaluating school management, school systems, and services that address and support the needs of students and school personnel. Topics presented in this course include systems thinking; development, implementation, and evaluation of data-based strategic planning; and school improvement processes. Candidates will evaluate the use of appropriate operational technology and the development of communications systems that provide actionable information to internal and external stakeholders for use in classroom and school improvement and community engagement. Each of these topics emphasizes the importance of efficiently and effectively managing school resources to build, maintain, and evaluate a cohesive system of academic and organizational supports, services, extracurricular activities, and accommodations to meet the full range of needs for each student. Prerequisites for this course: Leadership Foundations and Ethics and School Law.

D035 - Educational Inquiry - Educational Inquiry focuses on practical problem solving. This course teaches candidates to use scholarly literature to inform their own practice. It also teaches candidates to engage in their own action research processes, which empowers educators to recognize opportunities for improvement and to systematically implement and evaluate changes. This course prepares candidates to conduct research for the capstone. Prerequisites for this course: Data Literacy and Evidence-Based Practices.

D036 - Practicum in Educational Leadership - Focus on Professional Practices - Practicum in Educational Leadership - Focus on Professional Practices provides candidates with an authentic, real-world work experience as an educational leader in a K–12 school environment. This is the first of a two-part experience designed to take place under the leadership and supervision of a practicing school principal or assistant principal at an approved practicum school site (K–12). This course includes an emphasis on the application of knowledge and skills to areas directly or indirectly affecting students. Collaboration within the school and local community is a focal point for this course. The course also includes the completion of assigned administrative duties in a K–12 setting, as defined by the candidate's state of residence, under the supervision of the cooperating administrator of the candidate's approved practicum site. Prior to enrolling in this practicum course, the candidate must complete a minimum of 18 CUs.

D037 - Practicum in Educational Leadership - Focus on Instruction and Operations - Practicum in Educational Leadership - Focus on Instruction and Operations provides candidates with an authentic, real-world work experience as an educational leader in a K–12 school environment. This is the second of a two-part experience designed to take place under the leadership and supervision of a practicing school principal or assistant principal at an approved practicum school site (K–12). This course includes an emphasis on the application of knowledge and skills to areas affecting school operations and school personnel. The course also includes the completion of assigned administrative duties in a K–12 setting, as defined by the candidate's state of residence, under the supervision of the cooperating administrator of the candidate's approved practicum site. Prior to enrolling in this practicum course, the candidate must complete a minimum of 18 CUs.

D038 - Educational Leadership Capstone - Educational Leadership Capstone serves as the culminating experience of this degree program, uniting content area knowledge with the execution of a problem-based learning project. Under the guidance of program faculty, candidates will apply their data literacy and research skills authentically and to topics appropriate to the candidate's degree program and future career goals. Projects will include action research or program evaluation and the qualitative or quantitative research methods necessitated by the project's purpose. Prerequisites include Data Literacy and Educational Inquiry, as well as all content area courses and field experiences prescribed in one's area of study. This course is designed to be taken after successful completion of all courses with the exception of Educational Inquiry, which may be taken concurrently.

D072 - Fundamentals for Success in Business - This introductory course provides students with an overview of the field of business and a basic understanding of how management, organizational structure, communication, and leadership styles affect the business environment. It also introduces them to some of the power skills that help make successful business professionals, including time management, problem solving, emotional intelligence and innovation; while also teaching them the importance of ethics. This course gives students an opportunity to begin to explore their own strengths and passions in relation to the field while also acclimating them to the online competency-based environment.

D075 - Information Technology Management Essentials - Information Technology Management Essentials includes topics such as information systems analysis, database resource management, spreadsheet literacy, and computer literacy concepts. This course will help students understand the importance of information technology in an organization and apply databases to solve business problems.

D076 - Finance Skills for Managers - This course provides students with an introductory look at the discipline of finance and its context within the business environment. Students gain the knowledge to differentiate between personal and business finance and how they may overlap in a business environment. Students also gain a fundamental knowledge of financial forecasting and budgeting, statement analysis, and decision making. This course provides the student a business generalist overview of the field of finance and builds on previous acquired competencies related to using spreadsheets.

D077 - Concepts in Marketing, Sales, and Customer Contact - Concepts in Marketing, Sales, and Customer Contact introduces students to the discipline of marketing and its role within the strategic and operational environments of a business. This course covers fundamental knowledge in the area of marketing planning, including the marketing mix, while also describing basic concepts of brand management, digital marketing, customer relationship management, and personal selling and negotiating. All of this helps students identify the role of marketing within an organization. This course provides students with a business generalist overview of the field of marketing and an exploration of the marketing major.

D078 - Business Environment Applications I: Business Structures and Legal Environment - Business Environment Applications 1 provides students with a generalist overview of the business environment and a deeper look at a number of topics that make up the non-discipline areas of business which are required for a business person to be successful within any business environment. The first part of the course focuses on knowledge about organizations and how people operate within organizations, including the areas of organizational theory, structure, and effectiveness. The course then looks at business from a legal perspective with an overview of the legal environment of business. The course will prepare the student to consider specific legal situations and to make legal and ethical decisions related to those situations.

D079 - Business Environment Applications II: Process, Logistics, and Operations - Business Environment II: Logistics, Process, and Operations provides students with a generalist overview of the business environment as they explore themes of ethics, problem-solving, and innovative thinking. This course adds to the students' business skills and knowledge in a number of professional areas. The first part of the course uncovers a series of business processes like project and risk management. The second part gives an introductory-level look at the specialized areas of operations management, supply chains, and logistics. The course finishes with models of change management and how to use them to overcome barriers in organizations.

D080 - Managing in a Global Business Environment - Managing in a Global Business Environment provides students with a generalist overview of business from a global perspective, while also developing basic skills and knowledge to help them make strategic decisions, communicate, and develop personal relationships in a global environment. Business today is by its very nature a global environment, and individuals working in business will experience the global nature of business as they progress through their careers. This course builds on previously acquired competencies by providing an overview of U.S. federal laws in relation to doing business in a global environment.

D081 - Innovative and Strategic Thinking - This course covers an important part of being a business professional: the knowledge and skills used in building and implementing business strategy. The course helps students build on previously acquired competencies in the areas of management, innovative thinking, and risk management while introducing them to the concepts and theories underpinning business strategy as a general business perspective. The course will help students gain skills in analyzing different business environments and in using quantitative literacy and data analysis in business strategy development and implementation. This course helps to provide students with a generalist overview of the area of business strategy.

D082 - Emotional and Cultural Intelligence - Emotional and Cultural Intelligence focuses on key personal awareness skills that businesses request when hiring personnel. Key among those abilities is communication. Students will increase their skills in written, verbal, and nonverbal communication skills. The course then looks at three areas of personal awareness including emotional intelligence (EI), cultural awareness, and ethical self-awareness – building on previously acquired competencies and adding new ones. This course helps start students on a road of self-discovery, cultivating awareness to improve both as a business professional and personally.

D089 - Principles of Economics - Principles of Economics provides students with the knowledge they need to be successful managers, including basic economic theories related to markets and how markets function. This course starts by defining economics, differentiating between microeconomics and macroeconomics, and explaining the fundamental economic principles of each. It then looks at microeconomics and how it is used to make business and public policy decisions, including the principles of supply, demand, and elasticity, market efficiency, cost of production, and different market structures. The course finishes by looking at macroeconomics and how it is used to make business and public policy decisions, including measurement of macroeconomic variables, aggregate supply and demand, the concepts of an open economy, and how trade policies influence domestic and international markets.

D090 - The School as a Community of Care - The School as a Community of Care is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to meet the social and emotional needs of learners, taking into account theories and philosophical perspectives on child and adolescent development and learning. Candidates learn to effectively collaborate with parents, families, caregivers, and other community stakeholders in each child's education, to build a strong foundation for academic and personal success. Emphasis is placed on family engagement as candidates gain knowledge of individual, cultural, and community assets that can be used to facilitate learner growth and development, as well as understand mental health and emotional differences among learners that may necessitate leveraging additional resources to support students' wellbeing. Issues of youth mental health, substance abuse, suicide awareness and prevention, and abuse within families will be addressed as will the importance of parent involvement. Candidates will engage in seven hours of preclinical experiences, which include virtual observations of learning environments that involve parents and families in their children's education while supporting the social and emotional learning (SEL) needs of learners and an interview with an educational professional to explore topics related to parent involvement, youth mental health issues, and professional responsibilities to ensure student wellbeing. Additionally, crosscutting themes of technology and diversity are interwoven for further development.

D091 - Introduction to Curriculum, Instruction, and Assessment - Introduction to Curriculum, Instruction, and Assessment is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course provides candidates with the knowledge and skills necessary to create engaging and standards-aligned lessons that meet the needs of all learners. Candidates will learn to analyze learner needs based on a variety of inputs, including their state P–12 standards, assessment results, and knowledge of learner differences. This course will help candidates design, deliver, and modify instruction in accordance to needs and educational requirements. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. They also will record a short teaching segment, allowing for authentic teaching experience. Cross-cutting themes of technology and diversity are interwoven for continued development.

D092 - Educational Technology for Teaching and Learning - Educational Technology for Teaching and Learning is a key component of WGU's professional core and is a required course for all initial licensure candidates. This course prepares candidates to incorporate technology into their classroom practices in ways that improve teaching and learning. The ISTE standards will form the basis for their practice. The material will teach candidates to critically evaluate software and hardware options that may positively impact the classroom environment, while also increasing their awareness of ethical usage and considerations related to equity, access to technology, and appropriate use of technology by P–12 students. Assistive technologies to meet the needs of a diverse learner population also will be taught in this course. Candidates will engage in three hours of preclinical experience that include virtual observations of classroom practices incorporating technology to support educational goals. Cross-cutting themes of technology and diversity are interwoven for further development.

D093 - Assessing Impact on Student Learning - Assessing Impact on Student Learning is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course equips candidates to evaluate student learning and their own professional practice, ensuring candidates are prepared to ensure all learners' success. In this course, candidates learn multiple methods of assessment to ensure they are able to implement a balanced approach to assessment while monitoring their students' progress. Assessments types such as formative, summative, standardized, and common assessments are addressed so candidates understand their purposes and can apply them within the context of a lesson to determine impact on learning. Data literacy skills are taught to ensure candidates interpret and analyze individual and classroom data and apply their knowledge in ways that support academic success. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. Cross-cutting themes of technology and diversity are interwoven for further development.

D094 - Educational Psychology and Development of Children and Adolescents - Educational Psychology and Development of Children and Adolescents is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to support classroom practices grounded in research-validated principles from the areas of educational psychology and child/adolescent development. Candidates will be introduced to learning theories that equip them with the knowledge and skills necessary to support the diverse populations of students with whom they will interact. This course addresses theories of human development, spanning early childhood through adolescence, and candidates completing this course will be able to explain and analyze the guiding perspectives on linguistic, physical, cognitive, and social development. This course will also cover appropriate instructional and assessment strategies to support student learning and development. Candidates will engage in four hours of virtual classroom observations related to issues in educational psychology and learner development. Cross-cutting themes of technology and diversity are interwoven for further development.

D095 - Managing Engaging Learning Environments - Managing Engaging Learning Environments is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to establish and contribute to safe and productive learning environments that support the success of all learners by ensuring student engagement and motivation for learning. Candidates will learn strategies, such as incorporating consistent routines and expectations, to provide positive behavior supports, increase learner motivation, promote active learning and self-direction, and ensure a safe and productive classroom setting that fosters a sense of community through collaborative educational practices. The course will culminate in evidence-based, practical application of current strategies, theories, or philosophical perspectives related to motivating and engaging all students in a learning community. Candidates will engage in seven hours of preclinical experiences that include both virtual observations of classroom settings and time in a simulated classroom environment where theory can be put into practice. Cross-cutting themes of technology and diversity are interwoven for further development.

D096 - Fundamentals of Diverse Learners - Fundamentals of Diverse Learners is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to consider and address the wide range of learning needs in the classrooms of today. This course teaches candidates to identify and support the needs of diverse populations of learners, including, for example, students with disabilities (Including Dyslexia), students who are English language learners, and students who are gifted and talented. Practical strategies for differentiating instruction while creating a safe, inclusive, and culturally responsive learning environment are explored. This course helps candidates develop skills for partnering with parents and advocating for all students, particularly those impacted by provisions of IDEA and Section 504 of the Rehabilitation Act. Multitiered systems of support are addressed to prepare candidates for their future classrooms as they seek to select appropriate instructional practices and interventions to best serve their students. Candidates will engage in four hours of preclinical experiences that include a simulated teaching experience in which skills learned can be applied. Cross-cutting themes of technology and diversity are interwoven for further development.

D097 - Educational Foundations - Educational Foundations is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. The course provides candidates with early classroom experience where they observe multiple school settings at three different levels of schooling and interview an educator to learn how state standards and various legal and ethical issues affect classrooms today. The course also provides candidates with opportunities to gain foundational knowledge about what it means to be a teacher in the current educational context while exploring their future role within the larger landscape of historical and cultural influences. This course ensures candidates have a firm grasp on important issues affecting educators including state standards-based curriculum, legal and ethical requirements affecting educational opportunities, and professionalism, preparing them for subsequent coursework within the Professional Core and their content area major courses. Five preclinical hours are interwoven throughout this course, and cross-cutting themes of technology and diversity are introduced for further development throughout the candidate's programs.

D098 - Digital Marketing - This course provides students with a knowledge of digital marketing and an introduction to specializations within digital marketing. Foundational knowledge in the areas of content marketing, digital advertising, search engine optimization, social media, web development and analysis, and marketing automation is provided. Students gain a broad overview of digital marketing and an opportunity to explore specific areas of specialization within the field of digital marketing to understand how digital marketing is integrated within a firm's overall marketing strategy.

D099 - Sales Management - This course provides students with knowledge on the sales profession, customer relationship management, and sales management functions. Students gain insights into the sales process, the relationship between sales and marketing, and the responsibilities of sales management within both business-to-consumer (B2C) and business-to-business (B2B) selling environments.

D100 - Introduction to Spreadsheets - The Introduction to 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 applications (e.g., using essential spreadsheet functions, formulas, tables, charts, etc.). Introduction to Spreadsheets has no prerequisites.

D101 - Cost and Managerial Accounting - Cost and Managerial Accounting focuses on the concepts and procedures needed to identify, collect, and interpret accounting data for management control and decision-making. Topics covered include budgeting, cost-volume-profit analysis, job costing, process costing, activity-based costing, standard costing, and differential analysis. Prerequisites include Principles of Accounting and Financial Accounting.

D102 - Financial Accounting - Financial Accounting focuses on ways in which accounting principles are used in business operations. Students learn the basics of financial accounting, including how the accounting cycle is used to record business transactions under generally accepted accounting principles (GAAP). Students will also be introduced to the concepts of assets, liabilities, and equity. This course also presents bank reconciliation methods, balance sheets, and business ethics. Principles of Accounting is a prerequisite for this course.

D103 - Intermediate Accounting I - Intermediate Accounting I is the first of three in-depth financial accounting courses for accounting majors. The course builds upon topics covered in Principles of Accounting and Financial Accounting. The course focuses on financial accounting and accounting standards; the conceptual framework of the U.S. generally accepted accounting principles (GAAP); the income statement, the statement of cash flows, and the balance sheet; cash and receivables; and inventory valuation. The prerequisite to this course is Financial Accounting.

D104 - Intermediate Accounting II - Intermediate Accounting II is the second of three in-depth financial accounting courses for accounting majors. The course focuses on acquisition and disposition of noncurrent assets; depreciation, impairments, and depletion; intangible assets; current liabilities and contingencies; long-term obligations; stockholders' equity; dilutive securities; and time value of money concepts. The prerequisite to this course is Intermediate Accounting I.

D105 - Intermediate Accounting III - Intermediate Accounting III provides comprehensive coverage of investments, revenue recognition, accounting for income taxes, pension plans, and leases. This course completes the intermediate accounting journey. The course explores further advanced topics, including accounting changes and error analysis, full disclosure requirements in financial reporting, and interpretation of the statement of cash flows. Intermediate Accounting I and II are the prerequisites for this course.

D115 - Advanced Pathophysiology for the Advanced Practice Nurse - Advanced Pathophysiology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills needed to recognize disease states, identify disease progression, and assess and evaluate symptoms for patients across the lifespan. This course will help the graduate nursing student gain a deeper understanding of pathophysiology from the cellular to the systems level and will provide graduate nursing students with the knowledge and skills to determine the etiology, underlying physiological changes, and the human affective responses to alterations in health. This course will also prepare the graduate nursing student to communicate the pathophysiology of disease processes to providers and patients.

D116 - Advanced Pharmacology for the Advanced Practice Nurse - Advanced Pharmacology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills for prescribing and monitoring medication safely and effectively. This course will prepare the graduate nursing student to apply pharmacotherapeutics in primary care settings by utilizing the pivotal basis of pharmacokinetics and pharmacodynamics. This course will also prepare the graduate nursing student to select the correct medication, describe the rationale for that selection to the patient, family, and other providers, and to effectively monitor the patient to promote positive drug outcomes.

D117 - Advanced Health Assessment for the Advanced Practice Nurse - Advanced Health Assessment prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies necessary to provide primary health care to patients and families of diverse populations. Students will develop the skills needed for systematically collecting and analyzing subjective and objective patient data. Through simulation and clinical experiences, students will use data to determine current and ongoing patient health status, predict health risks, and identify health-promoting activities for patients across the lifespan. Advanced Health Assessment will prepare the nursing graduate with the critical thinking, clinical reasoning, and advanced diagnostic skills required for advanced practice nursing. Upon completion of Advanced Health Assessment, the graduate will be able to synthesize individual and systems level subjective and objective data to facilitate the differential diagnosis processes. Also, the graduate will be able to clearly describe to patients and providers the pertinent health assessment findings and rationale supporting the diagnostic process.

D118 - Adult Primary Care for the Advanced Practice Nurse - Adult Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to adult patients and families. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; diagnosing, managing, and coordinating care for patients with acute and chronic conditions; and empowering patients to pursue positive health outcomes. This course will also prepare the graduate nursing student to collaborate with adult patients to develop effective plans of care that build patient self-efficacy in the process of preventing and treating disease. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D119 - Pediatric Primary Care for the Advanced Practice Nurse - Pediatric Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to pediatric patients, from infancy through adolescence, and their families in an outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for pediatric patients with acute and chronic conditions; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with pediatric patients and their families in developing effective plans of care that build patient and family self-efficacy in the process of preventing and treating disease. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D120 - Special Populations Primary Care for the Advanced Practice Nurse - Special Populations Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to unique patient populations in the outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for patients with specific disease processes; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with unique patient populations and their families in developing effective plans of care that build self-efficacy in the process of preventing and treating specific disease processes. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D121 - Health Promotion of Patients and Populations Across the Lifespan - Health Promotion of Patients and Populations Across the Lifespan prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide health promotion activities to individuals and populations. This course will prepare the graduate nursing student to incorporate individual characteristics, population factors, and social determinants of health (SDOH) in determining the most efficient use of finite resources in leading health promotion activities. This course will also prepare the graduate nursing student to lead health promotion activities for individuals and specific populations across the lifespan. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D122 - Family Nurse Practitioner Clinical Internship I - Family Nurse Practitioner Clinical Internship I prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. Using the precepted clinical setting, this course will provide opportunities for the graduate nursing student to combine competencies developed in preparatory advanced practice coursework to deliver patient-centered healthcare. This course will also provide the graduate nursing student with opportunities to conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include patient and population preferences. All MSN Core Courses, NP Core courses, and FNP Specialty courses must be completed before taking this course.

D123 - Family Nurse Practitioner Clinical Internship II - Family Nurse Practitioner Clinical Internship II prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. The student will conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and FNP Specialty courses must be completed before taking this course.

D124 - Family Nurse Practitioner Clinical Internship III - Family Nurse Practitioner Clinical Internship III prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across throughout the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and FNP Specialty courses must be completed before taking this course.

D125 - Mathematics for Elementary Educators I - Mathematics for Elementary Educators I guides preservice elementary teachers in an investigation of number systems, place value, number theory, and ratio and proportion. This is the first course in a three-course sequence. There are no prerequisites for this course.

D126 - Mathematics for Elementary Educators II - Mathematics for Elementary Educators II engages preservice elementary school teachers in mathematical practices of algebraic reasoning. This course explores important algebraic topics such as patterns, expressions and equations, linear equations, inequalities, and functions. This is the second course in a three-course sequence.

D127 - Mathematics for Elementary Educators III - Mathematics for Elementary Educators III engages preservice elementary teachers in important concepts in geometry, measurement, data analysis and statistics, and probability. This is the third course in a three-course sequence.

D128 - Mathematics for Elementary Educators - Mathematics for Elementary Educators engages preservice elementary teachers in important concepts in geometry, measurement, data analysis and statistics, and probability.

D130 - 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.

D131 - 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.

D132 - 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.

D133 - 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.

D134 - 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.

D135 - 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.

D136 - 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.

D137 - 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.

D138 - 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.

D139 - 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.

D140 - 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.

D141 - 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.

D142 - 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.

D143 - 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.

D144 - 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.

D145 - 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.

D146 - Teacher Performance Assessment in Elementary Education - The Teacher Performance Assessment course is a culmination of the wide variety of skills learned during a student's time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of their content, planning, instructional, and reflective skills.

D147 - Teacher Performance Assessment in Elementary and Special Education - The Teacher Performance Assessment course 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.

D148 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment course 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.

D149 - Teacher Performance Assessment in Special Education - Teacher Performance Assessment in Special Education course 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.

D150 - Teacher Performance Assessment in Science - Teacher Performance Assessment in Science course is a culmination of the wide variety of skills learned in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills.

D151 - Professional Portfolio - Professional Portfolio requires candidates to create an online teaching portfolio that demonstrates professional beliefs, growth, and effective teaching practices from the Demonstration Teaching experience. The portfolio includes reflective essays (educational beliefs, professional growth, and collaboration with stakeholders) and professional artifacts (resume and artifacts with commentary on academic language, systems of student support, education technology, and professional communication with families) developed and acquired during Demonstration Teaching.

D152 - Inclusive Classroom - Inclusive Classroom introduces and prepares candidates to use a repertoire of evidence-based instructional strategies to advance the learning of elementary students with mild to moderate exceptionalities. The beginning of the course focuses on multitiered systems of support. Strategies for intensifying and individualizing instructional interventions, such as making instructional decisions based on progress monitoring data and collaborating with the special education teacher, are targeted. The second portion of the course provides opportunities for candidates to incorporate intensive instructional strategies and practice making accommodations to elementary math and literacy lesson plans based on learner characteristics, performance data, and Individualized Education Program (IEP) goals. This course is designed to be taken by candidates after they have completed D091, Introduction to Curriculum, Instruction and Assessment; C365 Lang. Arts Instruction and Intervention; C909, Elementary Reading Methods and Interventions; and C109, Elementary Mathematics Methods.

D155 - Leading with Personal Mastery - Leading with Personal Mastery prepares the advanced professional nurse to demonstrate self-awareness, self-management, executive function, and social awareness skills while leading and managing in diverse healthcare settings. In this course, students will learn how to incorporate these skills when developing personal relationships and building teams. Developing both social and emotional intelligence as a nurse leader will ensure that students have the ability develop strong relationships and make wise decisions when interacting with others. Increasing personal mastery will provide students with a set of tools and strategies to improve healthcare by producing high-quality results. Understanding their strengths and weaknesses, as a leader in healthcare will help students create a vision for success that includes making choices that will help balance their work life more effectively.

D156 - Business Case Analysis for Healthcare Improvement - Business Case Analysis for Healthcare Improvement provides learning experiences that help students develop essential skills for proposing changes that improve and enhance healthcare outcomes. In this course, students will develop a business case during the early stages of a project by assessing the need for the project and the feasibility of initiating a project. Understanding the techniques used to develop a business case will provide students with the skills to obtain buy-in from key stakeholders and determine the best value strategy. Writing a strong business case presents the benefits, challenges, costs, and risks of moving forward with the project or maintaining status quo. It compares the current situation to a future vision so key stakeholders can make data-driven decisions to move forward with the project. During the development of a business case in this course, students will collaborate with internal and external stakeholders to initiate a healthcare improvement project (HIP) that is grounded in project management principles and influenced by stakeholder perspectives.

D157 - Managing Resources in an Era of Disruption - Managing Human and Financial Resources in an Era of Disruption examines the main premise of people and fiscal leadership. This includes the promotion of healthy work environments through the development of programs in support of mitigating behavior problems for the betterment of work-life balance. Students will analyze business model budgets, revenue streams, and human and financial resource allocation, develop training programs to evaluate compliance and regulatory requirement, and create team building experiences to promote high performing teams by improving engagement, establishing trust, and achieving common goals. Students will assess an organization's mission, vision, and values to establish alignment between healthcare improvement and an organization's principles for management. Changes in healthcare are inevitable, as the business success strategies used in the past are not sufficient for surviving in an era of persistent disruption. This course will help students develop the skills nurse leaders need to become partners in recommending innovative strategies that promote value-based healthcare for the future.

D158 - Strategically Planning the Execution of a Healthcare Improvement Project - Strategically Planning the Execution of a Healthcare Improvement Project will help students develop the skills for systems thinking, problem-solving, and data-driven decision-making. In this course, students will plan the implementation of a healthcare improvement project by identifying people, processes, and procedures that need to be in place for implementation. In addition, sociodemographic data on the population that may be affected by the healthcare improvement project will be analyzed to determine risks and opportunities. During this phase, students will perform an assessment of the forces for and against implementing the project. They will also identify short-term objectives and create action plans to align to the vision, mission, and values of the organization where the project will be implemented. Students will also examine the evolution of existing policies, procedures, and processes at the systems level for the purpose of advocating change that will support a healthcare improvement project. During this course, students will plan the implementation of their healthcare improvement project through the use of sociodemographic and health data, strategic planning, and a comprehensive integration of quality and safety concepts.

D159 - Evidence-Based Measures for Evaluating Healthcare Improvements - Evidence-based measures for evaluating healthcare improvements is an essential component of the planning phase of the healthcare improvement project. In this course, students will determine key performance indicators and metrics used to determine the success of a healthcare improvement project (HIP). The student will develop collaborative partnerships and build consensus with stakeholders to determine how specific data will be collected, managed, and analyzed. This is also an opportunity to discuss data issues and technologies needed for the project. To accomplish this phase, students will also determine the parameters, procedures, and technologies needed for data collection, management, analysis, and reporting.

D160 - Nursing Leadership and Management Field Experience - The Nursing Leadership and Management Field Experience course provides an opportunity for students to apply the knowledge and skills they developed in previous courses toward the successful implementation of their healthcare improvement project (HIP). This phase puts into action all the components of project management that were planned and developed while working collaboratively with key stakeholders to establish the need and feasibility of the HIP, analyzing the organizational readiness for change, and planning the implementation and evaluation phases. In this phase, students will develop and implement a training plan for staff, managers, and leaders. They will also implement the communication plan they developed in a previous course. They will also manage the implementation process by applying organizational standards and practices. Students will demonstrate strong leadership skills when meeting with stakeholders to report the status of the implementation phase and collaboratively problem-solve risks. Completion of the specialty courses is a pre-requisite for this course.

D161 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management Capstone provides students with an opportunity to evaluate and close their capstone project. This is the final course in the MSN Leadership and Management program. Students will evaluate the success of their healthcare improvement project (HIP) by analyzing results, using the key performance indicators and metrics that were identified while planning the evaluation phase. Students will present the results of the improvement project in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation. Reflective and analytic thinking are essential aspects of a capstone project, as students reflect and report on the successes and challenges encountered in each phase. Nursing Leadership and Management Field Experience is a prerequisite for this course.

D162 - Secondary Disciplinary Literacy - Secondary Disciplinary Literacy examines teaching strategies designed to help learners in middle and high school improve upon the literacy skills required to read, write, and think critically while engaging content in different academic disciplines. Themes include exploring how language structures, text features, vocabulary, and context influence reading comprehension across the curriculum. Course content highlights strategies and tools designed to help teachers assess the reading comprehension and writing proficiency of learners and provides strategies to support student reading and writing success in all curriculum areas. This course has no prerequisites.

D163 - Secondary Reading Instruction and Interventions - Secondary Reading Instruction and Intervention explores the comprehensive, student-centered Response to Intervention (RTI) assessment and intervention model used to identify and address the needs of learners in middle school and high school who struggle with reading comprehension and/or information retention. Course content provides educators with effective strategies designed to scaffold instruction and help learners develop increased skill in the following areas: reading, vocabulary, text structures and genres, and logical reasoning related to the academic disciplines. This course has no prerequisites.

D164 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy examines teaching strategies designed to help learners in grades K–6 develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help learners distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity are also addressed. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

D165 - Children's Literature - Children's Literature is an introduction to and exploration of children's literature. Students will consider and analyze children's literature as a lens through which to view the world. Students will experience multiple genres, historical perspectives, cultural representations, and current applications in the field of children's literature. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

D166 - Foundations of Education - Foundations of Education is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to foundational knowledge about the teaching profession in the current educational context and the historical and cultural influences on P-12 education in the United States. This course addresses important topics that affect educators today including state standards-based curriculum, legal and ethical requirements, and professionalism. This course will culminate in evidence-based, practical application of current strategies, theories, or philosophical perspectives related to becoming an effective educator within the current school context. Candidates will engage in five hours of preclinical experiences, which include virtual observations of learning environments in multiple school settings, and an interview with an educator to gain insight on how these topics affect and inform teaching practice. Cross-cutting themes of technology and diversity are introduced for further development throughout the candidate's programs.

D168 - Schools as Communities of Care - Schools as Communities of Care is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to strategies for providing a culturally inclusive learning environment that meets the social and emotional needs of learners while taking into account theories and philosophical perspectives on child and adolescent development and learning. Emphasis is placed on fostering a collaborative relationship with families, caregivers, and community stakeholders, and on leveraging community resources to support each learner's growth and well-being to build a strong foundation for their academic and personal success. Topics addressed include culturally responsive practice, social and emotional learning (SEL), youth mental health, substance abuse, suicide awareness and prevention, abuse within families, and professional responsibilities to ensure student wellbeing. The course will culminate in evidence-based, practical application of strategies that support the whole child in a community of care. Candidates will engage in seven hours of preclinical experiences, include virtual observations of learning environments that involve parents and families in their children's education and an interview with an educational professional. Cross-cutting themes of technology and diversity are interwoven for further development.

D169 - Essential Practices for Supporting Diverse Learners - Fundamentals of Diverse Learners is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to consider and address the wide range of learning needs in the classrooms of today. This course teaches candidates to identify and support the needs of diverse populations of learners, including, for example, students with disabilities (Including Dyslexia), students who are English language learners, and students who are gifted and talented. Practical strategies for differentiating instruction while creating a safe, inclusive, and culturally responsive learning environment are explored. This course helps candidates develop skills for partnering with parents and advocating for all students, particularly those impacted by provisions of IDEA and Section 504 of the Rehabilitation Act. Multitiered systems of support are addressed to prepare candidates for their future classrooms as they seek to select appropriate instructional practices and interventions to best serve their students. Candidates will engage in four hours of preclinical experiences that include a simulated teaching experience in which skills learned can be applied. Cross-cutting themes of technology and diversity are interwoven for further development.

D170 - Creating and Managing Engaging Learning Environments - Creating and Managing Engaging Learning Environments is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with research-based strategies and approaches to establishing and maintaining a safe and productive learning environment that supports the success and well-being of all P-12 learners. Topics addressed include consistent routines and expectations, student engagement, positive behavior support, motivation and its effect on student achievement, active learning and self-direction, and fostering a sense of community through collaboration. Candidates will design a classroom management plan for their future classroom based on theory and high-leverage practices for meeting the diverse needs of learners in a productive and collaborative learning environment. The course will culminate in evidence-based, practical application of current strategies to motivate and engage students in specific content areas. Candidates will engage in seven hours of preclinical experiences that include both virtual observations of classroom settings and time in a simulated classroom environment where theory can be put into practice. Cross-cutting themes of technology and diversity are interwoven for further development.

D171 - Curriculum, Instruction, and Assessment - Curriculum, Instruction, & Assessment is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with theoretical foundations and strategies for creating engaging and standards-aligned lessons that meet the needs of all learners in the P-12 classroom. This course focuses on the interrelationship between curriculum, instruction, and assessment, with emphasis on the role of assessment and student data in planning, designing, delivering, and modifying instruction in accordance with diverse learner needs. This course will culminate in the application of evidence-based strategies related to the interdependence of and alignment among curriculum, instruction, and assessment in student-centered P-12 teaching and learning. Candidates will engage in three hours of preclinical experiences, which include conducting virtual classroom observations and recording a short teaching segment. Cross-cutting themes of technology and diversity are interwoven for continued development.

D172 - Assessing Student Learning - Assessing Student Learning is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with methods and best practices for using assessment to monitor student progress and to evaluate the effectiveness of instruction. This course focuses on implementing a balanced approach to assessment using multiple assessment types such as formative, summative, standardized, and common assessments. Also covered are data literacy skills for interpreting and analyzing individual learner and classroom data to improve instruction and support academic success for all learners. The course will culminate in evidence-based, practical application of strategies for assessment practices in P-12 schools. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. Cross-cutting themes of technology and diversity are interwoven for further development.

D173 - Using Educational Technology for Teaching and Learning - Using Educational Technology for Teaching and Learning is a key component of WGU's professional core and is a required course for all Master of Arts in Teaching candidates. This course presents strategies for integrating technology into classroom practices to improve instruction and student learning according to the International Society for Technology in Education (ISTE) standards. Candidates will evaluate digital tools and their potential classroom applications such as enhancing curriculum, enabling communication with students and families, and increasing student engagement. Topics covered include ethics, equity and access to technology, and appropriate use of technology by P-12 students. Assistive technologies to meet the needs of a diverse learner population also will be addressed. The course will culminate in evidence-based, practical application of current standards, strategies, theories, or philosophical perspectives related to the use of technology in teaching and learning. Candidates will engage in three hours of preclinical experience that include virtual observations of classroom practices incorporating technology to support educational goals. Cross-cutting themes of technology and diversity are interwoven for further development.

D174 - Marketing Management - Marketing Management examines foundational marketing concepts. Marketing is ever-present in our daily lives and this course will help students understand how organizations use marketing activities to create value for their customers. Students will study the strategic marketing planning process and the marketing mix of product, price, place, and promotion. Students will gain knowledge about the market research process and how data are used to inform marketing decisions. Emphasis will be placed on ethical and sustainable marketing practices, along with a focus on service marketing in today's service economy. This course will provide students with a basic marketing understanding to prepare them for specialized major courses.

D175 - Consumer Behavior - Consumer Behavior examines the buying behavior of consumers in the marketplace. Students will gain knowledge of consumer behavior theories and an understanding of how consumer behavior concepts apply to the consumer decision-making process. Students will learn how consumer insights are gained through the exploration of external social and cultural influences such as reference groups, family, and culture, as well as consumer influences such as needs, motivation, personality, and learning. The course also provides an interdisciplinary perspective, including psychology, sociology, anthropology, and economics, to better evaluate and predict consumer behavior.

D176 - Content Marketing - Content Marketing examines how organizations create and distribute marketing communications to attract and retain customers. Students will gain knowledge of the content planning process and how content marketing supports brand and organizational goals by learning how to create, distribute, promote, and measure relevant and valuable content. Students will learn content ideation and will write compelling copy that creates relationships with customers to build trust and enhance an organization's reputation and authority.

D177 - Brand Management - Brand Management examines how brands provide value to both consumers and organizations. Brands are a part of a consumer's everyday life and organization's strategically plan, measure, and manage brands. In this course, students will apply the strategic brand management process using a customer-based brand equity model. Students will identify how brand strategies are used and how brand associations are leveraged to create a competitive advantage. Brand equity measurement systems are explored, including brand audits and tracking studies that use qualitative and quantitative brand research techniques. Students will construct a brand architecture strategy by identifying brand extension opportunities to develop an appropriate branding strategy in a global marketplace. Reputation-management strategies and crisis management techniques are also taught to assist in preserving and protecting an organization's brand equity.

D178 - Marketing Strategy and Analytics - Marketing Strategy and Analytics is the capstone course for the marketing major. The course provides students with the opportunity to demonstrate competencies developed throughout the program by engaging in the design, implementation, and analysis of a marketing strategy. Students are given business scenarios using simulations and case studies to apply critical-thinking and decision-making skills. Students will analyze the business environment and make decisions about market segmentation, buyer behavior, and the marketing mix. Students will demonstrate the relationship between strategy and analytics by using marketing analytics to report marketing campaign results and make recommendations. This course provides students with real-world application to prepare them for the marketing industry.

D179 - Data-Informed Practices - Data-Informed Practices focuses on the development of data literacy skills. This course teaches candidates about the different types of data, the benefits and limitations of those data types, and how they can use data to identify and solve problems and inform decisions. The course also teaches candidates how to locate, collect, and analyze data from relevant and credible sources, and how to draw conclusions from data in order to drive continuous improvement. There are no prerequisites for this course.

D180 - Educational Research - Educational Research focuses on practical problem solving. This course teaches candidates to use scholarly literature and current research to inform their own practice. It also empowers candidates to recognize opportunities for improvement and engage in action research to systematically implement and evaluate changes. This course prepares candidates to conduct research for the capstone. Data-Informed Practices is a prerequisite for this course.

D181 - MSCIN Capstone - The Master of Science in Curriculum and Instruction Capstone is the culminating course of the degree. It unites content area knowledge with the completion of a research project or study. This course teaches candidates, under the guidance of program faculty, to apply their data literacy and research skills to topics related to curriculum and instruction and to their career goals. Projects for this course include action research or applied research through the necessary qualitative, quantitative, or mixed research methods. Prerequisites for this course include Data-Informed Practices and Educational Research, as well as all prescribed courses in the candidates' area of study. Additionally, students wishing to add the Capstone with fewer than eight weeks remaining in the term must receive permission from the Program Chair.

D182 - The Reflective Practitioner - The Reflective Practitioner defines what reflective teaching is and how accomplished teachers reflect meaningfully on their pedagogical choices to improve their practice. During this course, candidates will examine their teaching to determine how they can more effectively plan, facilitate, and evaluate learning. Candidates will also develop a professional growth plan and incorporate evidence-based practices that support the achievement of their professional goals. There are no prerequisites for this course.

D183 - Designing Curriculum and Instruction I - Designing Curriculum and Instruction I examines the influence that specific theories, design principles, and evaluation models have on the quality and effectiveness of a curriculum. During the course, candidates will conduct a needs analysis in order to determine the content that students need. The course requires candidates to learn how to define the scope and sequence of a curriculum to ensure vertical and horizontal alignment. This course will also teach how to map curriculum to address any gaps or unnecessary duplication within and across grade levels. There are no prerequisites for this course.

D184 - Standards-Based Assessment - Standards-Based Assessment teaches candidates how to unpack academic standards to determine the essential learnings within the standards that should be assessed. This course teaches candidates how to determine, based on academic standards, which topics should be assessed and how to use proficiency statements to create and score standards-based assessments. This course also prepares candidates to analyze assessment data and develop a holistic assessment system for a specific subject and grade level. Differentiated Instruction is a prerequisite for this course.

D185 - Designing Curriculum and Instruction II - Designing Curriculum and Instruction II examines commonly used curriculum and instructional models and demonstrates how they can be used during the design process to achieve curricular and instructional goals. This course demonstrates how to design curriculum and instruction that leverages digital tools to facilitate deep, authentic learning and provides strategies for ensuring successful curriculum implementation. Designing Curriculum and Instruction I is a prerequisite for this course.

D186 - Learning as a Science - Learning as a Science examines how research from the field of learning sciences can be applied to improve teaching and learning. This course explains how teachers can create a sense of community by examining personal biases and establishing a culturally inclusive learning environment. The course also provides evidence-based strategies for improving motivation, increasing understanding and retention, and teaching social-emotional skills that students need to be successful socially and academically. There are no prerequisites for this course.

D187 - Differentiated Instruction - Differentiated Instruction examines how the classroom environment and students' readiness levels, interests, and learning profiles influence learning. K–12 educators taking this course will acquire a deep understanding of their students in order to differentiate their curriculum, instruction, and assessments in response to individual students' needs. This course will allow students to also learn how to effectively monitor and communicate students' progress toward standards and adjust their practice as needed to empower students and nurture their abilities and aptitudes. As a result of their learning in this course, K–12 teachers will be prepared to act as catalysts for differentiation within their schools and districts. There are no prerequisites for this course.

D188 - The Collaborative Leader - The Collaborative Leader demonstrates strategies teacher leaders can use to collaborate with other professionals, families, and communities to build strong relationships and improve school effectiveness. This course examines models of collaboration and the benefits and challenges of collaboration. It also examines the characteristics of effective professional development and explains how to collaboratively design effective professional development opportunities for educators. Finally, this course demonstrates how accomplished teachers can build relationships with families and the community to create a positive learning experience for students. There are no prerequisites for this course.

D190 - Introduction to Healthcare IT Systems - Introduction to Healthcare IT Systems introduces students to healthcare information technology as a discipline. Focusing on evaluating health information systems and collecting data, students will learn the various roles and functions of the health information manager in supporting the business of healthcare. This course introduces students to information technology as a discipline. This course also exposes students to the various roles and functions of the health information manager in supporting the business of healthcare. Students will learn through e-text readings, videos, case studies, several modules from LinkedIn Learning, knowledge checks, and unit quizzes. There are no prerequisites for this course.

D191 - Advanced Data Management - Advanced Data Management enables organizations to extract and analyze raw data. Skillful data management allows organizations to discover and explore data in ways that uncover trends, issues, and their root causes. In turn, businesses are better equipped to capitalize on opportunities and more accurately plan for the future. As organizations continue to extract larger and more detailed volumes of data, the need is rapidly growing for IT professionals possessing data management skills. These skills include performing advanced relational data modeling as well as designing data marts, lakes, and warehouses. This course will empower software developers with the skills to build business logic at the database layer to employ more stability and higher data-processing speeds. Data analysts will gain the ability to automate common tasks to summarize and integrate data as they prepare it for analysis. Data Management is a prerequisite for this course.

D192 - Data Systems Administration - Data System Administration provides students with foundational skills to become a Database Administrator (DBA). This course illustrates how DBA's ensure businesses are able to leverage significant data to increase profitability and support key business functions. Topics include database management tools, account administration, recovery procedures, and maintenance through upgrades and migrations.

D193 - Data and Information Governance - Data and Information Governance provides students with the knowledge that establishing rules of engagement, policies, procedures, and data stewardship is essential to exercising organizational control over, and extracting maximum value from, its data assets. Good data governance helps an organization lower costs, create efficiencies, and achieve its strategic goals and objectives. Data governance provides a framework for properly managing information across the entire data lifecycle and establishes strategies in support of disaster recovery and continuity of operations. This course will prepare IT professionals to assist their organization in the definition and implementation of best practices related to the planning and implementation of managed systems that meet business, technical, security, auditing, disaster recovery, and business continuity requirements.

D194 - IT Leadership Foundations - IT Leadership Foundations is an introductory course that provides students with an overview of organizational structures, communication, and leadership styles specific to information technology in organizations. It also introduces students to some of the power skills that help make successful IT professionals, including time management, problem solving, and emotional intelligence. Students in this course explore their own strengths and passions in relation to the field. There are no prerequisites for this course.

D195 - Data Management/Analytics Undergraduate Capstone - The Data Management/Analytics Undergraduate Capstone challenges students to demonstrate competencies supporting all BSDMDA program outcomes. Students will identify an organizational need, plan and develop a data analytics product to serve that need, and document the process in a project proposal and data project report.

D196 - Principles of Financial and Managerial Accounting - Principles of Financial and Managerial Accounting provides students with an introduction to the discipline of accounting and its context within the business environment. In this course, students will learn to differentiate between financial, cost, and managerial accounting and where these accounting types fit into the business environment. This course will help students gain a fundamental knowledge of the budgeting process, how to analyze basic financial statements, and how to use spreadsheets to analyze data. This course provides students with a business generalist overview of the field of accounting and acts as a preview course for the accounting major.

D197 - Version Control - Version control is critical to maintaining software and enabling scalability solutions. A best practice for any programming project that requires multiple files uses version control. Version control enables teams to have collaborative workflows and enhances the software development lifecycle. This course introduces students to the basics of publishing, retrieving, branching, and cloning. There are no prerequisites for this course.

D198 - Global Arts and Humanities - This is a Global Arts and Humanities course that contains three modules with corresponding lessons. This course is an invitation to see the world through the humanities, examine the humanities during the Information Age, and explore the global origins of music—essentially questioning what makes us human, and how people are connected across culture and time. Each module includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check learning. With no prior knowledge or experience, a learner can expect to spend 30-40 hours on the course content.

D199 - Introduction to Physical and Human Geography - This is Introduction to Physical and Human Geography, a three-module course that addresses the question of what geography really is in today's complex world; how migration affects—and has been affected by—geography; and one of the biggest present problems related to geography: climate change. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30–40 hours on the course content.

D202 - Human Growth and Development - This is Human Growth and Development, a three-module course that examines the entire human lifetime, from conception to death. Presented chronologically, the course focuses on three key areas: physical, cognitive, and psychosocial growth, along with other important issues such as cultural influences, emotions, and resilience. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

D203 - Fundamentals of Anatomy and Physiology - Fundamentals of Anatomy and Physiology provides an overview of the structures and functions of organs and systems of the human body. This course will explore how the parts of the body systems work together to produce movement, transport nutrients, eliminate wastes, protect vital tissues and organs, regulate bodily functions, and support reproduction and growth, through videos, readings, exploratory learning, and practice activities.

D204 - The Data Analytics Journey - The Data Analytics Journey gives an overview of the entire analytics life cycle. Learners gain fluency in data analytics terminology, tools, and techniques. The course contextualizes the data analytics journey firmly with organizational metrics and requirements to position graduates to answer key questions for businesses and other employers. This course has no prerequisites.

D205 - Data Acquisition - Data Acquisition builds proficiency in Structured Query Language (SQL) and the initial stages of the data analytics lifecycle. The course introduces relational databases. Students gain concrete skills in data transference and database manipulation. There are no prerequisites.

D206 - Data Cleaning - Data Cleaning continues building proficiency in the data analytics life cycle with data preparation skills. This course addresses exploring, transforming, and imputing data as well as handling outliers. Learners write code to manipulate, structure, and clean data as well as to reduce features in data sets. The following courses are prerequisites: The Data Analytics Journey, and Data Acquisition.

D207 - Exploratory Data Analysis - Exploratory Data Analysis covers statistical principles supporting the data analytics life cycle. Students in this course compute and interpret measures of central tendency, correlations, and variation. The course introduces hypothesis testing, focusing on application for parametric tests, and addresses communication skills and tools to explain an analyst's findings to others within an organization. Data Cleaning is a required prerequisite for this course.

D208 - Predictive Modeling - Predictive Modeling builds on initial data preparation, cleaning, and analysis, enabling students to make assertions vital to organizational needs. In this course, students conduct logistic regression and multiple regression to model the phenomena revealed by data. The course covers normality, homoscedasticity, and significance, preparing students to communicate findings and the limitations of those findings accurately to organizational leaders. Exploratory Data Analysis is a prerequisite for this course.

D209 - Data Mining I - Data Mining I expands predictive modeling into nonlinear dimensions, enhancing the capabilities and effectiveness of the data analytics lifecycle. In this course, learners implement supervised models—specifically classification and prediction data mining models—to unearth relationships among variables that are not apparent with more surface-level techniques. The course provides frameworks for assessing models' sensitivity and specificity. D208 Predictive Modeling is a prerequisite to this course.

D210 - Representation and Reporting - Representation and Reporting focuses on communicating observations and patterns to diverse stakeholders, a key aspect of the data analytics life cycle. This course helps students gain communication and storytelling skills. It also covers data visualizations, audio representations, and interactive dashboards. The prerequisite for this course is Data Mining I.

D211 - Advanced Data Acquisition - Advanced Data Acquisition enhances theoretical and SQL skills in furthering the data analytics life cycle. This course covers advanced SQL operations, aggregating data, and acquiring data from various sources in support of core organizational needs. The prerequisite for this course is Representation and Reporting.

D212 - Data Mining II - Data Mining II adds vital tools to data analytics arsenal that incorporates unsupervised models. This course explains when, how, and why to use these tools to best meet organizational needs. The prerequisite for this course is Advanced Data Acquisition.

D213 - Advanced Data Analytics - Advanced Data Analytics prepares students for career-long growth in steadily advancing tools and techniques and provides emerging concepts in data analysis. This course hones the mental and theoretical flexibility that will be required of analysts in the coming decades while grounding their approach firmly in ethical and organizational-need-focused practice. Topics include machine learning, neural networks, randomness, and unconventional data sources. Data Mining II is a prerequisite for this course.

D214 - Data Analytics Graduate Capstone - The Data Analytics Graduate Capstone allows students to apply the academic and professional abilities developed as a graduate student. This capstone challenges students to integrate skills and knowledge from several program domains into one project. Advanced Data Analytics is a prerequisite for this course.

D215 - Auditing - Auditing covers the entire auditing process. This course will help students gain an understanding of the different assurance services, the AICPA Code of Professional Conduct, and the conceptual framework for members in public practice. The course will teach students how to assess for audit risk, develop an audit strategy, and gain an understanding of the audit client. Audit evidence and a client's system of internal control will be discussed in depth. The course requires students to assess risk response by identifying and evaluating tests of controls and substantive procedures. In addition, the course will have students evaluate risk response using data analytics and audit sampling for substantive tests. The course concludes with the completion of the audit through subsequent events, engagement wrap-up and management representation, and reporting on the audit with an unqualified audit report or a modification of the audit report. The prerequisites to this course are Intermediate Accounting I, II, and III, Accounting Information Systems, and Business Law for Accountants.

D216 - Business Law for Accountants - Business Law for Accountants is designed to provide the advanced accounting student an understanding of the legal environment and issues encountered in the profession. Topics include the Uniform Commercial Code (UCC), contracts, securities regulation, Sarbanes-Oxley Act, legal entities, ethics, agency, and bankruptcy. There are no prerequisites for the course.

D217 - Accounting Information Systems - Accounting Information Systems (AIS for short) introduces students to AIS, with particular emphasis on the accountant's role in management and financial reporting systems. Topics include transaction cycles and related information technology (IT) controls, data management, enterprise resource planning (ERP) and e-commerce systems, systems development and acquisition, documentation, and IT auditing. D103 Intermediate Accounting I and D104 Intermediate Accounting II are the prerequisites to this course.

D218 - Intrapersonal Leadership and Professional Growth - Intrapersonal Leadership and Professional Growth fosters the development of professional identity. Building on the knowledge, skills, and attitudes gained through nursing practice, students in this course will explore the relationship of theories, professional competencies, standards of leadership, education, and professionalism. The course content will cover development of a nurse as a leader who is proficient in asserting control, influence, and power in professional and personal contexts.

D219 - Scholarship in Nursing Practice - Scholarship in Nursing Practice teaches students how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. This course introduces the basics of evidence-based practice, which students are expected to implement throughout their clinical experiences. Students of this course will graduate with more competence and confidence to become leaders in the healing environment.

D220 - Information Technology in Nursing Practice - Information Technology in Nursing Practice provides a basic overview of information technology as it relates to the baccalaureate-prepared nurse. It is a foundational overview of nursing informatics with an emphasis on developing basic competency. This course teaches students that nursing informatics synthesizes nursing science, information science, and computer science through health applications to support decision-making in a dynamic healthcare environment. All prior courses in the sequence for this program serve as prerequisites for this course.

D221 - Organizational Systems and Healthcare Transformation - Course Description Organizational Systems and Healthcare Transformation covers foundational knowledge, skills, and attitudes toward organizational leadership within healthcare systems that can help students be successful. This course focuses on the concepts of patient safety, improvement science, fiscal responsiveness, quality of care, value-based care, and patient-centered care. Additional topics of quality science and innovation, systems redesign, and interprofessional roles assist the student in building necessary skills for healthcare transformation. All prior courses in the sequence for this program serve as prerequisites for this course.

D222 - Comprehensive Health Assessment - Comprehensive Health Assessment builds upon students' existing knowledge of nursing assessment. The course presents current and innovative assessment techniques of the physical, mental, emotional, and spiritual well-being of patients. Use of assessment data and shared decision-making are discussed throughout the course. This course also outlines the concepts of a head-to-toe assessment, providing students with an understanding of how to critically think about the different aspects of the assessment and analyze patient cues to determine the implications of findings. Students will also analyze lifestyle and cultural implications of health. All prior courses in the sequence for this program serve as prerequisites for this course.

D223 - Healthcare Policy and Economics - Healthcare Policy and Economics is a foundational course that introduces the concepts of value-based care and the role of the nurse. This course includes concepts related to financial responsiveness, shared decision-making, preference-sensitive care, leveraging data. In this course, students learn about cost and fee-for-service in terms of value to the client and patient rather than value to the healthcare system. All prior courses in the sequence for this program serve as prerequisites for this course.

D224 - Global and Population Health - Global and Population Health prepares students for the role of the nurse in preserving and promoting health among diverse populations. Additionally, basic principles of epidemiology, social determinants of health (SDOH), and resource allocation through value-based care are outlined. The course introduces planning, organization, and delivery of services for diverse populations in community settings, including illness prevention, disaster preparedness, and environmental health. All prior courses in the sequence for this program serve as prerequisites for this course.

D225 - Emerging Professional Practice - Emerging Professional Practice presents a variety of professional nursing specialty areas. Students explore various practice specialties, including palliative care, genetics and genomics, and others. The course provides pathways to specialized nursing practice. All prior courses in the sequence for this program serve as prerequisites for this course.

D228 - Special Education Practices: Professional, Ethical and Legal Guidelines - Special Education Practices: Professional, Ethical and Legal Guidelines prepares candidates to apply practice within ethical and legal guidelines in day-to-day teaching, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and standards from the Council for Exceptional Children (CEC), which guide candidates to act in a professionally conscientious manner. This course also explores the transition planning requirements in IDEA, which include development of an individualized transition plan and ensures that planning is initiated in elementary (such as from K to elementary), middle school and continued through high school and post-secondary education. Candidates will explore the legal foundations and case laws related to special education to gain understanding of how legislation influences teaching and learning. Candidates will advocate for improved outcomes for students with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. Candidates will engage in three hours of preclinical experiences, which include an interview with a special educator to gain insight on how these topics affect and inform teaching practice. This course is designed to be taken after successful completion of Essential Practices for Supporting Diverse Learners.

D229 - Management Strategies for Academic and Social Behavior - Management Strategies for Academic and Social Behavior prepares candidates to work effectively with students exhibiting behavior in the classroom that is below age and cultural norms. This course provides an overview of behavior disorders and their causes, and appropriate research-based intervention strategies, including positive behavior intervention and supports, multitiered systems of support (MTSS), applied behavior analysis, replacement behavior and reward strategies, culturally responsive practices, and data collection and assessment methods. Candidates emerge prepared to strategize and recommend adjustments to the learning environment that support positive behavior and student success in the classroom and beyond. This course also examines behavioral assessment and analysis, including the creation of a functional behavior assessment (FBA) and the creation and monitoring of behavioral improvement plans (BIPs) in an authentic learning environment. The candidates will determine effective strategies to promote active student engagement, increase student motivation and opportunities to respond, and enhance self-regulation of student learning. This course is designed to be taken after successful completion of Creating and Managing Engaging Learning Environments.

D230 - Assessment and Evaluation Procedures in Special Education - Assessment and Evaluation Procedures in Special Education prepares candidates to use multiple methods of assessment and data sources in making educational decisions about the student and the learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making. Candidates analyze informal assessments to determine how students access and demonstrate knowledge in the core curriculum. This course is designed to be taken by candidates after they have completed Special Education Practices: Professional, Ethical, and Legal Guidelines.

D231 - Collaborative Techniques with Partners for Effective IEPs - Collaborative Techniques with Partners for Effective IEPs prepares candidates to apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraeducators, and other professionals (within the school, other educational settings, and the community) to plan programs and access services for students with exceptionalities and their families. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Program (IEP) and transition planning processes. Candidates will develop plans for transition services that focus on a coordinated set of student-centered activities designed to facilitate the student's movement from school to post-school activities, including post-secondary education. This course also focuses on the components of the IEP and how the practice of effective communication and collaboration skills is key to the program's development and implementation. The candidates will actively seek information from and about families and take primary responsibility for maintaining respectful, ongoing, open communication to jointly identify and meet learning goals that are informed by assessment data. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied. This course is designed to be taken after successful completion of Special Education Practices: Professional, Ethical and Legal Guidelines.

D232 - Special Education Methods of Instruction and Intervention - Special Education Methods of Instruction and Intervention introduces candidates to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional decisions based on progress-monitoring data; collaborating with general education teachers and paraeducators; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs. This course will also focus on the interrelationship between curriculum, instruction, and assessment, with emphasis on the role of assessment and student data in planning, designing, delivering, and modifying instruction in accordance with diverse learner needs. Candidates will know and understand how learning occurs, how students construct knowledge, acquire skills, and develop disciplined thinking processes. This course is designed to be taken after successful completion of Curriculum, Instruction, and Assessment, Mathematics Methods and Instruction for Students with Mild/Moderate Disabilities, and Language Arts Instruction and Interventions.

D233 - Designing Instruction for Elementary Learners with Mild to Moderate Exceptionalities - Designing Instruction for Elementary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for elementary students receiving special education services. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for candidates to incorporate intensive instructional strategies and practice making accommodations to elementary math, reading, and language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals. In addition to discussing how to make appropriate accommodations, the course teaches candidates how to assess student learning through progress monitoring and apply intensive interventions when warranted. Candidates apply their understanding of academic subject content specifically focusing on reading, writing, and math curricula of the general curriculum to inform instructional decisions for individual with exceptionalities. Candidates design appropriate learning and performance accommodations and modifications for individuals with exceptional learning needs in academic subject matter content of the general curriculum curricula. This course is designed to be taken after successful completion of Special Education Methods of Instruction and Intervention.

D234 - Designing Instruction for Secondary Learners with Mild to Moderate Exceptionalities - Designing Instruction for Secondary Learners with Mild to Moderate Exceptionalities prepares candidates to use evidence-based instructional practices appropriate for use with secondary students receiving special education services. Strategies taught in this course focus on intensive instruction and making accommodations to secondary lesson plans in order to develop critical thinking and problem-solving skills to enhance acquisition of age-appropriate secondary content across academic disciplines in math, reading and English/language arts. This course also promotes the achievement of Individualized Education Program (IEP) and transition goals for independent living, post-secondary education and career preparation through demonstration of strategies that increase students' self-awareness, self-regulation, self-management, self-control, and self-esteem. Because of the significant role that content specific subject matter knowledge plays at the secondary level, candidates will demonstrate a solid understanding of the subject matter content specifically focusing on math, reading, English/language arts to sufficiently assure that students with exceptionalities can meet state curriculum standards. Candidates design appropriate learning and performance accommodations and modifications for individuals with exceptional learning needs in academic subject matter content of the general curriculum. This course is designed to be taken after successful completion of Curriculum, Instruction, and Assessment.

D235 - Interprofessional Communication and Leadership in Healthcare - Interprofessional Communication and Leadership in Healthcare 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 them to handle the challenges of all academic programs. In this course, students will complete several individual assignments that are intended to give the student an opportunity to reflect on where they are and where they would like to be. The activities in the course are designed to give students several tools they can use to achieve success. This course is designed as a four-part intensive learning experience. Students will engage in activities that will help them understand their own educational journey and find support and inspiration in the journey of others. There are no prerequisites for this course.

D236 - 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. Prerequisites include all prior courses in this programmatic sequence.

D237 - Mathematics Methods and Instruction for Students with Mild/Moderate Exceptionalities - Mathematics Methods and Instruction for Students with Mild/Moderate Exceptionalities helps candidates learn how to implement effective math instruction in today's diverse classrooms in both the elementary and secondary settings. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards-based mathematics instruction, and mathematical models and representation for students with mild to moderate exceptionalities.

D238 - Preclinical Experiences in Special Education - Pre-Clinical Experiences in Special Education provides candidates the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Candidates will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, candidates will be required to include a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

D239 - Supervised Demonstration Teaching in Special Education, Obs 1 and 2 - Supervised Demonstration Teaching in Special Education, Obs 1 and 2 involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D240 - Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm - Supervised Demonstration Teaching in Special Education, Obs 3 and Midterm involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D241 - Supervised Demonstration Teaching in Special Education, Obs 4 and 5 - Supervised Demonstration Teaching in Special Education, Obs 4 and 5 involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D242 - Supervised Demonstration Teaching in Special Education, Obs 6 and Final - Supervised Demonstration Teaching in Special Education, Obs 6 and Final involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

D243 - Teacher Performance Assessment in Special Education - Teacher Performance Assessment in Special Education course 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.

D244 - Disciplinary Literacy - Disciplinary Literacy examines teaching strategies designed to help candidates to develop the literacy skills necessary to read, write, and think critically while engaging content in different academic disciplines. Course content highlights strategies to help candidates distinguish between the unique characteristics of informational texts while improving comprehension and writing proficiency across the curriculum. Strategies to encourage inquiry and cultivate skills in critical thinking, collaboration, and creativity also are addressed. This course is designed to be taken after successful completion of the Introduction to Curriculum, Instruction, and Assessment course OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Special Education.

D245 - 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.

D250 - Governmental and Nonprofit Accounting - Governmental and Nonprofit Accounting provides learners with the skills and knowledge required to practice accounting for governmental and nonprofit entities: analyzing and recording transactions, financial statement preparation in accordance with Governmental Accounting Standards Board (GASB) standards, and communication.

D251 - Advanced Auditing - Advanced Auditing reviews basic auditing concepts, including (1) planning the audit: identifying, assessing, and responding to the risk of material misstatement; (2) specialized audit tools: attributes sampling, monetary unit sampling, and data analytic tools; (3) completing a quality audit; and (4) reporting on financial statement audits. The second part of the course dives into an application of auditing through (1) understanding how to audit an acquisition and payment cycle and (2) applying the knowledge learned through the acquisition and payment cycle to the revenue cycle in a performance assessment.

D252 - Accounting Research and Critical Thinking - Accounting Research and Critical Thinking provides learners the skills and knowledge to research and add validity to accounting reports, resolution of issues, and procedural arguments: critical thinking, communication, research strategies, and database resources.

D253 - Values-Based Leadership - Values-Based Leadership guides students to learn by reflection, design, and scenario planning. Through a combination of theory, reflection, value alignment, and practice, the course helps students examine and understand values-based leadership and explore foundations in creating a culture of care. In this course, students are given the opportunity to identify and define their personal values through an assessment and reflection process. Students then evaluate business cases to practice mapping the influence of values on their own leadership. In this course, students also participate in scenario planning, where they can practice implementing their values in their daily routine (i.e., behaviors) and then in a leadership setting. The course illustrates how values-driven leadership is used in goal setting as well as problem-solving at an organizational level. There are no prerequisites for this course.

D254 - Introduction to Medical Coding - Introduction to Medical Coding provides students with the foundation for translating medical terminology into correct diagnosis and procedure codes. The course focuses on how diagnosis and procedure codes are used to accurately document medical records and inform accurate medical billing. This course introduces the Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM), ICD-10-PCS, and Healthcare Common Procedure Coding System (HCPCS) code sets as well as ethical considerations throughout processes in medical coding. There are no prerequisites for this course.

D255 - Professional Practice Experience I: Technical - The PPE I: Technical course allows you to use EHRGo, an electronic health record (EHR), to complete 42 structured activities to experience how an HIM professional uses an EHR. The selected activities meet AHIMA's Baccalaureate level competencies and by completing them you will earn 40 PPE hours.

D256 - Principles of Management in Health Information Management - Principles of Management in HIM provides an introductory look at the discipline of management and its context within the health information management environment. This course provides an overview of management and leadership, management functions, human resource management, and communication strategies. The course gives students an opportunity to analyze how leadership and management principles are used to achieve department goals. This course has no prerequisites.

D257 - Healthcare Project Management - Healthcare Project Management provides students with a comprehensive foundation for project management. The course focuses on project management methodologies, process improvement analysis, business case proposals, and creating project planning documents for health information management (HIM) projects. This course will prepare students to determine project scope and timelines, complete interdepartmental stakeholder analysis, identify project resources, examine constraints and risks, and contribute to positive project communication.

D258 - Organizational Leadership in Healthcare - Organizational Leadership in Healthcare provides students with an overview of the principles and practices leaders need in healthcare environments. The course focuses on organizational leadership theory, behaviors, culture, and teamwork. This course prepares students to apply leadership theories, principles of organizational culture development, techniques for building and leading teams, and conflict resolution strategies to support organizational goals. This course has no prerequisites.

D259 - Professional Practice Experience II: Management - The PPE II: Management course allows you to experience your future profession at the supervisory level. Any site where health information is used and you can be mentored by a department or facility manager is appropriate for PPE II.

D260 - Health Information Management Capstone - The Health Information Management Capstone is the culmination of the student's degree program. The course is an opportunity for students to do an environmental scan focusing specifically on emerging issues and trends in the field of health information management (HIM) and to apply knowledge learned throughout the program to the problems and issues facing HIM professionals. The student will also develop a professional and educational development plan. At the end of the course, the student will complete an RHIA practice exam.

D263 - Frameworks for Strategic Decision-Making - Frameworks for Strategic Decision-Making challenges students to use logistical reasoning, root cause analysis, and various problem-solving skills to drive improvement, develop relationships, influence others, and make decisions. This course addresses how to evaluate business problems, develop stakeholder-oriented solutions, and influence key stakeholders. It also promotes strategic-level thinking and connection between business disciplines to drive outcomes.

There are no prerequisites.

D265 - Critical Thinking: Reason and Evidence - In this course you will learn key critical thinking concepts and how to apply them in the analysis and evaluation of reasons and evidence. The course examines the basic components of an argument, the credibility of evidence sources, the impact of bias, and how to construct an argument that provides good support for a claim. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the four competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

D266 - World History: Diverse Cultures and Global Connections - This is World History: Diverse Cultures and Global Connections. In this course, you will focus on three main topics—cultural and religious diversity; pandemics; and the relationship of empires and nation states—as well as the skills of identifying root causes, explaining causes and effects, and analyzing complex systems. This course consists of an introduction and four major sections. Each section includes learning opportunities through reading, images, videos, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check how well you understand the content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

D267 - US History: Stories of American Democracy - This course presents a broad survey of U.S. history from early colonization to the mid-twentieth century. The course explores how historical events and major themes in American history have affected diverse populations, influenced changes in policy, and established the American definition of democracy. This course consists of an introduction and five major sections. Each section includes learning opportunities through reading, images, videos, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check how well you understand the content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

D268 - Introduction to Communication: Connecting with Others - Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completion, you will have a deeper understanding of both your own and others' communication behaviors, and a toolbox of effective behaviors to enhance your experience in the workplace.

D269 - Composition: Writing with a Strategy - Welcome to Composition: Writing with a Strategy! In this course, you will focus on three main topics: understanding purpose, context, and audience, writing strategies and techniques, and editing and revising. In addition, the first section, will offer review on core elements of the writing process, cross-cultural communication, as well as working with words and common standards and practices. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the seven competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

D270 - Composition: Successful Self-Expression - Welcome to Composition: Successful Self-Expression! In this course, you will focus on four main topics: professional writing for a cross-cultural audience, narrowing research topics and questions, researching for content to support a topic, and referencing research sources. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the seven competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content. You will demonstrate competency through a performance assessment. There is no prerequisite for this course and there is no specific technical knowledge needed.

D276 - Web Development Foundations - Web Development Foundations introduces students to web design and development using HTML, XML, and Cascading Style Sheets (CSS), the foundational languages of the web. This course also covers how to troubleshoot problems using developer tools and integrated development environments commonly employed in web development. There are no prerequisites for this course.

D277 - Front-End Web Development - Front-End Web Development builds upon web design and development skills to teach students how to organize websites with navigational schemes and create reactive user web interfaces using cascading style sheets (CSS). In this course, students will implement data entry and data storage capabilities in a web design, as well as implement best practices in design, including user-centered design and usability. Web Development Foundations is a prerequisite for this course.

D278 - Scripting and Programming - Foundations - Scripting and Programming - Foundations introduces programming basics such as variables, data types, flow control, and design concepts. The course is language-agnostic in nature, ending in a survey of languages, and introduces the distinction between interpreted and compiled languages. Learners will gain skills in identifying scripts for computer program requirements and in using fundamental programming elements as part of common computer programming tasks. Learners will also gain an understanding of the logic and outcome of simple algorithms.

D279 - 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.

D280 - JavaScript Programming - JavaScript Programming introduces students to programming with JavaScript, including how to use JavaScript to enhance a website. This course covers how to use existing frameworks, assets, and web content to enhance website functionality, as well as how to use application programming interfaces (APIs) and web services to add data capabilities to web applications. User Interface Design and Development is a prerequisite to this course.

D281 - Linux Foundations - Linux Foundations prepares learners for the LPI Linux Essentials certification, and is an introduction to Linux as an operating system as well as an introduction to open-source concepts and the basics of the Linux command line. Learners will gain skills in identifying the fundamentals of open-source software and to develop resources for data access and security.

D282 - Cloud Foundations - Cloud Foundations introduces learners to real-world issues and practical solutions to cloud computing. This course covers the business value of cloud computing, examining cloud types, the steps to successful cloud adoption, and the effect cloud adoption has on IT service management, as well as the risks and consequences of implementing cloud solutions. This course prepares learners for the AWS Certified Practitioner certification exam. There are no prerequisites for this course.

D284 - Software Engineering - This course introduces the concepts of software engineering to students who have completed the core courses in programming and project management. The principles build on previously acquired concepts, switching the emphasis from programming simple routines, to engineering robust and scalable software solutions. This course does not cover programming, but provides an overview of software engineering processes, and their challenging nature focusing on the need for a disciplined approach to software engineering. A generic process framework provides the groundwork for formal process models. Prescriptive process models such as the Waterfall Model and Agile Development are included. An introduction to the elements and phases of software engineering is included which explores requirements engineering, design concepts, and software quality.

D286 - Java Fundamentals - Java Fundamentals introduces you to object-oriented programming in the Java language. You will create and call methods, design Java classes, and other object-oriented principles and constructs to develop software that meets business requirements. This course requires foundational knowledge of programming including variables, type, program flow and debugging.

D287 - Java Frameworks - Java Frameworks builds object-oriented programming expertise and introduces powerful new tools for Java application development. You will execute exception handling, Java frameworks, and other object-oriented principles and constructs to develop a complete application including a user interface. This course requires foundational knowledge of object-oriented programming and the Java language.

D288 - Back-End Programming - Back-End Programming introduces students in creating back-end components of a web application with the support of framework packages. This course also teaches students how to implement database functionality in a web application and how to create web services. This course requires intermediate expertise in object-oriented programming and the Java language.

D291 - Learning Experience Design Foundations I - Learning Experience Design Foundations I provides an introduction to the field of learning experience design (LxD) and the role of the learning experience designer, which combines best practices from the fields of instructional design and user experience design, with the goal of creating human centered, goal-oriented learning experiences. This first of two foundational courses introduces Design Thinking and instructional design models, processes, and approaches. This course demonstrates how learning theories and instructional frameworks can be applied to facilitate deep learning, motivation, and engagement. This course also teaches the process for analyzing learners and their needs, as well as defining the instructional problem and goals. There are no prerequisites for this learning experience design course.

D292 - Learning Experience Design Foundations II - Learning Experience Design Foundations II is the second of two foundational courses that provide the foundational knowledge and skills learning experience designers need to create human-centered, goal-oriented learning experiences. Continuing to the third, fourth, and final phases of the Design Thinking Process, this course teaches the process and importance of ideation as well as rapid prototyping. It includes techniques for creating e-learning storyboards, which communicate content plans and instructional design strategies and "look and feel" mockups, which incorporate visual design principles and usability best practices. Finally, this course introduces usability testing methods and provides guidelines for planning usability tests for e-learning solutions. Learning Experience Design Foundations I is a prerequisite for this course.

D293 - Assessment and Learning Analytics - Assessment and Learning Analytics focuses specifically on applying assessment and learning analytics practices to gauge learner progress through e-learning products. This course is an introduction to assessment models, including competency and skills-based methods, as well as culturally responsive and Universal Design for Learning (UDL) approaches in assessment, rubric, and feedback design. Finally, this course introduces learning analytics, specifically how they can add an additional layer of validation and visibility on learner progress. Learning Experience Design Foundations II is a prerequisite for this course.

D294 - Learning Technology - Learning Technology provides opportunities for learners to research emerging learning technologies and see how they are changing current teaching and learning practices. This course also teaches strategies for evaluating learning technologies and their ability to facilitate deep learning and help learners achieve their learning goals, as well as their ability to accommodate learner differences and ensure access for all learners. This course covers techniques that learning experience designers can use to implement technology safely, legally, and ethically in a variety of environments. Additionally, this course explores the types of learning analytics that various technologies generate and the ways in which they can be used to better understand learner progress and optimize the learning experience. Assessment and Learning Analytics is a prerequisite for this course.

D295 - Designing and Facilitating E-Learning Experiences for K–12 Students - Designing and Facilitating E-Learning Experiences for K–12 Students is the first of two courses in the K-12 Learning Designer pathway. This course teaches skills needed to plan units of study that leverage virtual settings and achieve academic standards while promoting digital citizenship. This course provides strategies for explaining essential concepts and demonstrating examples for students in K–12 virtual settings. It also provides strategies for using technology to facilitate meaningful collaboration among K–12 students. Finally, this course explains how to design effective practice and assessment opportunities for K–12 students in virtual settings and provides strategies for ensuring students get the feedback they need to improve learning. Learning Technology is a prerequisite for this course.

D296 - Quality and Impact of K–12 E-Learning Solutions - Quality and Impact of K–12 E-Learning Solutions is the second of two courses in the K–12 Learning Designer pathway. This course provides an introduction to the challenges K–12 students face in e-learning environments. It also directs learners to professional and academic resources where they can find current research related to issues and innovations learning experience designers implement to solve challenges to K–12 students in e-learning environments. This course also outlines a quality framework for evaluating e-learning solutions for K–12 students and provides opportunities for learners to apply that framework. Lastly, this course provides examples of how learning analytics can be used to determine the impact of e-learning for K–12 students. Through this course, learners will analyze data about K–12 learners to determine the impact an e-learning solution has had on engagement, effort, and learning. This course teaches learners how insights gained from data about K–12 learners can be used to optimize e-learning. Designing E-Learning Experiences for K–12 students is a prerequisite for this course.

D297 - Designing E-Learning Experiences for Adults - Designing E-Learning Experiences for Adults is the first of two courses in the adult learning designer pathway. This course teaches best practices for supporting adult learners as they acquire knowledge and learn new skills and dispositions. This course explains effective approaches to designing learning experiences for adult learners that are collaborative, experiential, and transformative in nature. This course also explores problem-based and competency-based approaches to designing learning experiences for adults. Each evidence-based approach is defined and supported by theory and research. The course also includes best practices for designing each type of learning experience and provides real examples of each approach. Learning Technology is a prerequisite for this course.

D298 - Quality and Impact of Adult E-Learning Solutions - Quality and Impact of Adult E-Learning Solutions is the second of two courses in the Adult Learning Designer pathway. This course introduces the issues learning experience designers often encounter when designing e-learning experiences for adults. It also directs learners to resources about current research related to issues and innovations in designing online learning experiences for adults. This course also outlines a quality framework for evaluating e-learning solutions for adults and provides opportunities for learners to apply that framework. Lastly, this course provides examples of how learning analytics can be used to determine the impact of e-learning solutions for adults. Learners will analyze dashboard data and determine the impact an e-learning solution has had on learner engagement, effort, and learning and how insights gained from data about learners and the learning experience can be used to optimize learning and the environments in which it occurs. Designing E-Learning Experiences for Adults is a prerequisite for this course.

D299 - Learning Experience Design Lab - Learning Experience Design Lab requires learners to apply foundational learning experience design strategies to create an instructional solution in the form of an e-learning module. In the course, learners will identify an instructional problem and then design and develop a functional prototype of an e-learning solution. Learning Experience Design Lab provides an environment for learners to apply foundational knowledge and skills, experiment with various e-learning design tools and techniques, provide helpful quality feedback to peers, and receive quality feedback from peers about their own e-learning module. Finally, Learning Experience Design Lab teaches the importance of obtaining user feedback and incorporating that feedback to continuously improve the learning experience. Degree-seeking learners must complete the Learning Experience Design Foundations series and two pathway courses prior to completing this course.

D300 - Identifying Learner Needs and a Research Problem - Identifying Learner Needs and a Research Problem is the first of three capstone courses in the MSLxDET program. This course provides an introduction to design-based research and focuses specifically on the first two phases of the design-based research process: identifying and analyzing the learning problem and reviewing the literature. This course also requires that learners continue applying Design Thinking as they empathize with learners and define the instructional problem that their research will help them understand and address. Finally, this course teaches learners how to conduct a literature review to determine what research has already been done and what is unknown about their research topic. Learning Experience Design Lab is a prerequisite for this course.

D301 - Developing an E-Learning Solution and Research Methodology - Developing an E-Learning Solution and Research Methodology is the second of three capstone courses in the MSLxDET program. This course focuses on the next two phases of the design-based research process: designing and developing an e-learning solution and designing a research methodology to test how well the solution addressed the instructional problem. This course also requires that learners continue applying Design Thinking as they ideate potential solutions to the instructional problem and begin prototyping a module of instruction. Finally, this course teaches learners how to design research studies that ensure the safety of human subjects and the ethical collection, storage, and reporting of data. The course Identifying Learner Needs and a Research Problem is a prerequisite for this course.

D302 - Implementing and Evaluating E-Learning Solutions - Implementing and Evaluating E-Learning Solutions is the third of three capstone courses in the MSLxDET program. This course focuses on the final steps of the Design-Based Research process: implement, test, refine, reflect, and report. This course also requires that learners continue applying Design Thinking as they test and refine the solution identified during the prototyping phase. The course requires learners to test and refine their implementation strategies, use data to evaluate the effectiveness of their e-learning solution, redesign or enhance their e-learning design based on their interpretation of the data, and summarize their design-based action research study. Developing an E-Learning Solution and Research Methodology is a prerequisite for this course.

D303 - Azure Fundamentals - Azure Fundamentals provides the learner with skills needed to describe the following concepts: cloud concepts; core Azure services; core solutions and management tools on Azure; general security and network security features; identity, governance, privacy, and compliance features; and Azure cost management and Service Level Agreements. Learners will gain foundational knowledge of cloud services and how those services are provided with Microsoft Azure. This course is intended for students who are just beginning to work with cloud-based solutions and services or are new to Azure. Competency in this course is demonstrated by successfully completing the Microsoft Azure Fundamentals certification exam (AZ-900). There are no prerequisites to this course.

D304 - Azure DevOps Solutions - Azure DevOps Solutions provides the learner with skills to accomplish the following technical tasks: Designing and implementing strategies for collaboration, code, infrastructure, source control, security, compliance, continuous integration, testing, delivery, monitoring, and feedback. This course expects candidates to have intermediate-level skills for administering Azure and understand Azure development and DevOps processes. The following courses are prerequisites: Networks and Security—Foundations; Networks; Networks and Security—Applications; Cloud Foundations; Cloud Platform Solutions; Azure Fundamentals; and Azure Developer Associate

D305 - Azure Data Engineer - Azure Data Engineer prepares the learner for integrating, transforming, and consolidating data from various structured and unstructured data systems into structures that are suitable for building analytics solutions. Learners will be provided with skills to accomplish the following technical tasks: design and implement data storage, design and develop data processing, design and implement data security, and monitor and optimize data storage and data processing. Candidates must have solid knowledge of data processing languages, such as SQL, Python, or Scala, and they need to understand parallel processing and data architecture patterns. The following courses are prerequisites: Introduction to Programming in Python, Azure Fundamentals, and Azure Developer Associate.

D306 - Azure Developer Associate - Azure Developer Associate provides the learner with subject matter knowledge in designing, building, testing, and maintaining cloud applications and services on Microsoft Azure. Learners will be provided with the ability to program in a language supported by Azure and proficiency in Azure SDKs, Azure PowerShell, Azure CLI, data storage options, data connections, APIs, app authentication and authorization, compute and container deployment, debugging, performance tuning, and monitoring. The following course is a prerequisite: Azure Fundamentals.

D307 - Educational Psychology and Human Development of Children and Adolescents - Educational Psychology and Human Development of Children and Adolescents is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to research-validated theories of human development and psychology, spanning from early childhood through adolescence, and their applications in teaching practice. Candidates will explore how linguistic, physical, cognitive, and social development influence the learning process and inform educational approaches. This course will also cover appropriate instructional and assessment strategies that can be used to support learning for developmentally diverse student populations. The course will culminate in analysis of learning theories related to educational psychology in order to develop a personal educational philosophy. Candidates will engage in four hours of preclinical experiences, which include virtual classroom observations from the perspective of educational psychology and learner development. Cross-cutting themes of technology and diversity are interwoven for further development.

D308 - Mobile Application Development (Android) - 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 application 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.

D309 - Data Wrangling - 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.

D311 - Microbiology with Lab: A Fundamental Approach - Microbiology with Lab: A Fundamental Approach explores the science that microorganisms are everywhere, and they have positive and negative effects on the community. The course examines the structure and function of microorganisms, disease transmission and progression, and immune responses and other interventions, and it identifies key global diseases. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, and other relevant resources. Assessment activities with feedback also provide opportunities for students to check their learning, practice, and show how well they understand course content. To assist students in developing an applied, evidence-based understanding of microbiology, this course integrates several lab experiments to help determine the specific characteristic of an unknown microbial sample and a treatment plan. Because the course is self-paced, students may move through the material as quickly or as slowly as needed to gain proficiency in the four competencies that will be covered in the final assessment. Students who have no prior knowledge of or experience with this topic can expect to spend 48–60 hours on the course content. There are no prerequisites for this course.

D312 - Anatomy and Physiology I with Lab - This is Anatomy and Physiology I, a six-section, 4 CU course that enables students to develop an understanding of the relationships between the structures and function of the integumentary, skeletal, muscular, nervous and endocrine systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

D313 - Anatomy and Physiology II with Lab - This is Anatomy and Physiology II, a six section, four CEU course that enables students to develop an understanding of the relationships between the structures and functions of the cardiovascular, respiratory, digestive, urinary, reproductive, and lymphatic systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

D314 - Essentials of Academic Writing - The learner will explore professional communication by applying the principles of academic writing to their discipline. Learners will incorporate these skills into the development of an evidence-based scholarly paper in their specialty area. As learners develop a scholarly paper, they will acquire a deeper understanding of the research topic selected and analyze whether initiatives and interventions have been effective or ineffective.

D315 - Network and Security - Foundations - Network and Security - Foundations introduces learners to the basic network systems and concepts related to networking technologies. Learners will gain skills in applying network security concepts for business continuity, data access, and confidentiality, and in identifying solutions for compliance with security guidance.

D316 - IT Foundations - IT Foundations provides learners with an understanding of personal computer components and their functions in a desktop system; a knowledge of computer data storage and retrieval; and skills in classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security. This course also gives learners the ability to recommend 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 or human accidents in technological environments; and effective communication skills for interacting with colleagues and clients, including job-related professional behavior. The course prepares learners for the CompTIA A+ Core 1 certification exam.

D317 - IT Applications - IT Applications introduces skills in identifying operating systems and their configurations and in implementing security principles across devices and networks. Learners will also gain skills in troubleshooting software, security, and malware issues, and in implementing basic operational procedures in documentation, change management, compliance, and communication. The course will introduce basic disaster recovery and business continuity procedures, scripting basics, and remote access technology solutions. The course prepares learners for the CompTIA A+ Core 2 certification exam.

D318 - Cloud Applications - Cloud Applications prepares learners for the CompTIA Cloud+ certification exam. Learners will gain skills in designing cloud infrastructure and services and in recommending cloud security solutions, policies, and procedures. The course will also introduce skills in deploying cloud solutions for storage, networking, and security, and in managing cloud operations with processes, procedures, and improvements. Learners will also gain skills in troubleshooting cloud services issues in networking, security, and performance.

D319 - AWS Cloud Architecture - AWS Cloud Architecture examines the skills and knowledge needed to effectively design structured cloud environments. Through practical application, students will gain experience in designing control measures for resilient architectures with cloud solutions and concepts, and to design high-performing and scalable architectures for software performance workloads. Students will also learn skills in designing security policies and access for cloud applications and architectures, and designing cost optimized storage, database and network architectures based on situational feedback.

D320 - Managing Cloud Security - Managing Cloud Security prepares learners to safeguard cloud data with identity and access management and to implement secure solutions in cloud service models. Learners will be introduced to skills in identifying security policies and procedures for cloud applications and in implementing operational capabilities, procedures, and training in relation to organizational needs. Learners will also gain skills in conducting risk analysis and risk management in alignment with disaster recovery and business continuity plans and in identifying legal, compliance, and ethical concerns.

D321 - AWS Developer - AWS Developer examines the skills and knowledge needed to effectively implement automated and continuous testing processes for software deployments with cloud solutions. Students will learn to design software with Amazon Web Services (AWS), software development kits (SDKs), and command line interface (CLI), and to implement authentication, encryption, and authorization within an AWS environment. Students will also learn to design cloud service deployments with AWS infrastructure services, platform services, and features. Students will learn skills to monitor automated testing for quality control and to perform root cause analysis on testing or production failures.

D322 - Introduction to IT - Introduction to IT examines information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

D324 - Business of IT - Project Management - In this course, students will build on industry standard concepts, techniques, and processes to develop a comprehensive foundation for project management activities. During a project's life cycle, students will develop the critical skills necessary to initiate, plan, execute, monitor, control, and close a project. Students will apply best practices in areas such as scope management, resource allocation, project planning, project scheduling, quality control, risk management, performance measurement, and project reporting. This course prepares students for the following certification exam: CompTIA Project+.

D325 - Networks - Networks introduces skills in configuring networking components and a network infrastructure. Learners will gain skills in optimizing network operations for availability, performance, and security, and in troubleshooting network issues. The course prepares learners for the CompTIA Network+ certification exam. Network and Security - Foundations is a prerequisite for this course.

D326 - Advanced Data Management - Advanced Data Management enables learners to extract and analyze raw data. Skillful data management allows organizations to discover and explore data in ways that uncover trends, issues, and their root causes. In turn, businesses are better equipped to capitalize on opportunities and more accurately plan for the future. As organizations continue to extract larger and more detailed volumes of data, the need is rapidly growing for IT professionals who possess data management skills. The skills gained in this course include performing advanced relational data modeling as well as designing data marts, lakes, and warehouses. This course will empower learners with the skills to build business logic at the database layer to employ more stability and higher data-processing speeds. Learners will gain the ability to automate common tasks to summarize and integrate data as they prepare it for analysis. Data Management - Foundations is a prerequisite for this course.

D329 - Network and Security - Applications - Network and Security - Applications prepares learners for the CompTIA Security+ certification exam. The course introduces learners to skills in identifying threats, attacks, and vulnerabilities to organizational security. The learner will also gain skills in designing security solutions for enterprise infrastructures and architectures, as well as in implementing security solutions across hardware, applications, and network services. Learners will be able to execute operations and incident response with tools, policies, forensics, and mitigation techniques, and to analyze information security controls, governance, risk, and compliance.

D330 - Data Systems Administration - Data System Administration provides learners with foundational skills to become a Database Administrator (DBA). This course illustrates how DBAs ensure businesses are able to leverage significant data to increase profitability and support key business functions. Topics include database management tools, account administration, recovery procedures, and maintenance through upgrades and migrations.

D332 - Penetration Testing and Vulnerability Analysis - Penetration Testing and Vulnerability Analysis introduces learners to the skills necessary to perform penetration testing and vulnerability management within an organization. Learners will gain skills in defining the scope and planning for procurement of penetration testing engagements, and in performing cyber reconnaissance for information gathering and vulnerability identification. Learners will also gain skills in developing penetration testing techniques in exploitation of physical, digital, and social vulnerabilities, and to simulate attacks and responses on an organization's security infrastructure. Lastly, learners will gain skills in reporting the results of cybersecurity assessments with recommended actions.

D333 - Ethics in Technology - Ethics in Technology examines the ethical considerations of technology use in the 21st century and introduces students to a decision-making process informed by ethical frameworks. Students will study specific cases related to important topics such as surveillance, social media, hacking, data manipulation, plagiarism and piracy, artificial intelligence, responsible innovation, and the digital divide. This course has no prerequisites.

D334 - Introduction to Cryptography - Introduction to Cryptography introduces skills in applying cryptography principles in alignment with organizational and information security guidelines. Students will determine requirements and techniques for cryptanalysis. This course builds skills in implementing encryption methods with symmetric and asymmetric algorithms.

D335 - Introduction to Programming in Python - Introduction to Programming in Python introduces skills in creating Python scripts with basic programming concepts. Learners will be able to create control flow with functions and loops, and to implement code with packages, modules, and libraries.

D336 - 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, learners 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.

D337 - Internet of Things (IoT) and Infrastructure - Internet of Things (IoT) and Infrastructure introduces students to emerging technologies connecting the internet to a variety of physical objects. The course reviews the business requirements for sensors and securely storing, transmitting, and processing the data they generate. As new use cases emerge, ethical and privacy issues become relevant aspects of business development. There are no prerequisites for this course.

D338 - Cloud Platform Solutions - Cloud Platform Solutions examines skills in identifying cloud system administration tasks related to user access groups, single sign-on (SSO), and server deployments. Students will gain skills in determining machine access for cloud storage solutions and in explaining the configuration of virtual machines for availability, scalability, performance, and security. Students will also be introduced to implementing virtual networking services and machine image monitoring. The following courses are prerequisites: Network and Security - Foundations, Network and Security - Applications, Networks, and Cloud Applications.

D339 - Technical Communication - Technical Communication introduces skills in editing professional communications, evaluating the impact of professional etiquette in digital environments, and in creating artifacts that are persuasive, informational, and research-based. The course also introduces skills in delivering multimedia presentations using professional verbal communication skills.

D340 - Cyber Defense and Countermeasures - Traditional defenses—such as firewalls, security protocols, and encryption—sometimes fail to stop attackers determined to access and compromise data. This course provides the fundamental skills to handle and respond to computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students learn how to leverage intelligence and threat detection techniques; analyze and interpret data; identify and address vulnerabilities; suggest preventative measures; effectively respond to and recover from incidents; and handle various types of incidents, risk assessment methodologies, and various laws and policies related to incident handling. This course prepares students for the CompTIA Cybersecurity Analyst (CySA+) certification exam. The following courses are prerequisites: Networks and Network and Security – Applications.

D341 - Cloud Deployment and Operations - Cloud Deployment and Operations provides students with technical skills in the deployment, management, and operations of cloud services. This course allows students to examine stability and scalability, backup and recovery processes, and deployment best practices. Provisioning of cloud resources, monitoring of cloud resources, and managing connectivity are also examined. The following courses are prerequisites: Cloud Applications and AWS Cloud Architecture.

D342 - Cloud Computing Capstone - The Cloud Computing Capstone offers learners opportunities to demonstrate the culmination of their skills learned within the Cloud Computing program. In this course, learners will show their skills by defining system components and creating implementation plans for cloud solutions. The course also offers learners ways to demonstrate their skills in determining configurations for API, performing system administration tasks, and creating test plans for cloud solutions.

D343 - Foundations of Advanced Psychiatric Mental Health Practice - Foundations of Advanced Psychiatric Care guides students to differentiate between mental health and mental illness. The history of psychiatric care is presented, along with cultural components that influence individual attitudes and behaviors. The student is introduced to various conceptual models and theories related to practice that provide the basis for understanding the development of psychopathology so students can apply appropriate therapeutic strategies. The student is provided with clinical practice guidelines using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) as a basis for diagnostic consistency across the life span. This course includes relevant advanced practice issues, legal and ethical components, and barriers to practice that a mental health psychiatric nurse practitioner may encounter. Various psychological responses to stress are also discussed. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D344 - The Assessment and Diagnostic Process of Psychiatric Nurse Practitioner Practice - The Assessment and Diagnostic Processes for Advanced Psychiatric Mental Health Practice guides students when examining determinants to the role of the psychiatric mental health nurse practitioner. This course guides students in building a therapeutic relationship with patients through interviewing skills, conducting a structured assessment, milieu, types of therapy, and various care strategies, including technology usage. This course guides students through exploring their leadership role in collaborating with the interprofessional community as a mental health nurse practitioner. Pathways of quality improvement, practice evaluation, and healthcare reform are also considered. The following courses are prerequisites: All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D345 - Psychopharmacology for Advanced Psychiatric Mental Health Practice - Psychopharmacology for Advanced Psychiatric Mental Health Practice provides the learner with the knowledge of advanced pharmacotherapeutics to safely and appropriately prescribe agents to manage common chronic and acute mental health problems of diverse populations. This course includes differences between experimental and clinical psychopharmacology. This course covers the principles of pharmacokinetics and pharmacodynamics in administration, along with patient education. This course discusses factors of addiction and substance use, including prevalence, clinical manifestations, and treatment of various disorders. Collaborative clinical services are explored, such as group counseling, therapeutic communities, and medication support. This course's foundational information in psychopharmacology guides the learner in planning individualized mental health drug management for individuals across the life span based on setting, context, and ethics. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D346 - Advanced Psychiatric Mental Health Care of Adults and Older Adults Across Care Settings - Advanced Psychological Care of Adults and Older Adults Across Care Settings prepares students to provide evidence-based mental healthcare for adults, older adults, and families. This course guides students through application of age and developmentally appropriate advanced practice health assessment knowledge and diagnostic reasoning skills for adults, older adults, and families experiencing complex mental health issues. This course helps students develop treatment plans to manage specific mental health disorders for adults, older adults, and families using psychotherapeutic treatment modalities, psychopharmacology, and community resources. This course also includes the influences of family dynamics and societal norms on mental health progression and recovery. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D347 - Advanced Psychiatric Mental Health Care of Children and Adolescents Across Care Settings - Advanced Psychological Care of Children and Adolescents Across Care Settings prepares students to evidence-based mental healthcare for children, adolescents, and families. This course guides students through application of age and developmentally appropriate advanced practice health assessment knowledge and diagnostic reasoning skills for children, adolescents, and families experiencing complex mental health issues. This course helps students develop treatment plans to manage specific mental health disorders for children, adolescents, and families using psychotherapeutic treatment modalities, psychopharmacology, and community resources. This course also includes the influences of family dynamics and societal norms on mental health progression and recovery. The following prerequisite courses are required prior to taking this course: All MSN Core courses and NP Core courses.

D348 - Psychiatric Mental Health Nurse Practitioner Clinical Internship I - Through precepted clinical experiences, the learner will develop competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D349 - Psychiatric Mental Health Nurse Practitioner Clinical Internship II - Through precepted clinical experiences, the learner will develop competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D350 - Psychiatric Mental Health Nurse Practitioner Clinical Internship III - Through precepted clinical experiences, the learner will develop competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D351 - Functions of Human Resource Management - This course provides an introduction to the management of human resources, which is 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 topics such as strategic workforce planning and talent acquisition; compensation and benefits; training and development; employee and labor relations; and occupational health, safety, and security.

D352 - Employment and Labor Law - Employment and Labor Law 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 manage risk in employment relationships effectively. Functions of Human Resources and Introduction to Human Resources are recommended prior to Employment and Labor Law.

D353 - Strategic Training and Development - Strategic Training and Development focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. The course will help develop essential skills for improving and empowering organizations through high-caliber training and development processes.

D354 - Talent Acquisition - Talent Acquisition focuses on building a highly skilled workforce that meets organizational staffing needs by using effective strategies and tactics for recruiting, selecting, and onboarding employees. The learner will develop competency in critical skills related to talent acquisition, such as workforce planning, developing strategic recruiting plans, and ensuring effective selection strategies. Talent acquisition is a top skill for HR professionals, and successful talent acquisition practices lend to individual, team, and organizational success.

D355 - Total Rewards - This course develops competence in the design and implementation of total rewards approaches in an organization. The total rewards perspective integrates tangible rewards (e.g., salary, bonuses) with employee benefits (e.g., health insurance, retirement plan) and intangible rewards (e.g., location, work environment). This perspective allows learners to use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance.

D356 - HR Technology - HR Technology focuses on the usage of technology for strategic human resource management. The learner will develop competency in critical skills related to analyzing the value and application of the different types of human resource information systems (HRIS), managing HRIS implementations, electronic human resource management, and future trends and application of HR technology. HR professionals must be familiar with HR technology in order to provide effective and efficient HR practices for their organization and recommendations to leadership to invest in technology. An understanding of HR technology is also an in-demand skill for HR professionals across all industries.

D357 - Diversity, Equity, and Inclusion - Diversity, Equity, and Inclusion examines the importance and impact of diversity in organizations through an understanding of the theoretical, background, and legislative foundations of diversity. This course will explore specific groups and categories of diversity, as well as global diversity and career paths in diversity.

D358 - Global Human Resource Management - Global Human Resource Management explores the rapidly changing field of international human resource management (HRM) and examines a global perspective in relation to staffing, personnel management, strategy, and communications in a cross-cultural context. This course will help learners examine critical skills such as application of international employment law, labor standards, and ethics, as well as international application of human resources (HR) best practices in areas such as employee relations, global talent management, and future trends of international HRM. These skills lend to the success of HR professionals working to support organizations that operate in or within an international context and cross-culturally, as well as expanding the skillsets for those HR professionals interested in seeking a career as a global HR professional. There are no prerequisites for this course.

D359 - Agile HR - Agile HR explores the concepts of Agile operations and Agile project management from the human resource management perspective. Learners will focus on design thinking, building value for employees, change management, adaptability, and strategic prioritization as part of the Agile skills in this course. Adaptability and resilience, while delivering value in a constantly changing world, are all critical skills for successful HR professionals and leaders.

D360 - HRM Capstone - The learner synthesizes skills from across the human resource management (HRM) industry to demonstrate the ability to participate in and contribute value to the HR field.

D361 - Business Simulation - This course ties together all the skills and knowledge covered in the business courses and allows the student to prove their mastery of the competencies by applying them in a simulated business environment. This course will help take the student's knowledge and skills from the theoretical to applicable.

D362 - Corporate Finance - Corporate Finance is about business structures that set the environment for the day-to-day operations of a business. This course teaches learners about the common forms of business structures, the factors that business owners consider when they choose which structure to use, and the roles of shareholders and stakeholders. This course also teaches that managing the financial function involves capitalizing the company and evaluating capital budget techniques, including those that use the time value of money. Through this course, learners will learn how to calculate the cost to finance a business using the weighted average cost of capital, how to value stocks and bonds, and how to determine the value of the firm. The prerequisites for this course include Principles of Financial and Managerial Accounting, Finance Skills for Managers, Applied Probability and Statistics, Principles of Economics, and Financial Statement Analysis.

D363 - Personal Finance - Personal Finance provides learners with an introduction to the discipline of finance from the perspective of the person, or family, rather than from the viewpoint of a business. In this course, learners will gain an understanding of financial literacy concepts, including personal budgeting and how to apply financial principles to achieve personal financial goals. Learners will identify various strategies to manage risks, to enhance postretirement income, and to accumulate and transfer wealth. Topics include record keeping, credit principles, cash flow, investment philosophy, monetary asset management, housing, and estate planning. This course provides learners with a general overview of personal finance and acts as a preview course for the finance major. There are no prerequisites for this course.

D364 - Financial Management I - This course covers basic financial management principles primarily targeted to the operations part of a business. The learner gains an understanding about the basic finance organization in an enterprise in support of the company's primary goal to increase corporate value for shareholders in an ethical way. Tools a finance professional might use in managing the cash and current assets are discussed along with cash budgeting and financial strategic planning. The DuPont equation is reviewed as the basis for analyzing and improving the performance of the enterprise to improve value. The learner will acquire knowledge about how forecasting models and financial instruments are used to optimize the working capital investment portfolio. Prerequisites for Financial Management I are D196, Principles of Financial and Managerial Accounting, D076 Finance Skills for Managers, D363 Personal Finance, and D362 Corporate Finance.

D365 - Financial Management II - This course covers capital budgeting and long-term funding strategies. The course will delve into more advanced financial management principles primarily targeted toward corporate investment and capital planning. This course also explores an enterprise's capital structure and how equity and long-term debt are used to finance and sustain long-term fixed asset projects. Decision methods, such as net present value, internal rate of return, and payback period, are discussed as techniques a finance professional might use in identifying and structuring the optimal capital budget. The learner will gain an understanding about equity capital, will assess financial markets, and will examine the differences in shareholder classifications and bonds. The course will teach how the dividend policy is devised and discover how the organization uses its corporate investment strategy to increase not only shareholder value but also corporate value for the shareholder. Prerequisites for Financial Management II are D196, Principles of Financial and Managerial Accounting; D076, Finance Skills for Managers; D363, Personal Finance; D362, Corporate Finance; D364, Financial Management I; and D366, Financial Statement Analysis.

D366 - Financial Statement Analysis - Financial Statement Analysis discusses the concepts and provides tools for financial analysts to evaluate the financial elements of the firm as well as external factors to ultimately arrive at a valuation. You will learn a process to analyze data and the concepts where you can determine the quality of that data. This process provides a structure where ratios and company results are not looked at individually but as a whole in determining the worth of an enterprise leading to an analysis-based valuation of the firm.

D367 - Innovation in Finance - Innovation in Finance provides students with an introduction to the technologies and product solutions that have disrupted the financial services industry. In this course, students will learn about the emerging financial technologies contributing to the evolution of lending, payments, wealth management, financial planning, and the insurance industry. This course will examine the role financial technology (FinTech) firms serve as financial disruptors and how these organizations are developed and supported, from start-up to scale. Throughout the course, students will identify the impact emerging technologies and FinTechs have on businesses, individuals, and society as a whole. Topics include emerging technology products and services, incubators, accelerator programs, FinTech ecosystems, and technologies that enable and facilitate disruption by emerging technologies. This course provides students with a general overview of financial innovation and serves as an integral component of the finance major. D076: Principles of Finance is a prerequisite for this course.

D368 - Enterprise Risk Management - Enterprise Risk Management provides learners with an introduction to the discipline of risk management from the perspective of an organization rather than from the viewpoint of a person. In this course, learners will learn risk management concepts, including risk tolerance, risk appetite, and how to utilize governance and compliance resources to achieve an effective risk management strategy. Throughout this course, learners will determine various strategies to identify, assess, monitor, and control risks and other threats to an organization. Topics include approaches to risk mitigation, generally accepted frameworks and standards adopted to manage risk, current environmental, societal, and governance matters of risk interest to an organization, disaster recovery plans, and insurance products.

D369 - Finance Capstone - This course is designed as a synthesis of the knowledge learners have acquired throughout the program. The course culminates in a performance assessment that requires learners to apply the competencies gained throughout the finance program. In this course, learners will draw upon the concepts and techniques introduced in the undergraduate finance program to perform a comprehensive financial analysis of an enterprise. In completing the course, learners will perform analyses with spreadsheet software to simulate a real-world experience of a finance career professional.

D370 - IT Leadership Foundations - IT Leadership Foundations is an introductory course that provides students with an overview of organizational structures, communication, and leadership styles specific to information technology in organizations. It also introduces students to some of the power skills that help make successful IT professionals, including time management, problem solving, and emotional intelligence. Students in this course explore their own strengths and passions in relation to the field. There are no prerequisites for this course.

D372 - Introduction to Systems Thinking - Introduction to Systems Thinking provides learners with the skills required to engage in a holistic systems-based approach to analyzing complex problems and solutions. This course introduces the foundational concepts and principles of systems thinking and provides opportunities to use a systems thinking approach to analyze and evaluate real-world case studies. The course will culminate with using systems thinking to develop a solution to an authentic complex problem. This course has no prerequisites, but general education math (C955 or C957) is preferred. Because the course is self-paced, learners may move through the material as quickly or as slowly as needed, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If learners have no prior knowledge of this material, they can expect to spend 30 to 40 hours on the course content.

D373 - Marketing in the Digital Era - Marketing in the Digital Era examines the marketing skills needed to be an effective marketer in the 21st century. This course provides a company and consumer perspective to learn how consumer value is created while achieving organizational goals. Learners will gain knowledge in the core areas of marketing, including branding and products, consumers, communications, and technology. This course introduces learners to strategic marketing tools used to develop effective strategies for a relevant target market. Marketing in the Digital Era teaches learners about emerging topics, such as marketing automation, artificial intelligence, and data-driven communications, as well as skills needed to continue evolving as a successful marketing professional in the dynamic, ever-changing marketing environment.

D374 - Market Research - Market Research provides learners with a knowledge of the role of marketing research in strategic decision-making. Marketers need to systematically collect and analyze data to develop insights and make decisions. Learners demonstrate proficiency in the fundamentals of market research by practicing statistical methods for analyzing and acting on market data. This course teaches sampling techniques, survey development, data analysis, ethical considerations, and hypothesis testing. Learners will apply their knowledge using a market research simulation. Emphasis is placed on the interpretation and use of results to demonstrate how to communicate information. In this course, learners will also develop awareness for continually monitoring emerging and competitive trends given the dynamic digital marketing landscape.

D375 - Marketing Communications and Storytelling - Marketing Communications and Storytelling introduces learners to the principles of integrative marketing communications with an emphasis on storytelling and creativity. Storytelling skills enable marketers to build relationships by making connections with their intended audience. Digital storytelling integrates the use of technology to create a cohesive narrative across various platforms that evokes emotions and feelings about a brand. These efforts can lead to customer acquisition or conversion outcomes. In this course, the creative storytelling process begins with a clear SMART objective that drives strategy development, the creative direction, and the execution of an integrative marketing communication campaign. Campaign types, media channels, messages, timelines, and market development considerations are taught within the context of both digital and traditional application. Learners will also have the opportunity to complete the HubSpot Inbound Marketing certification to learn industry best practices and to enhance marketability within the marketing profession.

D376 - Product, Price, and Customer Experience - Product, Price, & Customer Experience teaches core marketing concepts used to create integrative marketing strategies that meet the needs of an organization and its customers. This course teaches topics of new product development, product management, value proposition, and customer experience management. The voice of the customer is taught to ensure marketers create a customer-centric culture within their organization to meet the needs, wants, and preference of their target market. Customer experience management practices are key focal points of this course to ensure meaningful customer interactions across the entire customer journey.

D377 - Digital Marketing Foundations - Digital Marketing Foundations provides learners with knowledge in the dynamic and evolving field of marketing that uses the internet and digital technologies to reach customers. This course provides foundational knowledge in digital marketing disciplines, including social media marketing, content marketing, marketing automation, search engine optimization (SEO), paid search (PPC), conversion rate optimization (CRO), mobile marketing, and web analytics. Learners explore how a digital marketing strategy is developed and executed, along with how digital marketing is integrated within an organization's overall strategy. This course provides learners with the opportunity to complete the HubSpot Marketing Software certification to learn marketing automation software that is used in industry to assist marketers in their digital marketing execution. Emphasis throughout the course is placed on industry best practices, and the course content aligns with the Online Marketing Certified Associate (OMCA) certification to prepare students for this third-party certification.

D378 - Digital Marketing Science - Digital Marketing Science provides learners with knowledge in the dynamic and evolving field of marketing that uses the internet and digital technologies to reach customers. This course provides foundational knowledge in digital marketing disciplines, including social media marketing, email marketing, content marketing, marketing automation, search engine optimization (SEO), paid search (PPC), conversion rate optimization (CRO), mobile marketing, and web analytics. Learners explore how a digital marketing strategy is developed and executed, along with how digital marketing is integrated within an organization's overall strategy. This course provides learners with the opportunity to complete the HubSpot Marketing Software certification to learn marketing automation software that is used in industry to assist marketers in their digital marketing execution. Emphasis throughout the course is placed on industry best practices, and the course content aligns with the Online Marketing Certified Associate (OMCA) certification to prepare students for this third-party certification.

D379 - Social Media Marketing - Social Media Marketing teaches learners about social media from a business perspective and how social media can be used to increase a company's brand awareness, generate leads, and build meaningful relationships with customers. Throughout this course, learners will develop a social media marketing strategy across various social platforms to create and distribute valuable and relevant content to specific audiences. Social Media Marketing teaches learners influencer marketing, employee advocacy, social selling, and social media analytics. Learners will gain hands-on experience using a simulation to create targeted social media advertisements, perform demographic targeting, implement social media content promotion strategies, and schedule content. In this course, learners will have the opportunity to complete HubSpot's Social Media Marketing certification to learn industry best practices in social media marketing and to enhance marketability within the marketing profession.

D380 - Email Marketing - Email Marketing examines the principles and techniques used to effectively manage email marketing campaigns. Email is used daily in both personal and business settings to communicate with others. In this course, learners will examine industry best practices of how to use email marketing as a digital strategy to achieve marketing goals. Learners will explore how to design an email marketing strategy, how to use email marketing for lead generation, how to design a lead nurture campaign, and how automation is used to manage email marketing distribution and campaigns. This course provides learners with an opportunity to explore how effective email messages are crafted and distributed. Industry best practices will be explored and learners have the opportunity to complete the HubSpot Email Marketing certification to enhance marketability within the marketing profession.

D381 - E-Commerce and Marketing Analytics - E-Commerce and Marketing Analytics teaches learners how to sell online, how to reach customers online, and how to measure campaign and website performance. Businesses and consumers actively engage in buying and selling products over the internet. Learners gain skills through the practical application of building and optimizing a Shopify website designed to promote and sell products to customers. The course explores the latest technology platforms with an emphasis on Google applications for hands-on experience. Learners have the opportunity to complete the Google Search Ads certification to gain skills used in practice and to enhance marketability within the marketing profession.

D382 - Digital Marketing Analytics - Digital Marketing Analytics teaches learners how to identify data sources, collect and analyze data, and manage marketing performance. Marketing requires an understanding of analytics and application of data to inform strategic decision-making. Through the use of a digital marketing analytics framework, measurement models, and various digital marketing technology tools, learners will analyze marketing performance across digital paid, owned, and earned channels. The latest marketing technology tools are explored to measure and optimize results using data-driven decisions. In this course, learners will have the opportunity to complete the Google Analytics certification to gain technical skills used in practice and to enhance marketability within the marketing profession.

D383 - Search Engine Optimization - Search Engine Optimization, otherwise known as SEO, teaches on-page, off-page, and technical aspects of SEO for organically improving ranking and awareness. Digital marketing requires marketers to understand online consumer search behaviors; search engine optimization (SEO) is a key part of an organization's digital marketing strategy. This includes processes and best practices used to increase their visibility in search engines. Learners will discover SEO strategies focusing on website structure, search engines, keyword research and mapping, and page-level optimization. Learners will gain practical experience using a simulation in which they will optimize ranking and visibility to consumers. In this course, learners will have the opportunity to complete HubSpot's SEO certification to learn industry best practices and to enhance marketability within the marketing profession.

D384 - Marketing Experiential Capstone - Marketing Experiential Capstone is the capstone course for the program that provides learners with real-world applications to prepare them for the marketing industry. In this course, learners will integrate and apply marketing skills gained throughout the program by working with an organization on a marketing project. Marketers must effectively manage many relationships throughout their career with clients and team members in an organization, an agency, or their own marketing firm. This course allows students to apply their technical knowledge while also developing competencies in effective communication, collaboration, conflict management, project management, and time management power skills. Learners will explore their professional goals and develop a personal branding strategy to enhance their marketability and to strategically plan for their marketing career.

D385 - Software Security and Testing - This course prepares you to recognize security vulnerabilities in software, to plan interventions to address security vulnerabilities where they exist, and to develop and test these interventions. The course covers topics in Web security, permissions and identity security, debugging, log file analysis, API security, and encryption and cryptography concepts.

D386 - Hardware and Operating Systems Essentials - This course prepares you for concepts in software engineering by providing a foundation of understanding in computer architecture, the history of computing architectures, and operating systems. Additional topics include hardware and software stacks and how to choose appropriate hardware and software solutions to meet both functional and non-functional business requirements.

D387 - Advanced Java - Advanced Java refines object-oriented programming expertise and skills. You will implement multithreaded, object-oriented code with the features of Java necessary to develop software that meets business requirements. Additionally, you will determine how to deploy software applications using cloud services. This course requires intermediate expertise in object-oriented programming and the Java language.

D388 - Fundamentals of Spreadsheets and Data Presentations - Fundamentals of Spreadsheets and Data Presentations offers learners an overview of the use of spreadsheet functions and methods for presenting data within spreadsheets. Learners will have the opportunity to explore features and uses of MS Excel and apply the tools to situations they may encounter while studying in their program. They will also be introduced to real world uses and tools to collect, organize and present data.

D389 - Learning Strategies in Higher Education - Learning Strategies in Higher Education provides students with a toolbox of skills that will support student academic growth as they advance in their academic journey. Students will be introduced to the WGU Library; how to use it and best practices for research strategies. Students will learn how to be professional in written communication and how to correctly use current APA format. In this course, students also will learn about setting goals, time-management, study strategies, making and keeping appointments, professional decorum, and test-taking skills. Learning these skills, strategies, and methods will establish an academic foundation for students to be successful in higher education. There are no prerequisites for this course.

D390 - Introduction to Health and Human Services - Introduction to Health and Human Services explores representative roles and responsibilities of health and human service professionals and key governmental entities involved in Health and Human Services delivery. The course also examines the importance of understanding clients' illnesses and disabilities, building trust with clients, and engagement models that promote client outcomes. There are no prerequisites for this course.

D391 - Healthcare Ecosystems - Healthcare Ecosystems examines how the aims and elements of the healthcare ecosystem can affect client and patient outcomes. The course explores the main aims of healthcare access, affordability, and quality and how regulators, providers, producers, and funders (such as payors or purchasers) support those aims. The course also examines insurance regulations and reimbursement procedures that affect healthcare access and affordability and decision-making processes that support affordable, quality care for clients and communities. There are no prerequisites for this course.

D392 - Interdisciplinary Team Dynamics - Interdisciplinary Team Dynamics explores interpersonal communication strategies, collaborative team interactions methods, and problem-solving techniques to promote effective communication and improve quality client outcomes in a team environment. There are no prerequisites for this course.

D393 - History of Healthcare in America - History of Healthcare in America will examine individuals such as Henrietta Lacks, Ryan White, Clara Barton, and Katie Beckett, influenced healthcare in the United States, from its inception to present day. This course examines how specific individuals and their contributions influenced healthcare delivery and the continued evolution of healthcare, teaching from a systems or a value-based care perspective. The course also focuses on the way healthcare interacted with culture, politics, and society throughout U.S. history and evaluates current challenges we face in the U.S. healthcare system today. There are no prerequisites for this course.

D394 - Care for Individuals and Families - Care for Individuals and Families focuses on the holistic care of individuals, families, and populations with multifaceted healthcare needs. This course improves critical thinking and interdisciplinary communication skills to provide information to individuals or groups in a variety of settings. The focus of the course is on managing the transition of an individual, family, or group through a variety of healthcare settings, which can include acute care hospitals, extended stay facilities, ambulatory care clinics, home care, outreach, or wellness. This course helps students develop effective professional communication skills and appropriate behaviors to ensure an individual, family, or group is successful in meeting its healthcare goals. There are no prerequisites for this course.

D395 - Cultural Awareness - Cultural Awareness is a course for the healthcare professional providing learners with the understanding of what it means to have personal, explicit and implicit cultural biases and how they can affect client outcomes in the health and human services industry. The course also will explore strategies for responding to personal biases and for promoting cultural awareness in health and human services. Through critical readings, videos, and activities, the learner will gain knowledge in this essential subject. There are no prerequisites for this course.

D396 - Evidence-Based Practice for Health and Human Services - Evidence-Based Practice for Health and Human Services prepares the learner to apply evidence-based practice (EBP) to inform healthcare recommendations in out-patient, organizational, and other public health settings. Learners will be introduced to an EBP framework to guide them through the steps of EBP using real world scenarios. There are no prerequisites for this course.

D397 - Health Equity and Social Determinants of Health - Health Equity and Social Determinants of Health examines the social determinants of health (SDOH) as underlying causes of health inequity in populations and communities and their effect on health outcomes. This course will help students understand the evidence-based strategies that address the negative impact of inequities caused by the SDOH and analyze approaches to promote health equity. There are no prerequisites for this course.

D398 - Introduction to Pharmacology - Introduction to Pharmacology will introduce learners to medication and supplement regulations and safety protocols. It provides an overview of the use, benefits, effects, and contraindications of commonly used drugs to treat conditions of the cardiovascular, respiratory, endocrine, nervous, and renal body systems. It also explores the types of anti-infective, antineoplastic, psychotropic drugs, and dietary supplements and their effects on the body.

D399 - Introduction to Gerontology - Introduction to Gerontology will introduce learners to health issues that are typically associated with the older adult population so they can become familiar with health challenges this population may face. The learners will gain an understanding of the effects that policy and legislation have on the older adult population. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural and communication needs, and by collaborating on care with older adults, families, and caregivers. There are no prerequisites for this course.

D400 - End of Life Care - End of Life Care focuses on the Connected Care model as it applies to the final stage of life. This course will explore ethnic and cultural factors that affect an individual's response to death and dying. This course will cover planning and implementing ideal interventions to help individuals, families, and groups cope and agree on a common care goal. This course will also discuss empathy and compassion in healthcare. There are no prerequisites for this course.

D401 - Introduction to Epidemiology - Introduction to Epidemiology provides an overview of the determinants of communicable, viral, and chronic diseases. Students also will study various other conditions and the impact to public health. Using problem-based inquiry, students will analyze real-world public health problems by examining the distribution and patterns of data, selecting the methods to gather evidence, interpreting the information, and analyzing the trends to support decision making. There are no prerequisites to this course, but students are highly encouraged to adhere to the standard path, whose content is scaffolded to enhance the learning experience of this course.

D402 - Community and Public Health - Community and Public Health provides learners with an understanding of the benefits community health offers individuals and families. The course also will identify barriers that will impact health and healthcare access, leading to improved community health. There are no prerequisites for this course.

D403 - Understanding Substance Abuse and Addiction - Understanding Substance Abuse and Addiction provides an overview of the causes, signs and symptoms of substance abuse and addiction, and the impact on individuals, groups, and the community. Learners will evaluate educational prevention programs for a variety of target audiences and settings and evaluate evidence-based assessments and interventions for successful outcomes.

D404 - Healthcare Values and Ethics - Healthcare Values and Ethics requires students to synthesize an interdisciplinary approach to decision-making as it applies to health and human services. This course explores the contemporary issues facing health professionals, which include ethics, regulations and compliance, and handling protected healthcare information. In this course, learners will develop their ability to make ethical decisions in collaborative care environments and working within a team. There are no prerequisites for this course.

D405 - Financial Resource Management and Healthcare Reimbursement - Financial Resource Management and Healthcare Reimbursement examines financial practices and reimbursement types within the healthcare industry. This course covers the analysis of regulations required for health reimbursements. This course also covers the evaluation of effective revenue cycle management, focusing on the organization's financial stability. There are no prerequisites for this course.

D406 - Health Literacy for the Client and Family - Health Literacy for the Client and Family helps students recognize the importance of health literacy in overcoming healthcare barriers and creating patient-focused changes through family and patient empowerment. This course demonstrates how education, research, and technology all integrate and serve as a foundation for students as they create effective resources to improve health literacy for patients and families. This course helps students become advocates for their patients and their patients' families. There are no prerequisites for this course.

D407 - Models of Care and Healthcare Trends - Models of Care and Healthcare Trends is a course for health professionals in a variety of roles in the health and human services industry, which examines the unique characteristics of healthcare models in the United States and emerging trends created by social and political drivers. The course explores the evolution of healthcare models from fragmented systems to cohesive, quality-centric, and client-focused systems. The course also focuses on innovative trends, such as access to care, telemedicine, and subsequent shifts in the continuum of care as it relates to patient or client outcomes. There are no prerequisites for this course.

D408 - Community Relations and Leadership - Community Relations and Leadership focuses on analyzing community health and human services' needs to create change. As emerging leaders, students will learn to engage in collaborative approaches with various stakeholders to achieve positive outcomes. This course helps students develop their abilities to interpret community health needs assessments, make decisions, and bring stakeholders together to advance access to health and human services. This course has no prerequisites.

D409 - Health and Human Services Professional Field Experience - The Health and Human Services Professional Field Experience course provides students with real-world experiences as a health services professional via the virtual world of simulation. The course allows students to conduct their field experience in a variety of different contexts they will find themselves, depending on their professional career choices in the health services' industry. All program coursework leads to this course.

D410 - Health & Human Services Professional Capstone - Health Services Professional Capstone will provide learners the opportunity to demonstrate their ability to communicate in a professional manner that supports high quality, safe client services. Learners will also engage in career and professional development within the health and human services industry.

D411 - Scripting and Automation - Scripting and Automation is the foundation for automating tasks in operating systems. Students will learn how to create PowerShell scripts that take tedious and repetitious tasks and turn them into programs that will save time. Students will learn PowerShell, an automation and configuration management tool based on a command-line shell and .NET Framework.

D412 - Network Analytics and Troubleshooting - Network Analytics and Troubleshooting teaches students to use network monitoring and analytics tools and practices that are common in the workplace in order to troubleshoot and fix complex computer networks. Students will follow a customer service model in identifying, classifying, investigating, and repairing network outages or problems. This course is designed as a hands-on experience where students will implement these techniques in a virtual space in order to produce a secure and functional deployed network.

D413 - Telecomm and Wireless Communications - Students will explore the science, technologies and standards that enable wired and wireless data to be transmitted across different media. Topics include data encoding and decoding, analog and digital transmissions via wired, fiber, wireless, cellular and satellite technologies.

D414 - Cyber Operations Fundamentals - In Cyber Operations Fundamentals, students will learn security concepts, security monitoring, host-based analysis, network intrusion analysis, and security policies and procedures using Cisco practices and technologies. This course prepares students for the Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) 200-201 exam.

D415 - Software Defined Networking - Software Defined Networking (SDN) represents one of the fastest growing areas of network engineering. The SDN paradigm encompasses network automation, intent-based networking and centralized network control. This course teaches students to view networking from a centralized and automated perspective rather than from the traditional device-by-device model that is the legacy practice in many networks.

D416 - DevNet Fundamentals - The DevNet Fundamentals course teaches students how to automate and deploy network solutions in the Cisco Environment. This course includes APIs, Scripting, Python programming, and software version control. This course prepares students for the Cisco DevNet Associate (DevNet) 200-901 exam.

D417 - Network Automation and Deployment - Network Automation and Deployment leverages previous experience in networking, scripting, and programming with the SDN paradigm. Students will create programs and scripts that automate network configuration across large networks. This course is designed as a hands-on experience where students will implement these techniques in a virtual space in order to produce a secure and functional deployed network.

D418 - BSNE Capstone Project - The capstone project consists of a network design proposal and the implementation and testing of a virtual network. The capstone project and scope must be presented and approved by the Capstone Course Instructor prior to implementation in the virtual environment.

D419 - Implementing and Administering Networking Solutions - Implementing and Administering Networking Solutions expands on basic networking concepts and covers advanced network engineering skills including: Switch and router configuration, trouble shooting and maintenance on wired and wireless networks, Security, network automation and introduces Software Defined Networking. This course prepares students for the Cisco Certified Network Associate (CCNA) certification exam CCNA-200-301.

D420 - Discrete Math: Logic - Discrete Math-Logic is designed to help students develop competence in the use of logic and proofs and Boolean Algebra and Boolean functions. Applied Probability and Statistics and Applied Algebra are prerequisites for this course.

D421 - Discrete Math: Functions and Relations - Discrete Math: Functions and Relations is designed to help students develop competence in the use of abstract discrete structures fundamental to systems networking. In particular, this course will introduce students to set theory, finite sequences, series, and relations. Discrete Math: Logic, Applied Probability and Statistics, and Applied Algebra are prerequisites for this course.

D422 - Discrete Math: Algorithms and Cryptography - Discrete Math: Algorithms and Cryptography addresses discrete computational methods, including searching and sorting algorithms, big-O estimates, and number theory and cryptography. Discrete Math Functions and Relations is a prerequisite for this course.

D423 - Spreadsheets - Introduction to Spreadsheets helps learners become proficient in using spreadsheets to analyze business problems. In this course, learners will demonstrate competency in spreadsheet development and analysis for business applications (e.g., using essential spreadsheet functions, formulas, tables, charts, etc.). There are no prerequisites for this course.

D424 - Software Engineering Capstone - The capstone challenges students to integrate skills and knowledge from all program domains into one project.

D425 - Introduction to Chemistry - Introduction to Chemistry provides students with opportunities to examine the structure of the atom, study periodic trends, analyze the structure of molecules and their properties, describe the importance of common functional groups, use balanced chemical equations, identify types of chemical reactions and predict products, examine intermolecular forces and describe their impact on the properties of substances, study the properties of acids, bases, and buffer systems, and understand the relevance of chemistry in the world around us.

D426 - Data Management - Foundations - Data Management - Foundations introduces learners to the concepts and terminology used in the field of data management. Students 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. No prerequisites are required for this course.

D427 - Data Management - Applications - Data Management - Applications covers conceptual data modeling and introduces MySQL. Students will learn how to create simple to complex SELECT queries, including subqueries and joins, and how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL; creating and modifying databases, tables, views, foreign keys and primary keys (FKs and PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries. The following course is a prerequisite: Data Management - Foundations.

D430 - Fundamentals of Information Security - This course lays the foundation for understanding terminology, principles, processes, and best practices of information security at local and global levels. It further provides an overview of basic security vulnerabilities and countermeasures for protecting information assets through planning and administrative controls within an organization. This course has no prerequisites.

D431 - Digital Forensics in Cybersecurity - Digital Forensics in Cyber Security examines the relationships between incident categories, evidence handling, and incident management. This course teaches students to identify consequences associated with cyber threats and security laws using a variety of tools to recognize and recover from unauthorized, malicious activities and how to seek evidence that reveals who, what, when, where, and how threats compromise information. Fundamentals of Information Security is a prerequisite for this course.

D439 - Foundations of Nursing - Foundations of Nursing introduces students to the nursing process, scope of practice, clinical judgment model and fundamental concepts of holistic nursing practice that will serve the needs of diverse adult patients across the lifespan. The course will focus on medical terminology, legal/ethical issues, basic care and comfort, oxygenation, safety & infection control, health and wellness, fluid & electrolytes, death and dying, therapeutic communication, patient education & advocacy.

Co-requisites: C957, D202, D236, and D441.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D440 - Health and Wellness Through Nutritional Sciences - The Health and Wellness Through Nutritional Science course prepares nursing students to learn the basic principles of nutrition, nutrition throughout the life cycle, nutrition related to weight management and physical health, and nutrition related to patient conditions. Students will learn how nutrition influences a patient's overall health status across the life span.

Co-requisites: D313, D311 and C273

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D441 - Medical Dosage Calculations and Pharmacology - Medical Dosage Calculations and Pharmacology introduces an in-depth nursing approach to medication administration concepts, legal & ethical principles, pharmacological principles, variety of drug classifications, complementary & alternative therapies needed to care for diverse patients across the lifespan.

Co-requisites are the following: C957, D202, D236, and D439.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D442 - Basic Nursing Skills - Basic Nursing Skills will introduce foundational principles of nursing process and the clinical judgement model, health assessment techniques, and communication skills needed to care for diverse adult patients across the lifespan. Skills will focus on the concepts of vital signs, medication administration, infection control, nutrition, elimination, mobility, oxygenation, and skin integrity. Students are required to be successful on lab assessments to progress to Adult Health1 clinical.

Co-requisites: D443 and D444.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D443 - Health Assessment - The Health Assessment course focuses on concepts and skills necessary to collect a comprehensive health history and perform a head-to-toe and focused assessments on diverse patients across the lifespan. The emphasis will be to differentiate between normal and abnormal findings of various body systems such as the following: integumentary, head & neck, eyes & ears, respiratory, cardiovascular, gastrointestinal, renal, musculoskeletal, nervous, and reproductive systems.

Corequisites are D442 and D444.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D444 - Adult Health I - Adult Health I prepares students to provide safe, equitable, high-quality medical surgical nursing care for diverse adult populations across the life span in various healthcare settings. This includes health promotion and management of common conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on medical surgical nursing care related to head & neck, skin, inflammation, infection, fluid & electrolytes, respiratory, gastrointestinal, hepatic, genitourinary, and reproductive systems. The nursing process and the clinical judgment model will be used as the foundation to navigate the management of care for patients. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisite: D443.

Complete all BSPRN courses from previous terms & D442 or D457.

D445 - Intermediate Nursing Skills - Intermediate Nursing Skills will build on basic nursing skill concepts to develop intermediate medical surgical nursing practice, including peripheral intravenous access, blood administration, airway management, perioperative and postoperative care, and wound care management. The course focuses on nursing care of both adult and pediatric populations, including a focus on the care of women and the maternal care setting. Students will use simulation to apply the clinical judgement model to various diverse populations in various care settings. Students are required to be successful on course performance assessments to progress to Adult Health II clinical.

Co-requisites: D446 & D447.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D446 - Adult Health II - Adult Health II prepares students to provide safe, equitable, high quality medical surgical nursing care for diverse adult populations across the lifespan in various health care settings. This includes health promotion and management of both acute and chronic conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on medical surgical nursing care related to perioperative nursing, neurological, hematological, renal, cardiovascular, endocrine, and musculoskeletal systems. The nursing process and clinical judgment model will be used for clinical decision-making and fostering health promotion and maintenance. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisite: D447.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D447 - Women's and Children's Nursing - Women's and Children's Nursing prepares students to provide safe, equitable, high-quality nursing care, pharmacological care, and emotional support for diverse women and pediatric populations. This course focuses on antepartum, intrapartum, postpartum, neonatal clinical nursing, and women's health. This course builds on growth and development of children, nursing care for children and adolescents with acute and chronic alterations of the respiratory, cardiovascular, hematologic, endocrine, reproductive, gastrointestinal, renal, neurologic, musculoskeletal, and integumentary systems. This course explores how social determinants of health impact health risk and outcomes in women and pediatric populations. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisites: D445 and D446.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D449 - Psychiatric and Mental Health Nursing - Psychiatric and Mental Health Nursing prepares students to provide safe, equitable, high-quality care using modern concepts of psychiatric and mental health nursing. The student will utilize therapeutic communication to a diverse population of patients including those with maladaptive behaviors through the utilization of the nursing process by applying the principles of psychiatric and mental healthcare and the clinical judgment model. This course explores the nurse-client relationship, pharmacological management, cognitive conditions, bipolar and thought conditions, personality disorders, substance abuse, eating disorders, and self-harm. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisites: D450.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D450 - Community Health and Population-Focused Nursing - Community health and population focused nursing concentrates on the theory and concepts of community, public and global health nursing that impact diverse communities. Students learn the role of the community health nurse, learn to assess the community's healthcare needs, available resources, epidemiology, substance abuse, disaster management, and how social determinants of health impact community and public health risk and outcomes. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisite: D449

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D453 - Advanced Nursing Skills - Advanced Nursing Skills will build on intermediate skills and focus on advanced skills related to critical care nursing practice, including closed chest drainage systems, electrocardiograms (EKGs), palliative care, ventilators, disaster management and transition to practice. Clinical judgement and problem solving are emphasized in the assessment of critically ill patients and prioritizing patients' needs and nursing interventions. Students are required to be successful on course performance assessments to progress to Adult Health III clinical.

Co-requisites: D454 and D455.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D454 - Adult Health III - Adult Health III prepares students to provide safe, equitable, high quality complex medical surgical nursing care for diverse adult populations across the lifespan in various health care settings. This includes health promotion and management of both acute and chronic conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on caring for patients with potentially life-threatening alterations of the respiratory, cardiovascular, endocrine, and neurologic, renal, hepatic systems, end of life care (palliative), shock and transplants. Clinical judgement and problem solving are emphasized in the assessment of critically ill patients and prioritizing patient's needs and nursing interventions. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisites: D455.

Prerequisites: All Nursing BSN Term courses from previous terms & D453.

D455 - Professional Nursing Role Transition - The Professional Nursing Role Transition course builds on the previous knowledge gained in all other nursing courses. The emphasis of this course is placed on the personal and professional strategies needed to make the transition from student to graduate nurse by highlighting the role and skills of bedside nurse leaders. The course will review content related to leadership and management, foundational nursing, advanced clinical, medical-surgical, pediatric, women's, and mental health concepts. The students will complete a professional portfolio that showcases their accomplishments, knowledge, and skills throughout the program. A variety of populations and settings are used in the experiential learning components of this course.

Co-requisite: D454.

Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D453.

D458 - Introduction to Systems Thinking for Health Professionals - Introduction to Systems Thinking for Health Professionals provides learners with the skills required to engage in a holistic systems-based approach to analyzing complex problems and solutions. This course introduces the foundational concepts and principles of systems thinking and provides opportunities to use a systems thinking approach to analyze and evaluate real-world case studies in your profession. The course will culminate with using systems thinking to develop a solution to an authentic, complex problem. This course has no prerequisites, but general education math (C955 or C957) is preferred.

D479 - User Experience Design - User Experience Design explores multiple tools and techniques used in user experience design. Students are presented with an in-depth view of activities involved in the design of user experience and have the opportunity to create several deliverables including persona profiles, information architectures, and prototypes of different levels of fidelity. In addition, the course also covers usability testing and the evaluation of quantitative and qualitative data derived from these and other experiments.

D480 - Software Design and Quality Assurance - Software Design and Quality Assurance applies a QA focus to every phase of the software development life cycle. This course investigates best practices for quality analysis, quality planning, and testing strategies as they pertain to the everyday practice of software development. Students will come to understand how their work fits into the bigger picture: how QA, testing, and code-writing practices interact within specific process models; the potential impact of new code on existing code or on other applications; the importance of usability and the influence users have on the ultimate success of an application. Students will explore test plans, test cases, unit tests, integration tests, regression tests, usability tests, and test and review tools.

D481 - Security Foundations - Security Foundations lays the foundation for understanding terminology, principles, processes, and information security best practices at local and global levels. This course further provides an overview of networking components, network security vulnerabilities, and countermeasures for protecting information assets through planning and administrative controls within an organization. This course includes preparation for the Certified in Cybersecurity Certification (ISC)² certification exam.

D482 - Secure Network Design - Secure Network Design provides the foundational knowledge and skills to design secure physical and logical network architectures for wired and wireless networks. Topics include the characteristics of a secure network, techniques to securely configure network devices, network segmentation strategies, root cause analysis, and mitigation approaches based on industry best practices. In addition, this course offers hands-on lab experience conducting a network vulnerability analysis. There are no prerequisites for this course.

D483 - Security Operations - Security Operations provides the fundamental skills to handle and respond to computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. This course explores strategies to leverage intelligence and threat detection techniques, analyze and interpret data, identify and address vulnerabilities, and suggest preventative measures. Methods are introduced to effectively respond to and recover from cybersecurity incidents, evaluate risk assessment methodologies, and apply incident handling laws and policies. This course includes preparation for the CompTIA Cybersecurity Analyst (CySA+) certification exam.

D484 - Penetration Testing - Penetration Testing introduces students to the skills necessary to perform penetration testing and vulnerability management within an organization. The course covers widely used penetration testing techniques and tools that focus on planning and scoping, information gathering, vulnerability identification, and attacks and exploits. In addition, this course offers hands-on lab experience and a focus on penetration testing engagement plans. The course prepares learners for the CompTIA PenTest+ certification exam.

D485 - Cloud Security - Cloud Security prepares learners to design solutions for cloud-based platforms and operations that maintain data availability while protecting the confidentiality and integrity of information. Topics include cloud service models, deployment methods, IAM strategies, auditing and monitoring strategies, assessing and mitigating common cloud security threats, and managing compliance and regulation requirements. This course also offers a hands-on experience deploying and assessing identity and access management controls in a cloud environment.

D486 - Governance, Risk, and Compliance - Governance, Risk, and Compliance provides learners with advanced skills and knowledge to authorize and maintain information systems, utilizing various risk management frameworks. This course focuses on the strategic and long-term alignment of an organization's information security program to regulatory requirements and organizational policies. Topics include compliance and regulatory requirements, data classification and prioritization, security and privacy controls, compliance audits and remediation, and risk management plans.

D487 - Secure Software Design - Secure Software Design focuses on the variety of elements needed to address and implement secure software acquisition and development throughout the software development life cycle (SDLC). It covers the end-to-end principles and addresses people, technology (tools), and processes to design and develop consistently secure applications. Additionally, this course underscores the importance and value of the defense in depth principle across the entire SDLC. Finally, this course introduces techniques to adapt common security activities to modern software development practices, including Agile and DevSecOps.

D488 - Cybersecurity Architecture and Engineering - Cybersecurity Architecture and Engineering provides the learner with advanced skills and knowledge to design secure enterprise architecture solutions. The course focuses on assessing cybersecurity readiness and implementing enterprise-wide solutions to protect data and comply with an organization's policies and frameworks. Topics include integrating software applications, applying enterprise data security controls, evaluating cloud and virtualization solutions, analyzing threats and vulnerabilities, and responding to incidents.

D489 - Cybersecurity Management - Cybersecurity Management prepares learners to develop organizational information security programs and policies that follow recognized standards, comply with all governing laws and regulations, and meet the needs of the company culture and management organization. This course covers how to perform risk management institutionally, how to manage compliance to information security requirements, and how to delegate compliance, risk, and security functions to specific roles within the organization. Finally, the course helps learners apply strategic decision making as companies adapt to new technologies, processes, and people practices related to processing, managing, and protecting information resources. This course includes preparation for the ISACA Certified Information Security Manager (CISM) certification exam.

D490 - Cybersecurity Graduate Capstone - The Master of Science in Cybersecurity and Information Assurance (MSCSIA) Capstone project allows students to demonstrate their capability to establish a durable cybersecurity and information assurance program. The capstone project challenges students to integrate skills and knowledge from all program domains into one project that deals with a significant real-world cybersecurity problem.

DPT1 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPT2 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves. This course will focus 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.

DWP2 - Application of Elementary Social Studies Methods - Application of Elementary Social Studies Methods helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promotion of cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessment of social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction. This course helps students apply, analyze, and reflect on effective elementary social studies instruction. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

DZP2 - Application of Elementary Visual and Performing Arts Methods - Application of Elementary Visual and Performing Arts Methods helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and the promotion of cultural diversity through visual and performing arts instruction. This course helps students apply, analyze, and reflect on effective elementary visual and performing arts instruction. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

EBP2 - Application of Elementary Physical Education and Health Methods - Applications of Elementary Physical Education and Health Methods helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education. This course helps students apply, analyze, and reflect on effective elementary visual and performing arts instruction. This course is designed to be taken after successful completion of Introduction to Curriculum, Instruction, and Assessment OR Instructional Planning and Presentation in Elementary Education.

ELO1 - Subject Specific Pedagogy: ELL - Subject Specific Pedagogy: ELL integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). A student develops and assesses aspects of language curriculum development including second language instruction, methods of second language assessment, and legal policy issues.

FEA1 - Field Experience for ELL - Field Experience for ELL is the field experience component of the English Language Learning program. In this experience, students are required to complete a minimum of 15 hours of video observations for both elementary and secondary levels. Additionally, a supervised teaching experience that is face-to-face with English language learners (ELL) according to the minimum time requirements of the student's state is required. The purpose of this course is to assess the ability of students, 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 learners.

LPA1 - Language Production, Theory and Acquisition - Language Production, Theory and Acquisition focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, error correction strategies, and applied phonology.

LZT2 - Power, Influence and Leadership - Power, Influence, and Leadership 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. There are no prerequisites for this course.

MBT2 - Technological Globalization - Technological Globalization explores information and communication technologies used to meet business needs in global markets. IT executives must analyze their organization's technological needs, develop internationally-capable strategic plans, and mitigate the operational challenges of each of the countries in which the organization does business. This course provides students with the practical knowledge and understanding of how to plan, evaluate, and successfully integrate effective and efficient technical communication solutions in the global business market. This course has no prerequisites.

MFT2 - Mathematics (K-6) Portfolio Oral Defense - Mathematics (K-6) Portfolio Oral Defense: Mathematics (K-6) Portfolio Defense focuses on a formal presentation. The student will present an overview of their teacher work sample (TWS) portfolio discussing the challenges they faced and how they determined whether their goals were accomplished. They will explain the process they went through to develop the TWS portfolio and reflect on the methodologies and outcomes of the strategies discussed in the TWS portfolio. Additionally, they will discuss the strengths and weaknesses of those strategies and how they can apply what they learned from the TWS portfolio in their professional work environment.

MGT2 - IT Project Management - IT Project Management provides an overview of the Project Management Institute's project management methodology. Topics cover various process groups and knowledge areas and application of knowledge in case studies for planning a project that has not started yet and monitoring/controlling a project that is already underway.

MMT2 - IT Strategic Solutions - IT Strategic Solutions guides students in identifying strategic opportunities and emerging technologies through research and deciding 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.

NMA1 - Professional Role of the ELL Teacher - The Professional Role of the ELL Teacher focuses on issues of professionalism for the English Language Learning teacher and leader. This includes program development, ethics, engagement in professional organizations, serving as a resource, and ELL advocacy.

NNA1 - Planning, Implementing, Managing Instruction - Planning, Implementing, Managing Instruction focuses on a variety of philosophies and grade levels of English Language Learner (ELL) instruction. It includes the study of ELL listening and speaking, ELL reading and writing, specially designed academic instruction in English (SDAIE), and specific issues for various grade level instruction.

OOT2 - Mathematics History and Technology - In Math History and Teaching, students will learn about a variety of technological tools for doing mathematics and develop a broad understanding of the historical development of mathematics. 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. This course will focus on the historical development of mathematics, including contributions of significant figures and diverse cultures. Students will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.

OPT2 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help students develop the knowledge and skills necessary to become a prospective and practicing educator. This course will help students use a variety of instructional strategies to effectively facilitate the learning of mathematics. It focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.

PFIT - Business - IT Management Portfolio Requirement - Business - IT Management Portfolio Requirement is designed to help the learner complete the culminating Undergraduate Business Portfolio assessment; it focuses on developing a business portfolio containing a strengths essay, a career report, a reflection essay, a resume, and exhibits that support one's strengths in the work place.

QDT1 - Abstract Algebra - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Secondary teachers in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I and College Geometry are prerequisites for this course.

QDT2 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. Linear Algebra is a prerequisite for this course.

QFT1 - Business - IT Management Capstone Project - The capstone requires students to demonstrate the integration and synthesis of competencies in all domains required for the degree in Information Technology Management. The student produces a business plan for a start-up company that is selected and approved by the student and mentor.

QGT1 - Business Management Capstone Written Project - For the Business Management Capstone Written Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QHT1 - Business Management Tasks - Business Management Tasks addresses important concepts needed to effectively manage a business. Topics include understanding the cost-quality relationship, using various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

QJT2 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and appropriate technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Candidates should have completed a course in Pre-Calculus before engaging in this course.

QTT2 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, and trees and networks. There are no prerequisites for this course.

RKT1 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three- or higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation $Ax=b$; row reduction; linear transformations and their matrix representations (shear, dilation, rotation, reflection); matrix operations matrix inverses and invertible matrix characterizations; computing determinants; relating determinants to area and volume; and axiomatic and intuitive definitions of vector spaces and subspaces; and proving theorems about them. College Geometry and Calculus II are prerequisites for this course.

RKT2 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use appropriate technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation $Ax=b$, row reduction, linear transformations and their matrix representations (shear, dilation, rotation, reflection), matrix operations, matrix inverses and invertible matrix characterizations, computing determinants, relating determinants to area and volume, and axiomatic and intuitive definitions of vector spaces and subspaces and how to prove theorems about them. College Geometry and Calculus II are prerequisites for this course.

RNT1 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RNT2 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RXT2 - Precalculus and Calculus - Precalculus and Calculus provides instruction in precalculus and calculus and applies them to examples found in both mathematics and science. Topics in precalculus include principles of trigonometry, mathematical modeling, and logarithmic, exponential, polynomial, and rational functions. Topics in calculus include conceptual knowledge of limit, continuity, differentiability, and integration.

SLO1 - Theories of Second Language Acquisition and Grammar - Theories of Second Language Learning Acquisition and Grammar covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. Students will explore the role of dialect in the classroom, the connections between language and culture, and the theories of first and second language acquisition.

TOC2 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions, and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. College Algebra is a prerequisite to this course.

TQC1 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing, and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables; expected values; the Central Limit Theorem; the identification of unusual samples; population parameters; point estimates; confidence intervals; influences on accuracy and precision; hypothesis testing; and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Statistics I are prerequisites for this course.

TQC2 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables, expected values, the central limit theorem, the identification of unusual samples, population parameters, point estimates, confidence intervals, influences on accuracy and precision, hypothesis testing and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Stats I are prerequisites to this course.

UQT1 - Organic Chemistry - This course focuses on the study of compounds that contain carbon, much of which is learning how to organize and group these compounds based on common bonds found within them in order to predict their structure, behavior, and reactivity.

VZT1 - Marketing Applications - Marketing Applications allows students to apply their knowledge of core marketing principles by creating a comprehensive marketing plan. The plan will apply knowledge of the marketing planning process, market analysis, and the marketing mix (product, place, promotion, and price).

Instructor Directory

General Education

Adams, William; MA, Savannah College of Art & Design
Albrecht, Brent; Doctorate Degree, University of California, Santa Barbara
Alcazar, Victoria; PhD, University of Massachusetts Amherst
Alexander, Ledora; EdS, Walden University
Alt, Andrea; Doctorate Degree, University of Northern Colorado
Altheimer-Bienemy, Keelia; Doctorate Degree, University of Southern Mississippi
Anger, Carly; PhD, Marquette University
Askinosie, Scott; PhD, University of Missouri
Bakhtary, Elham; Doctorate Degree, George Washington University
Ballone, Frank; PhD, Ohio University
Barford, Mary; PhD, Purdue University
Barnes, Daniel; PhD, Mississippi State University
Barnes, Lori; PhD, West Virginia University
Battistelli, Todd; PhD, University of Texas at Austin
Baty, Amanda; PhD, Texas Tech University
Bearry, Brian; PhD, University of North Texas
Beedle, Thanh; Doctorate Degree, Washington State University
Bendall, Gareth; PhD, University of Kentucky
Benson, Bryan; PhD, Boston College
Bilbrey, Joshua; PhD, Texas State University
Biroschak, Bart; Specialist Degree, University of Cincinnati
Bissler, Mark; PhD, Kent State University
Black, Hilda; PhD, Louisiana Tech University
Borden, Anne; PhD, Emory University
Bradley, Stephen; Doctorate Degree, University of Idaho
Brewer, Craig; PhD, University of Notre Dame
Brown, Bonnie; PhD, Stephen F. Austin State University
Brown, Carrie; PhD, Saint Louis University
Browning, Ellen; PhD, University of Texas Arlington
Bruce, Amanda; Doctorate Degree, Stony Brook University
Burch, Tanya; PhD, University of North Carolina Chapel Hill
Burrichter, Vicki; DMA, University of Northern Colorado
Byrnes, Sean; PhD, Emory University
Califano, Joanne; EdD, Northeastern University
Campbell, Elizabeth; Doctorate Degree, University of Washington
Carper, David; PhD, Yale University
Carrier, Rebecca; PhD, University of Illinois
Castaneda, Gilivaldo; MEd, University of Texas at San Antonio
Cathell, Alicia; Doctorate Degree, Argosy University
Chakraborty, Suparna; PhD, Purdue University
Chevalier, Dorene; MEd, Anna Maria College
Chittick, Sharla; PhD, University of Stirling
Cowan, Christy; PhD, University of South Carolina
Crawford, Nathan; PhD, University of Tennessee
Crooks, Kathleen; PhD, University of Akron
Crookston, Andrew; PhD, Washington State University
Cutler, Shane; PhD, Duke University
DeFlorio, Reagan; PhD, University of Illinois at Chicago
DeLair, Barbra; Master's Degree, Arizona State University
Dempster, Wesley; PhD, Bowling Green State University
Dillon, Jeanette; PhD, Bowling Green State University
Dodge, Joshua; MA, University of Central Florida
Dorn, Amanda; Doctorate Degree, Ohio University
Dorre, Gina; PhD, Tulane University
Douglas, Katherine; PhD, University of California San Diego
Doyle, Michael; PhD, Kent State University

Dungar, Michael; MA, Boston College
 Edmunds, Jeffrey; PhD, University of Arizona
 Erdmann, Cassie; Master's Degree, University of Minnesota Duluth
 Eskridge, Katie; Doctorate Degree, Louisiana State University
 Evenson Newhouse, Ranae; PhD, Vanderbilt University
 Everett, Amy; PhD, University of Alabama
 Fehnel, Bradley; MS, University of Wisconsin Milwaukee
 Francis, Katherine; PhD, University of Illinois at Urbana-Champaign
 Franco, Heidi; PhD, University of Utah
 Galindez, Dahlia; MA, Western Governors University
 Gbur, Robin; PhD, University of New Mexico
 Geppi, Denna; Doctorate Degree, Howard University
 Gleason, Christine; Doctorate Degree, George Mason University
 Goodwin, Rachel; PhD, University of Texas Arlington
 Gravitte, Kristen; PhD, University of Tulsa
 Groner, Matt; MFA, Bennington College
 Gumaer, Dennis; PhD, University of California Riverside
 Hann, Nichelle; PhD, University of Florida
 Harney, Isaiah; PhD, University of Kentucky
 Harris, Steven; PhD, Indiana University Bloomington
 Hayne, Victoria; PhD, University of California, Los Angeles
 Hibbard, Brandon; Doctorate Degree, Eastern Kentucky University
 Hildebrandt, Jill; PhD, Southern Illinois University, Carbondale
 Hillyer, Aaron; PhD, University of Nebraska
 Hoar, Bob; Doctorate Degree, Montana State University
 Hodgess, Erin; Doctorate Degree, Temple University
 Hoffman, John; PhD, Kent State University
 Horne, Lisa; MA, Brigham Young University
 Hurley, Norman; PhD, University of Illinois at Urbana-Champaign
 Jackson, Patrick; ABD, Indiana University of Pennsylvania
 Jensen, Taylor; PhD, Montana State University
 Jesse, Odin; PhD, Texas Tech University
 Jeune, Megan; Doctorate Degree, Illinois State University
 Johnson, Cassandra; PhD, University of Southern Mississippi
 Johnson, Jocelyn; Master's Degree, University of Wisconsin-Madison
 Johnson, Kristi; PhD, Louisiana State University
 Johnson, Sarah; PhD, University of North Carolina at Charlotte
 Johnson, Stephanie; MBA, Alabama A&M University
 Jones, Lee; PhD, Clark Atlanta University
 Kalikanda, Jane; PhD, Binghamton University
 Kasper, Gwendolyn; MA, Western Governors University
 Kelly, Lynn; EdD, Argosy University
 Kim, Doe; PhD, University of Illinois at Urbana-Champaign
 Kim, Mijung; PhD, Ohio State University
 King, Jeffrey; Doctorate Degree, University of Northern Colorado
 King, Michelle; PhD, University of Northern Colorado
 Kmetz, Richard; Doctorate Degree, University of Nevada
 Knieps, Linda; PhD, Vanderbilt University
 Knous, Melissa; PhD, Texas A&M University Commerce
 Krisuk, Jennifer; PhD, University of Tulsa
 Ku, Yu; PhD, Northcentral University
 Landry, Stan; PhD, University of Arizona
 Latham, Kary; PhD, University of Tennessee
 Lathers, Heather; PhD, Case Western Reserve University
 Lee, ZaNyaa; MA, California State University Northridge
 Leep, Matthew; PhD, University of Connecticut
 Lettau, Lisa; PhD, University of Delaware
 Licursi, Kimberly; PhD, University at Albany
 Louis, Anitra; Master's Degree, University of Phoenix
 Lukin, Kara; PhD, University of Colorado

Madden, Daniel; MA, Eastern Kentucky University
 Maestri, Melissa; PhD, University of Delaware
 Mammen, John; EdD, University of Phoenix
 Mandel, Nicole; PhD, Columbia University
 Markakis, Mary; Doctorate Degree, George Mason University
 Martin Whipple, Ashley; PhD, University at Buffalo
 Mays Yahl, Ashley; PhD, University of North Carolina at Chapel Hill
 McCune, Timothy; PhD, Southern Illinois University
 McDonald, Aaron; Master's Degree, University of Utah
 McWatters, Mason; PhD, University of Texas at Austin
 Meegan, Meagan; PhD, Texas A&M University
 Melnikova, Yuliya; PhD, Texas State University - San Marcos
 Metzger, Christopher; PhD, University of South Florida
 Meyer, Nicolas; PhD, Southern Illinois University
 Miller, Don; PhD, Morehouse School of Medicine
 Moody, Vivian; PhD, University of Georgia
 Mosgrove, Sharon; PhD, University of Iowa
 Muhovich, Ned; PhD, University of Denver
 Murphy, Jill; Doctorate Degree, Northcentral University
 Murphy, Ryan; Doctorate Degree, University of Missouri
 Mynatt, Gabby; PhD, Central Michigan University
 Nader, Martin; PhD, University of Nebraska
 Nash, LeAnn; PhD, Texas A&M University-Commerce
 Nicley, Erin; Doctorate Degree, University of Illinois
 Overmyer, Gerald; PhD, Colorado State University
 Palmer, Michael; PhD, Texas Tech University
 Parker, Allison; MFA, University of North Carolina at Wilmington
 Parker, Chasta; Doctorate Degree, University of South Carolina-Columbia
 Parker, Debra; PhD, Illinois State University
 Parrish, Anca; PhD, University of Memphis
 Parton, Sabrena; PhD, University of Southern Mississippi
 Parvin, Kathleen; PhD, Purdue University
 Pattman, Candace; Doctorate Degree, Concordia University
 Potter, Christine; PhD, University of Iowa
 Price, Stacy; PhD, Capella University
 Przygodzki, Robert; PhD, Northern Illinois University
 Quintela, Melissa; PhD, Indiana University
 Redkey, Elizabeth; PhD, University at Albany, State University of New York
 Reeves, Terry; MS, University of Colorado Denver
 Reid, Ben; PhD, University of Oregon
 Remington, Theodore; PhD, University of Iowa
 Rhodes, Kristofer; PhD, University of California Irvine
 Richardson, Curtis; PhD, Northern Illinois University
 Richeson, Jennifer; PhD, Michigan State University
 Richmond, Jennifer; PhD, Duquesne University
 Rightler-McDaniels, Jodi; Doctorate Degree, University of Tennessee
 Roberts, Jennifer; EdD, Walden University
 Robinson, Scott; DMin, Drew University
 Rosenblatt, Heather; PhD, Ohio State University
 Ross, Brittany; EdD, Regent University
 Ross, Kay; Doctorate Degree, Ohio University
 Rothrock, Teresa; PhD, University of Oklahoma
 Rupert, Nina; PhD, University of Idaho
 Sanchez, Melvin; PhD, University of California Irvine
 Sandlin, Scott; PhD, Texas Tech University
 Santoro, Lauren; PhD, West Virginia University
 Sayre Baptista, Amy; MFA, University of Illinois, Urbana
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 Schweitzer, Andrea; PhD, University of Wisconsin
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Scott, Jessica; PhD, Brigham Young University
 Setta, Kelly; Doctorate Degree, Nova Southeastern University
 Shahi, Kimberly; PhD, University of Texas Arlington
 Sharpe, Barry; PhD, University of South Carolina
 Simmons, Nathaniel; PhD, Ohio University
 Simms, Edward; EdS, Alabama State University
 Sink, Cristina; MEd, Northern Kentucky University
 Smith, Michael; PhD, Institute for Doctoral Studies in the Visual Arts
 Smits Masten, Sally; PhD, University of North Carolina Greensboro
 Sperry, Amanda; PhD, Georgia State University
 Spinazola, Lisa; PhD, University of South Florida
 St Martin, Ashley; MS, University of Vermont
 Starr, Neil; EdD, Nova Southeastern University
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 Timmer, Kristin; PhD, University of Tennessee
 Tolin Schultz, Alex; PhD, Stony Brook University
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 Tucker, Diana; PhD, Southern Illinois University Carbondale
 Turner, Brandon; PhD, The Catholic University of America
 Vasquez, Lauren; PhD, Mississippi State University
 Velarde, Annette; PhD, Saybrook University
 Vida, Anna; MFA, Arizona State University
 Walker, Hope; MA, Courtauld Institute of Art
 Webb, Dave; MA, Pacific University in Oregon
 Wellinghoff, Lisa; PhD, University of Tulsa
 Westmoreland, Brandi; PhD, Texas A&M University Commerce
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 Wood, Alana; Doctorate Degree, Purdue University
 Wood, Rachael; Master's Degree, Oklahoma State University
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 Zivkovic, Vladimir; PhD, University of North Dakota

College of Business

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 Adler, Kathleen; PhD, Southern Methodist University
 Aki, Charles; Doctorate Degree, Ohio State University
 Alafita, Theresa; PhD, George Washington University
 Alward, Thomas; Doctorate Degree, Northcentral University
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 Ennis, Erica; JD, Quinnipiac University School of Law
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 Fiano, Jason; MBA, New York Institute of Technology
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 Garcia, Carlos; Doctorate Degree, Minnesota School of Business
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 Gatlin, Jacob; Doctorate Degree, Kennesaw State University
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 Justice, Jeanne; DBA, Walden University
 Kale, Mrinalini; PhD, Capella University
 Keels, Stephen; Doctorate Degree, Capella University
 Korb, David; Master's Degree, College of Santa Fe
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 Leonard, Dee; Doctorate Degree, Walden University
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 Lutter-Cooper, Victoria; PhD, Capella University
 Mackin, Ann; Doctorate Degree, Pepperdine University
 Magwood-Golston, Jametta; PhD, University of South Carolina
 Mandelbaum, Sara; PhD, University of California, Santa Barbara
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 Mason, Ebony; Doctorate Degree, Walden University
 McCleskey, Jim; PhD, Capella University
 McDannell, Carol; Doctorate Degree, Northcentral University
 McDonald, Sandy; Master's Degree, University of Dallas
 McDugle, Darin; Master's Degree, Columbia Southern University
 McKay, Christina; JD, University of Baltimore School of Law
 Melton, Rebecca; PhD, Chicago School of Professional Psychology
 Merchant, Sylnovie; Doctorate Degree, University of Arkansas
 Meseke, Lori; Master's Degree, Western Governors University
 Meyer, Elin; JD, Cleveland State University
 Miller, Kim; EdD, University of St. Francis
 Miller, Lori; LLM, New York University
 Miller, Louise; Doctorate Degree, University of Texas
 Miller, Tate; PhD, Trident University International
 Mitterer, Dennis; PhD, Walden University
 Moore, Detria; JD, Liberty University School of Law
 Morant, LaWanda; Doctorate Degree, Argosy University
 Morgan, Patricia; DM, University of Phoenix
 Murphy, Deborah; Doctorate Degree, California Southern University
 Neely, Alex; MBA, University of North Carolina Greensboro
 Nelms, Linda; PhD, Capella University
 Nicolet, Laura; Doctorate Degree, Indiana Wesleyan University
 O'Brien, Joseph; EdD, George Washington University
 Owusu, Dwobeng; PhD, Keiser University
 Palmer, Terence; DBA, Walden University
 Patrick, Robin; Master's Degree, Liberty University
 Patton, George; PhD, Walden University
 Pawarski, Richard; PhD, Northcentral University
 Phillips, Patti; JD, Stetson University College of Law
 Pierce, Vern; Master's Degree, University of Wisconsin
 Pineda, Antonio; PhD, Virginia Tech
 Powell, Walfyette; Doctorate Degree, Northcentral University
 Premuroso, Ronald; PhD, Florida Atlantic University
 Prince, John; Doctorate Degree, Duke University School of Law
 Quarles, Amber; Doctorate Degree, Regent University
 Reymore, Marie; PhD, University of Georgia
 Reynolds, Noel; PhD, University of South Florida
 Roach, Owen; Doctorate Degree, Capella University
 Roark, Carolyn; Doctorate Degree, Indiana Wesleyan University

Roberts, Amy-Michele; Doctorate Degree, Colorado State University
Roberts, Tracia; MBA/MS, University of Phoenix
Rodgers, Joan; Master's Degree, University of South Florida
Rodney, Luverna; Master's Degree, University of Phoenix
Roese, Kelly; DNP, University of Cincinnati
Rogers, Katie; MBA, University of Utah
Ross, Derrick; DBA, Nottingham Trent University
Salisbury, JoDee; PhD, Capella University
SanPietro, Frank; PhD, University of Memphis
Scherer, Joel; DBA, Northcentral University
Sexton, Nathan; Doctorate Degree, University of LaVerne
Shah, Rob; PhD, Northcentral University
Shepherd, Tracie; PhD, Northcentral University
Skinner, Susan; JD, Tulane University
Smairat, Naseem; Master's Degree, Southern New Hampshire University
Smith, Anastasia; PhD, University of South Florida
Snipes, Dawna; JD, Western Michigan University
Sommese, Jock; Doctorate Degree, Wilmington University
Strickland, Cynthia; PhD, Touro University
Swarthout, Nanette; MBA, Fontbonne University
Tennessee, Ashley; DHA, Medical University of South Carolina
Thompson, Christopher; PhD, University of Cambridge
Tiyamiyu, Ray; Master's Degree, Alabama A&M University
Tucker, Barbara; Doctorate Degree, California Southern University
Valentin, Daisy; Doctorate Degree, Walden University
Venkateswar, Sankaran; PhD, University of Georgia
Wade, Keith; DBA, Argosy University
Walker, Robin; Doctorate Degree, Capella University
Wall-Carty, Sean; Doctorate Degree, North Central University
Wang, Xiaofei; PhD, University of Kentucky
White, Lori; Master's Degree, Troy University
White, Zeb; DBA, California Southern University
Wiebell, Julie; Doctorate Degree, Walden University
Wilhelm, Sarah; PhD, University of Utah
Williams, Rian; MPA, University of Utah
Williamson, Eiesha; Doctorate Degree, Walden University
Wolfe, Kristen; MBA, University of North Florida
Zonghetti, Beth; DBA, University of Phoenix

Leavitt School of Health

Abdur-Rahman, Veronica; PhD, Texas Woman's University
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Alpert, Patricia; Doctorate Degree, Loma Linda University
Atzen, Jennifer; Doctorate Degree, American Sentinel University
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Ballard, Beverly; Master's Degree, Western Governors University
Basinger, Michael; DNP, University of Nevada Las Vegas
Bechard, Jessica; PhD, East Tennessee State University
Bennett, William; PhD, University of Iowa
Benson, Johnnet; DNP, Kent State University
Blaine, Stephanie; PhD, Capella University
Bockheim, Elizabeth; MS, Ball State University
Borsum, Pamela; MBA, Western Governors University
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