



## Program Guidebook

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### Bachelor of Science, Project Management

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*The Bachelor of Science in Project Management program empowers learners with the essential knowledge and skills to thrive in the dynamic field of project management. Aligned closely with the Project Management Institute's Global Accreditation Center (GAC) core areas of focus, the program ensures learners are well-prepared to sit for the Project Management Professional (PMP®) exam. Throughout the program, learners will gain a comprehensive understanding of project management principles, tools, techniques, and methodologies, enabling them to effectively navigate all phases of the project lifecycle while upholding professional standards and industry frameworks. Emphasizing risk mitigation and contingency planning, learners will develop the ability to address uncertainties and challenges, evaluating complex situations to determine the most efficient and beneficial course of action for project success. Additionally, the program focuses on fostering legal, ethical, and culturally aware practices in leadership, teamwork, and stakeholder collaboration, creating inclusive and collaborative project environments. By making informed decisions that drive sustained competitive advantage, learners will lead projects with innovation and value creation, contributing to long-term organizational success. Through a blend of theoretical knowledge, practical applications, and experiential learning opportunities, the Bachelor of Science in Project Management program prepares learners to excel as skilled and ethical project management professionals in a rapidly evolving business landscape.*

## Understanding the Competency-Based Approach

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

Progress through a degree program is measured not by the amount of time you spend in class but by your ability to demonstrate competency as you complete required courses along a Standard Path. To help you acquire the knowledge and skills you need to demonstrate competency and complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand your program's requirements and help you create a plan for completing your courses. You will also work closely with course instructors as you engage in each course. As subject matter experts, course instructors will guide you through the content you must learn to demonstrate competency through the course assessments.

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge you possess and can demonstrate—not the number of hours spent in a classroom.

## Accreditation

Western Governors University is the only university in the history of American higher education to have earned initial accreditation from multiple regional accrediting commissions at once—earning simultaneous accreditation from ACCJC, HLC, NWCCU, and WASC. The university's accreditation from the Northwest Commission on Colleges and Universities (NWCCU) was reaffirmed in March of 2024. In addition to institution-level accreditation, each school has at least one program that is accredited by a programmatic accreditation. All programmatic accreditations are managed by the Academic Engagement department. Contact [compliance@wgu.edu](mailto:compliance@wgu.edu) for additional information.

## The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study. Your program mentor and course instructors will help you assess your strengths and development needs to establish a study plan.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

## How You Will Interact with Faculty

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

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

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

## Connecting with Other Mentors and Fellow Students

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

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

## Orientation

The WGU Orientation course will introduce you to the fundamentals of WGU’s competency-based education (CBE) and the expectations, policies, and protocols for students enrolled in a WGU degree program. Orientation will introduce you to WGU’s wide range of support resources and success centers.

It also will provide you with study strategies recommended by current students and faculty that will help you succeed as a WGU student. Orientation ends with your first assessment at WGU, providing an opportunity to experience WGU's performance assessment process before you begin your degree-focused coursework. The Orientation course must be completed before you can start your first term at WGU.

## **Transferability of Prior College Coursework**

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. WGU undergraduate programs may accept transfer credits or apply a Requirement Satisfied (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific requirements.

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current.

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

## **Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress**

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

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

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

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. \*Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

## Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you must demonstrate your skills and knowledge by completing each course's assessment(s). You may be asked to demonstrate competency in a course in several different ways, including proctored exams, projects, essays, research papers, and simulations, among others. Certifications verified through third parties may also be included in your program as a way to demonstrate competency. More detailed information about each assessment is provided in the course of study.

## Learning Resources

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

Mobile Compatibility:

The following Student Handbook article provides additional details about the current state of mobile compatibility for learning resources at WGU.

[Mobile Access for Learning Resources](#)

## Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

## Standard Path *for* Bachelor of Science, Project Management

Course Description	CUs	Term
Organizational Behavior	3	1
Foundations of Project Management	3	1
Emotional and Cultural Intelligence	3	1
Giving, Receiving and Incorporating Feedback	3	1
Fundamentals of Spreadsheets and Data Presentations	3	2
Project Scoping and Scheduling	3	2
Principles of Management	4	2
Business Environment Applications I: Business Structures and Legal Environment	2	2
Introduction to Business Accounting	3	3
Budgeting and Cost Control	3	3
Change Management	3	3
Critical Thinking: Reason and Evidence	3	3
Adapting to Ambiguity	3	4
Empathy and Inclusive Collaboration	3	4
Composition: Successful Self-Expression	3	4
Risk Management and Contingency Planning	3	4
Introduction to Communication: Connecting with Others	3	5
Introduction to Business Finance	3	5

Values-Based Leadership	3	5
Stakeholder Communication and Collaboration	3	5
Concepts in Marketing, Sales, and Customer Contact	3	6
Applied Probability and Statistics	3	6
World History: Diverse Cultures and Global Connections	3	6
Applied Professional Experience	3	6
Introduction to Sociology	3	7
Navigating Complex Problems	3	7
Design Thinking for Business	3	7
Legal, Ethical, and Cultural Considerations in Project Management	3	7
Business Environment Applications II: Process, Logistics, and Operations	2	8
Project Management Methodologies	4	8
Integrated Physical Sciences	3	8
Quantitative Analysis For Business	3	8
Business Simulation	4	9
Health, Fitness, and Wellness	4	9
Managing in a Global Business Environment	3	9
Strategic Project Management and Decision Making	3	9

Principles of Economics	3	10
Technology and Ethics: Emerging Trends and Society	3	10
Applied Project Management Capstone	4	10
<b>Total CUs</b>	<b>120</b>	

## Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.

# Areas of Study for Bachelor of Science, Project Management

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

## **Business Management**

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes the culture within an organization to determine how to work effectively within that organization.*
- *The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.*
- *The graduate can describe the effects of specified influences on individual behavior.*
- *The graduate can determine which type of team and team leadership should be used to accomplish a task or project.*
- *The graduate can develop and recommend how to implement effective performance evaluation processes.*
- *The graduate can recommend appropriate principles or techniques for guiding the development of a group.*

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate describes different innovation strategies and the role leaders play in innovation.*
- *The graduate explains how learning organizations develop and how learning organizations and traditional organizations approach change differently.*
- *The graduate explains how organizations diagnose the need for change and the approaches for implementing change.*
- *The graduate explains the strategies, principles, roles, and models for sustaining change.*
- *The graduate explains the various approaches to implementing change and the roles that leaders and other stakeholders fulfill.*
- *The graduate summarizes the theories related to change management.*

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner demonstrates how their leadership abilities, including active listening, influence, and ethical responsibility, solve problems and deliver results within an organization.*
- *The learner describes how interpersonal skills are applied to effectively collaborate, communicate, and lead within a team and across an organization.*
- *The learner explains how the leadership of cultures fosters diversity, inclusion, ethics, and problem-solving.*
- *The learner identifies their personal values, including honesty, integrity, respect, emotional intelligence, and ethical responsibility, to develop self-awareness through self-assessment.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes data through numerical and graphical methods and techniques.*
- *The graduate analyzes projects using the critical path to schedule and control project costs.*
- *The graduate describes common business analytical purposes for quantitative analysis methods.*
- *The graduate uses expected value methods as a decision-making tool.*
- *The graduate uses linear programming, inventory economic ordering optimization models, and graphical representations to make informed decisions.*

## **Project Management**

### **Foundations of Project Management**

Foundations of Project Management provide learners with a comprehensive understanding of core project management principles and practices, emphasizing the alignment of project management processes with organizational goals and structures throughout the project life cycle. Learners will explore the roles and responsibilities of project stakeholders and their impact on project success, learning effective stakeholder engagement strategies and communication techniques. Additionally, learners will develop the skills to determine appropriate project management approaches, tools, and practices based on project characteristics, enabling them to make informed decisions and drive successful project outcomes.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner describes the roles and responsibilities of project stakeholders and their influence on project success.*
- *The learner determines appropriate project management approaches, tools, and practices based on project characteristics.*
- *The learner explains how project management processes align with organizational goals and structures across the project life cycle.*

### **Project Scoping and Scheduling**

In Project Scoping and Scheduling, learners will develop their skills in creating a work breakdown structure (WBS) with defined project activities and interdependencies aligned with project objectives. Learners will master the development of project schedules using critical path method, resource leveling, and scheduling software tools to optimize project timelines and resource allocation. Additionally, the learner will gain expertise in monitoring project schedules, identifying variances, and implementing corrective actions to ensure project progress aligns with the planned schedule, enhancing their ability to effectively manage project timelines and deliver successful project outcomes.

*This course covers the following competencies:*

- *The learner creates a project scope statement that details the project objectives, deliverables, in-scope and out-of-scope*

*items, assumptions, constraints, and acceptance criteria.*

- *The learner develops project schedules using work breakdown structures, critical path method, resource leveling, and scheduling software.*
- *The learner monitors project schedules to identify variances and implement corrective actions.*

## **Budgeting and Cost Control**

The Budgeting and Cost Control in Project Management course equips learners to effectively manage project budgets and control costs throughout the project lifecycle. Learners create accurate project budgets using resource requirements, historical data, and cost estimation techniques, as well as explore techniques for monitoring project costs, analyzing cost variances, and implementing cost control measures to ensure projects stay within budget constraints. Learners will develop the skills necessary to manage project budgets, identify cost variances, and implement cost control measures to ensure project success, emphasizing the importance of change management, risk management, and proactive cost control strategies in achieving project objectives within budget constraints.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner creates a project budget using resource requirements, historical data, and cost estimation techniques.*
- *The learner implements cost control measures to ensure a project stays within budget.*
- *The learner monitors project costs to ensure alignment with the approved budget.*

## **Risk Management and Contingency Planning**

In Risk Management and Contingency Planning, the learner will acquire essential skills in categorizing project risks based on likelihood and potential impact, enabling them to identify and prioritize risks effectively. The learner will perform risk analysis using qualitative and quantitative methods to assess risks, plan appropriate risk responses, and mitigate potential impacts on project outcomes. Additionally, the learner will develop a comprehensive risk management plan that includes monitoring strategies and fallback measures, enhancing their ability to proactively manage risks, ensure project resilience, and optimize project success.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner categorizes project risks based on likelihood and potential impact.*
- *The learner develops a risk management plan that includes monitoring and fallback strategies.*
- *The learner performs risk analysis using qualitative and quantitative methods to plan risk responses.*

## **Stakeholder Communication and Collaboration**

In Stakeholder Communication and Collaboration, the learner will develop a stakeholder communications strategy to effectively engage and inform project stakeholders. Learners will facilitate communication and collaboration among internal and external project stakeholders, fostering strong relationships and promoting project success. Additionally, the learner will explore project management tools to manage stakeholder communication and collaboration, ensuring effective information sharing, feedback mechanisms, and stakeholder engagement throughout the project lifecycle.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner develops a stakeholder communications strategy.*
- *The learner facilitates communication and collaboration among internal and external project stakeholders.*
- *The learner manages stakeholder communication and collaboration using project management tools.*

## **Applied Professional Experience**

This applied experience course provides learners with an immersive, cohesive, project-based experience. Learners apply foundational project management knowledge for an on-the-job early-career project. Through hands-on ownership of planning, and

execution, learners practice tracking performance, managing change, documenting risks and issues, and reporting project status to stakeholders. The course emphasizes professional accountability, and real-world project workflows.

*This course covers the following competencies:*

- *The learner engages in an applied professional experience to build and showcase relevant skills and experience in the project management field.*
- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

## **Legal, Ethical, and Cultural Considerations in Project Management**

In Legal, Ethical, and Cultural Considerations in Project Management, learners will delve into the multifaceted aspects of legal, ethical, and cultural considerations that shape project management practices. By exploring the intersection of legal and regulatory standards with project activities and deliverables, learners will navigate complex compliance issues and risk management strategies. Through engaging discussions on ethical behavior in project leadership and decision-making, learners will cultivate a foundation of integrity and ethical decision-making principles essential for effective project management. Furthermore, learners will explore the impact of cultural considerations on project stakeholder communication, emphasizing the importance of cultural sensitivity and inclusivity in fostering collaborative relationships and ethical decision-making processes within diverse project environments.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies cultural considerations to project stakeholder communication and ethical decision-making.*
- *The learner applies ethical behavior in project leadership and decision making.*
- *The learner applies legal and regulatory standards to project activities and deliverables.*

## **Project Management Methodologies**

In Project Management Methodologies, the learner will explore the intricacies of project management methodologies, delving into the benefits, limitations, and core principles that underpin various approaches. The learner will apply an appropriate project management methodology to effectively plan, execute, and monitor project activities, honing their skills in project management implementation. Additionally, the learner will critically evaluate the benefits and challenges of adopting emerging tools and software in project management, equipping them with the knowledge and adaptability needed to navigate the evolving landscape of project management practices.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies an appropriate project management methodology to manage a project.*
- *The learner evaluates the capabilities, benefits, and tradeoffs of using established and emerging tools and software for project management.*
- *The learner identifies the benefits, limitations, and principles of project management methodologies.*

## **Strategic Project Management and Decision Making**

In Strategic Project Management and Decision-Making, learners will align project approaches with organizational strategy, ensuring maximum value creation and stakeholder satisfaction. Learners will hone their analytical skills to make informed decisions and tackle complex project management challenges within specified constraints. By delving into real-world scenarios, learners will develop the acumen to evaluate complex situations and determine the most efficient and effective course of action, fostering strategic thinking and agility in project management practices.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner applies an appropriate project management methodology to manage a project.*
- *The learner identifies the benefits, limitations, and principles of project management methodologies.*

## Applied Project Management Capstone

In the capstone experience, learners will immerse themselves in a real-world project context, where they will have the opportunity to showcase their project management knowledge, skills, and abilities in a dynamic and practical setting. Through hands-on experiences and projects, learners will demonstrate their ability to navigate complex project challenges, apply strategic thinking, and deliver successful project outcomes. This culminating experience will allow learners to integrate theory with practice, showcasing their growth, creativity, and readiness to excel as project management professionals in diverse and challenging environments.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner synthesizes project management knowledge, skills, and abilities in a real-world project context.*

## **Business Core**

### **Emotional and Cultural Intelligence**

Success in today's workplace requires more than technical skill. It depends on emotional awareness, cultural understanding, and ethical decision-making. This course will help you strengthen your ability to communicate effectively, connect across differences, and lead with empathy. These are not soft skills. They are the professional capabilities employers value most and the human qualities that technology can never replace.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies emotional intelligence (EI) to improve intrapersonal and interpersonal interactions.*
- *The graduate demonstrates cultural intelligence (CI) within multicultural and contemporary business situations.*

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner creates a presentation from a spreadsheet dataset.*
- *The learner performs common spreadsheet tasks requiring basic formatting, formulas, and functions.*
- *The learner prepares data for analysis.*

### **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 planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate can correctly apply principles of human resource management in a given situation.*
- *The graduate can describe how to establish a total quality management program in a product operation and in a service operation.*
- *The graduate can describe how to establish and promote an entrepreneurial emphasis within an organization.*
- *The graduate can explain the strategic planning process.*

- *The graduate can recommend an organizational structure to match a given organization's situation.*
- *The graduate can recommend effective techniques for managing conflict and change.*
- *The graduate responds appropriately to diversity issues in the workplace.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate describes common legal considerations for the creation and operation of a business organization.*
- *The graduate explains how the structure of an organization impacts its effectiveness in the context of critical circumstances.*

## **Introduction to Business Accounting**

Introduction to Business Accounting provides students with an introduction to the discipline of accounting and its context within the business environment. This course will help students gain a fundamental knowledge of the role of financial and managerial accounting and the use of financial statements, budgeting, and managing costs and profits in business. This course is designed for business generalist students. There are no prerequisites for this course.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner explains how costs and profits are managed in business.*
- *The learner explains the basic methods of budgeting in business.*
- *The learner explains the role of financial and managerial accounting in business.*
- *The learner explains the uses of financial statements in business.*

## **Introduction to Business Finance**

Introduction to Business Finance provides students with an introductory look at the discipline of finance and its context within the business environment. This course will help students gain an understanding of the systems, structure, roles, and impact of finance in business. Students will also gain an understanding of the uses of financial ratios, the application of the time value of money concepts, and capital budgeting in business. This course provides the student a business generalist overview of the field of finance. The prerequisite for this course is Introduction to Business Accounting.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner describes capital budgeting.*
- *The learner describes the systems, structure, roles, and impact of finance in business.*
- *The learner describes the uses of financial ratios to manage a business.*
- *The learner explains the application of time value of money concepts to business.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate describes basic elements used in marketing planning.*
- *The graduate describes how strategic marketing influences the overall success of a business.*
- *The graduate identifies personal selling and negotiating strategies within the sales management process.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies change management models to help an organization achieve its goals.*
- *The graduate explains how logistics are important to the operations of a successful organization.*
- *The graduate explains how project management concepts can help an organization achieve its goals.*

## **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.

*This course covers the following competencies:*

- *The graduate applies the competencies from across the business core curriculum, demonstrating the ability to lead the implementation of the mission, strategy, and goals of an organization.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate compares the effectiveness of business strategies in the global business environment.*
- *The graduate defines globalization and its major driving forces.*
- *The graduate describes how financial and operational practices influence global business.*
- *The graduate describes technologies and trends in the global business environment.*
- *The graduate describes the regulatory and ethical aspects of global business.*

## **Principles of Economics**

Principles of Economics introduces students to foundational economic theories on markets and market behavior. This

information is valuable to students pursuing careers involving decision making and is applicable to any industry. This course has three competencies: The Economic Way of Thinking, Microeconomics, and Macroeconomics. In the first, economics is defined, and fundamental economic principles are introduced. Microeconomics develops the supply and demand model and demonstrates how it is used to understand business interactions and to make public policy decisions. The competency includes supply, demand, elasticity, efficiency, market failure, costs, production, and market structure. Macroeconomics focuses on the measurement and performance of the nation economy. The competency includes macroeconomic variables, aggregate supply, aggregate demand, money, monetary policy, fiscal policy, and international trade.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains concepts in macroeconomics used in business and public policy decisions.*
- *The graduate explains concepts in microeconomics used in business and public policy decisions.*
- *The graduate explains fundamental economic principles used in microeconomics and macroeconomics.*

## **Power Skills**

### **Giving, Receiving and Incorporating Feedback**

Giving, Receiving, and Incorporating Feedback introduces students to the skills and strategies used to successfully receive feedback, iterate based on feedback, and provide constructive feedback to others. This course explores personal and professional settings in different contexts, including culturally complex or diverse settings. Students will engage with their peers as they are introduced to self-assessment and reflection as forms of feedback that can help them explore personal interests and preferences as well as professional relationships and networks.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner addresses and incorporates feedback through reflection and iteration.*
- *The learner demonstrates foundational knowledge of self and career pathways and uses that knowledge to identify potential career goals.*
- *The learner leverages networking strategies and best practices to build and harness professional connections and relationships.*
- *The learner provides appropriate and constructive feedback to others.*

### **Adapting to Ambiguity**

Adapting to Ambiguity prepares students to navigate ambiguous situations in uncertain and rapidly changing environments. Students will collaborate with peers as they develop a proactive mindset toward ambiguity and learn how to approach ambiguous situations through adaptability, clarity, and creative problem-solving. This course enables students to apply tools for reframing ambiguous situations, creating a vision for success, planning incremental steps, and adapting to both personal and professional situations as growth opportunities. In addition, students will explore the importance of a professional portfolio and how to curate artifacts for a given purpose and career goal.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner creates a strategic approach to ambiguous situations to foster forward progression.*
- *The learner develops the practice of curating artifacts and articulates how those artifacts demonstrate their educational and professional qualifications and accomplishments.*
- *The learner reframes ambiguous situations as opportunities for innovation or change.*

### **Empathy and Inclusive Collaboration**

Empathy and Inclusive Collaboration guides students toward understanding the value and benefits of culturally diverse groups, identifying their own implicit and explicit biases, and applying strategies to overcome these biases. Students will learn to leverage diverse perspectives, ensure inclusivity, apply empathetic listening strategies, and build collaborative work groups. Students will learn that having multiple perspectives is imperative to being a creative and innovative problem-solver

and developing inclusive solutions. Students will develop an awareness of power disparity, an ability to decentralize their own perspectives, and the knowledge of how to seek deeper context on issues rather than act through implicit bias.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner creates a plan to work with a diversity of identities.*
- *The learner develops strategies for overcoming their own bias.*
- *The learner examines how power structures, economic and social disparity, and interdependencies within global structures influence cultural perspective.*
- *The learner examines their own personal bias and its potential influence when collaborating with others.*

## **Navigating Complex Problems**

Navigating Complex Problems introduces students to problem-solving techniques needed to address organizational challenges and implement solutions for desired results. Students will identify the data required to define complex problems, differentiate between short- and long-term problems, and develop strategies for resolution. Students will focus on root cause analysis, ethics and biases, communications, and the steps to strategically solve problems, while learning how to create an implementation plan for stakeholders.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes data and facts to define a complex problem.*
- *The learner applies problem-solving techniques to address a complex problem.*
- *The learner evaluates the effectiveness of problem-solving techniques in a given context.*

## **General Education**

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner evaluates bias and its impact.*
- *The learner evaluates evidence based on source credibility.*
- *The learner evaluates the quality of an argument.*
- *The learner makes claims based on evidence.*

### **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner composes a written message with language appropriate for cross-cultural communication.*
- *The learner incorporates research to support a position or idea.*
- *The learner incorporates self-expression in written communication.*
- *The learner researches valid and reliable sources.*
- *The learner writes a message using an effective communication approach for a given situation.*
- *The learner writes a reference list.*
- *The learner writes in a professional manner for a given scenario.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner implements appropriate communication styles based on audience and setting.*
- *The learner uses communication strategies for managing conflict.*
- *The learner uses communication strategies to influence others.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate applies principles and methods of probability-based mathematics to explain and solve problems.*
- *The graduate applies the operations, processes, and procedures of basic algebra to evaluate quantitative expressions, and to solve equations and inequalities.*
- *The graduate applies the operations, processes, and procedures of fractions, decimals, and percentages to evaluate quantitative expressions.*
- *The graduate evaluates categorical and quantitative data pertaining to a single variable using appropriate graphical displays and numerical measures.*
- *The graduate evaluates the relationship between two quantitative variables through correlation and regression.*
- *The graduate evaluates the relationship between two variables through interpretation of visual displays and numerical measures.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes the role of human actions in the spread of disease.*
- *The learner differentiates among diverse cultural and religious customs and practices.*
- *The learner explains the factors that contributed to the development of nation states.*
- *The learner explains the factors that contributed to the rise and fall of empires.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate explains how societies are stratified across various social statuses.*
- *The graduate explains major perspectives and key contributors to the development of sociology.*
- *The graduate explains reciprocal relationships between social institutions and individuals.*
- *The graduate explains the constructs of conformity to and deviance from social norms.*
- *The graduate identifies components of culture and socialization as they relate to individuals in society.*

## **Design Thinking for Business**

Design Thinking for Business examines the design thinking methodology for solving complex problems. This course introduces students to design thinking as a human-centered approach to problem-solving and innovation that draws upon empathy and creativity to develop solutions to complex problems. Students will explore the principles and stages of design thinking and analyze the use of design thinking in developing solutions through real-world scenarios.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes problems and solutions using design thinking methodology.*
- *The learner describes the role of design thinking in problem solving.*
- *The learner proposes a solution to a complex problem using design thinking.*

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

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

## **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.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate identifies factors that influence mental, emotional, and social wellness.*
- *The graduate identifies the application of the core competencies of social and emotional learning.*
- *The graduate identifies the influence of disease, fitness, and lifestyle on the body.*
- *The graduate identifies the principles of nutrition and the components of a healthy diet.*

## **Technology and Ethics: Emerging Trends and Society**

Technology and Ethics: Emerging Trends and Society explores the intersection of ethical thinking and technological innovations. A foundational introduction to ethical frameworks is applied to emerging trends in technology, including artificial intelligence, social media, and other forms of digital media. This course examines the impact of technology on our understanding of self, as well as the individual's role in interacting with others in a globalized society. The course helps students gain the ability to recognize ethical actions within the context of current and newly evolving technological landscapes. This course has no prerequisites.

*This course covers the following competencies:*

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The learner analyzes privacy ethics and identity as related to emerging technologies.*
- *The learner applies ethical concepts to emerging technology as it relates to society.*
- *The learner describes ethical decision-making frameworks as applied to technology.*

## Accessibility and Accommodations

Western Governors University (WGU) is committed to providing equal access to its academic programs to all qualified students. WGU's Student Disability Services department supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations in accordance with federal and state statutes and regulations to WGU students and prospective students. Prospective and Enrolled Students may initiate the accommodation process at any time during their enrollment at WGU. To initiate the accommodation process, all potential and current WGU students must complete the secure online Accommodation Request Form located at [https://www.wgu.edu/wgu/ada\\_form](https://www.wgu.edu/wgu/ada_form). The Student Disability Services team can be reached at 1-877- 435-7948 x5922 or at [sds@wgu.edu](mailto:sds@wgu.edu). Additional information on accommodations can be found in the student handbook Accommodations for Students with Disabilities policy.

## Need More Information? WGU Student Services

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