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Program Guidebook

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

Program Code: **BASPEEWA** Catalog Version: **202412** Published Date: **10/23/2024**

The Bachelor of Arts, Special Education and Elementary Education Dual Licensure (BASPEE-WA) is a competency-based degree program that prepares teacher candidates to teach both Special Education (K-12) and Elementary Education (K-8) in the state of Washington. The Special 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 inclusion K-12 classrooms, resource rooms or self-contained classrooms and serve as an elementary teacher who can 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 continuing special education courses for teaching students with special education content and methods of instruction, assessment, and progress monitoring. continuing with specialized courses for special education content and methods of instruction, assessment, and behavioral interventions. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations a..

Understanding the Competency-Based Approach

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

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

The benefit of this competency-based system is that 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 that you possess and can demonstrate—not the number of credits hours on your transcript.

Accreditation

Western Governors University is the only university in the history of American higher education to have earned 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 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.

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

How You Will Interact with Faculty

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

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

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

Connecting with Other Mentors and Fellow Students

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

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

Orientation

The WGU Orientation course 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 will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video- based items. Certifications verified through third parties may also be included in your program. More detailed information about each assessment is provided in each course of study.

External Content & Basic Skills Exams

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

State Licensure Requirements

Some states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to: subject-specific licensure exams, state-specific teacher performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding licensure.

Learning Resources

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

Mobile Compatibility:

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

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

Standard Path

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

Standard Path *for* Bachelor of Arts, Special Education and Elementary Education (Dual Licensure) - WA

Course Description	CUs	Term
The Professional Educator	3	1
Composition: Writing with a Strategy	3	1
Introduction to Communication: Connecting with Others	3	1
Learners and Learning Science	3	1
Composition: Successful Self-Expression	3	2
Integrated Physical Sciences	3	2
Introduction to Systems Thinking and Applications	3	2
Personalized Learning for Inclusive Classrooms	3	2
Creating Positive Learning Environments	3	3
Quantitative Literacy	3	3
Technology and Ethics: Emerging Trends and Society	3	3
Planning Instructional Strategies for Meaningful Learning	3	3
Assessing and Monitoring Student Learning	3	4
Introduction to Biology	3	4
Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
Special Education Law, Policies and Procedures	3	4
American Politics and the US Constitution	3	5
Statistical Data Literacy	3	5
Instructional Technology and Online Pedagogy	3	5
Assessment for Special Education	3	5
Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	3	6
Elementary Literacy Curriculum	3	6
Early Literacy Methods	3	6
Elementary Literacy Methods	3	6
Foundations of Literacy Through Literature	3	7
Literacy Assessment and Interventions	3	7

Course	CUs	Term
Secondary Literacy Methods and Interventions	3	7
Early Clinical in Elementary and Special Education	3	7
Elementary Mathematics Curriculum	3	8
Early Mathematics Methods and Interventions	3	8
Elementary Mathematics Methods and Interventions	3	8
Special Education Curriculum	3	8
Considerations for Instructional Planning for Learners	3	9
Elementary Literacy and Mathematics Strategies and Assistive Technologies	3	9
Secondary Literacy and Mathematics Strategies and Assistive Technologies	3	9
Elementary Science Curriculum	3	9
Elementary Science and Engineering Methods	3	10
Elementary Social Studies Curriculum	3	10
Elementary Social Studies Methods	3	10
Native Histories of the Pacific Northwest	2	10
Pacific Northwest K-12 Integrated Methods	1	10
Elementary Health and Physical Education Methods	3	11
Elementary Fine Arts Methods	3	11
Elementary Disciplinary Literacy	3	11
Advanced Clinical in Elementary and Special Education	3	11
Student Teaching I in Elementary and Special Education	8	12
Student Teaching II in Elementary and Special Education	8	12
Total CUs	149	

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 Arts, Special Education and Elementary Education (Dual Licensure) - WA

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.

Professional Core

The Professional Educator

The Professional Educator prepares WGU students to excel in the exciting and impactful profession of being an educator. Additionally, the course addresses the importance of continuous professional development and ethical considerations in teaching through the School of Education (SOE) Professional Dispositions and Ethics. Upon completion of the course, WGU students will be equipped with the tools and insights needed to continue their professional journey of becoming effective, inspiring, and adaptive educators, capable of making a significant impact in the lives of their students and the broader educational community. (This is not a transferable 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 analyzes the impact of professional dispositions and ethics in engaging with others and making decisions.*
- *The learner examines program requirements, regulations, and the utilization of tools to navigate through the program.*
- *The learner reflects on professional dispositions and ethics in their own education and career.*

Learners and Learning Science

Learners and Learning Science provides WGU students with a deep understanding of the science behind learning processes. This course covers a broad spectrum of topics pertaining to the science of learning, including cognitive development, learning theories, neuroscience in education, and the impact of developmental milestones on learning. Students will explore how these concepts apply to learning environments and educational levels, from early childhood through adolescence. The course emphasizes evidence-based practices and the practical application of learning science principles, equipping students with strategies to enhance learning outcomes and student engagement. This course aims to empower educators to create more effective, inclusive, and engaging learning experiences for all learners.

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 examines how principles of neuroscience are applied in instructional practices.*
- *The learner examines how theories of learning science and learner growth and development influence educational practices.*
- *The learner recommends instructional techniques based on principles of learning science that will positively impact learning.*

Personalized Learning for Inclusive Classrooms

Personalized Learning for Inclusive Classrooms empowers educators to create more inclusive and effective learning environments. This course focuses on the principles and strategies of personalized learning, emphasizing the need to value and support the unique needs, interests, and abilities of each learner. The course provides a foundation for learner characteristics of learners with exceptionalities and other unique learning needs. This course helps candidates develop skills for partnering with parents and families to advocate for all students with exceptionalities, including those impacted by provisions of the Individuals with Disabilities Education Act (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 learners. These factors are also addressed in relation to online and hybrid learning 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 MTSS to address the needs of all students.*
- *The learner examines policies, practices, and legal requirements to inform educator practice.*
- *The learner identifies characteristics of students with various learning needs.*

Creating Positive Learning Environments

Creating Positive Learning Environments delves into the key elements that contribute to creating and maintaining a positive learning atmosphere for educators focused on fostering supportive and productive classroom climates. The course teaches effective communication, classroom norms and routines, and positive behavior supports. Emphasizing the importance of a safe and inclusive environment, the course also explores methods to promote student engagement, collaboration, and mutual respect among all learners. It also addresses the role of mental well-being in learning, exploring trauma-informed and restorative practices, which are addressed in relation to online and hybrid learning environments. Through a blend of theoretical frameworks and practical applications including case studies, Creating Positive Learning Environments teaches learners how to develop and sustain environments that not only enhance academic performance but also support the holistic development of students.

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 the community of care in creating a learning environment that is sensitive to varied experiences and backgrounds.*
- *The learner applies classroom engagement strategies to enhance a positive classroom climate.*
- *The learner plans norms, routines, and classroom expectations to promote a safe, equitable, and productive learning environment.*

Planning Instructional Strategies for Meaningful Learning

Planning Instructional Strategies for Meaningful Learning is a dynamic course designed for educators seeking to deepen their understanding of instructional planning and the execution of educational strategies that foster meaningful learning experiences. This course provides candidates with the knowledge and skills necessary to create engaging and standards-aligned lessons that meet the needs of all students. This course also covers a range of high-leverage instructional practices to increase student learning, engagement, and achievement. Participants will learn to utilize assessments to inform instruction, adapt teaching to accommodate all students, and incorporate technology to enhance learning.

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 application of instructional practices to facilitate mastery of standards and objectives for all students.*
- *The learner analyzes the role of formative and summative assessment in evaluating student learning and planning future instruction.*
- *The learner applies differentiated instructional strategies to address the needs of all students.*
- *The learner plans standards-based instruction.*

Assessing and Monitoring Student Learning

Assessing and Monitoring Student Learning is a targeted course crafted for candidates who aim to enhance their skills in evaluating student progress and educational outcomes. This course provides an in-depth exploration of various assessment techniques, including formative and summative assessments, standardized tests, benchmark assessments, progress monitoring, and alternative assessment strategies. Participants will learn how to design effective assessment tools, interpret data to inform instruction, and provide meaningful feedback to students. This course also provides a foundation of data analysis that supports educators' need to understand data and present data to stakeholders. Candidates will also explore online and digital assessment tools. Assessing and Monitoring Student Learning will prepare learners to align assessments to standards to monitor student learning, assess data, and provide on time and quality feedback.

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 aligns standards, objectives, and assessments within their instructional practices.*
- *The learner analyzes assessment results to determine student learning and inform instructional decisions for a classroom.*
- *The learner applies various assessment types to monitor progress and actively engage students in their own learning.*
- *The learner provides appropriate feedback to increase student learning.*

Instructional Technology and Online Pedagogy

Instructional Technology and Online Pedagogy is an innovative course designed to equip students with the skills to effectively integrate technology in their teaching practices. The course also covers best practices for online pedagogy, assessment and feedback, collaborative learning, and the use of multimedia and interactive elements to enhance learning experiences. With a focus on practical application, students will leave the course ready to create and facilitate compelling, high-quality online learning experiences that meet the needs of today's diverse learners. This course also provides a foundation for supporting digital literacy in K–12 education. In addition, this course prepares students to use technology to improve professional productivity and effectiveness in areas like data analysis and data representations.

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 instructional technologies to facilitate mastery of standards and objectives for all learners.*
- *The learner applies online pedagogy to facilitate student learning experiences.*
- *The learner implements technology solutions to support teacher productivity.*
- *The learner plans instruction focused on building students' digital literacy skills.*

General Education

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. ..

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.

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 constructive feedback of written texts.*
- *The learner constructs a written document with correct format, style, structure, and grammar.*
- *The learner formulates a strategy for editing and revising written text.*
- *The learner incorporates writing strategies and techniques for written communication.*
- *The learner writes with purpose for a given context and target audience.*

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.*

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.*

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.*

Introduction to Systems Thinking and Applications

Introduction to Systems Thinking and Applications 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.

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 complex problems and solutions using a systems thinking methodology.*
- *The learner applies the basic principles and foundational theory of systems thinking to a scenario.*
- *The learner designs a solution to a complex problem using systems thinking.*

Quantitative Literacy

Quantitative Literacy views real-world problems through the lens of quantitative reasoning. The application of quantitative concepts to topics such as financial decisions is explored. Algebraic models and functions, as well as principles of geometry, are reviewed as fundamental ways to explore real-life scenarios. The use of mathematical concepts as a tool for modeling and understanding everyday problems is leveraged to promote students' thinking of math as a useful and relevant tool for many situations and scenarios. Numeracy and quantitative thinking skills are developed through these applications.

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 algebraic models and functions to real-world scenarios.*
- *The learner applies geometric concepts and calculations to solve practical problems.*
- *The learner applies quantitative methods to make financial decisions.*

Technology and Ethics: Emerging Trends and Society

D773 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.*

Introduction to Biology

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

This course covers the following competencies:

- *Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*
- *The graduate analyzes different types of cells based on their structures and biological functions.*
- *The graduate analyzes inter-dependencies of organisms and their environments.*
- *The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*
- *The graduate analyzes the biological basis for and patterns of heredity and gene expression.*
- *The graduate analyzes the characteristics and classifications of living organisms.*

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.

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 the influence of competing political ideologies on the development of the United States government.*
- *The graduate examines the influence of political parties, citizens, and non-governmental organizations on elections and other political processes inside a participatory democracy.*
- *The graduate examines the influence of the media, public opinion, and political discourse on American democracy.*
- *The graduate examines the struggle to balance individual liberty, public order, and state's rights.*
- *The graduate explains how the structure and powers of the United States government interact to form public policy.*

Statistical Data Literacy

D772 Statistical Data Literacy. utilizes concepts in statistics, research, data, and data representation to explore the interpretation of data and their application to decision-making. The course uses real-world scenarios to build upon foundational principles of data collection and description. The use of data to make and explain decisions is also explored. The course also builds on skills of descriptive statistics and graphical depictions of data to help students understand data and make data-based decisions. 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 applies principles of probability to make decisions.*
- *The learner determines the credibility of research and data findings.*
- *The learner interprets data using statistical concepts and graphical depictions.*

Native Histories of the Pacific Northwest

The Native Histories of the Pacific Northwest course explores the cultures, traditions, and governments of the region as told by Native peoples. In this course, learners will explore the long, early histories of the region's diverse tribes and how the environment shaped practices and beliefs. Learners will also discover how contact with European colonists disrupted tribal societies and how Native peoples responded to imperialism and colonization. This course emphasizes the resistance of Native peoples to assimilation efforts, the fight for and preservation of tribal sovereignty, and the continuing activism of Native communities in areas of civil and environmental rights.

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 recent histories, cultures, and governments of Native Peoples and the fight for tribal sovereignty as told by Native peoples.*
- *The learner analyzes the histories, cultures, and governments of Native Peoples, as told by Native peoples, before and immediately after contact with European colonists.*

Special Education

Behavioral Intervention Strategies and Applied Behavior Analysis

Behavioral Intervention Strategies and Applied Behavior Analysis prepares special education teachers to work effectively with

students exhibiting challenging behaviors, with a focus on students with behavioral and emotional exceptionalities. This course provides an overview of behavior disorders and their characteristics, as well as appropriate research-based intervention strategies, including positive behavior intervention and supports, multitiered systems of support (MTSS), applied behavior analysis, replacement behavior, and reinforcement strategies, culturally responsive practices, and data collection and assessment methods. After completing this course, learners 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, functional behavior assessment (FBA), and the creation and monitoring of behavioral improvement plans (BIP) that can be implemented in an authentic learning 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 learner applies a range of preventative and responsive evidence-based practices in an ongoing collaboration to support the social, emotional, and educational well-being of students with emotional and behavioral exceptionalities.*
- *The learner interprets data from a Functional Behavior Assessment (FBA) that assists in the development of a Behavior Improvement Plan (BIP) for the behavioral support of students with various cultural and linguistic backgrounds.*

Special Education Law, Policies and Procedures

Special Education Law, Policies, and Procedures prepares special education teachers to practice within legal and ethical guidelines as they navigate the Special Education processes, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and professional practice standards of the Council for Exceptional Children (CEC), which guides candidates to act in a professionally conscientious manner. Candidates will explore special education legal foundations and case laws to apply legal foundations and ethical practices in special education process compliance.

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 ethical principles and professional practice standards to manage legal responsibilities when working with individuals with exceptionalities.*
- *The learner applies laws, key special education cases, and policies to comply with federal level Free and Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) for individuals with exceptionalities.*

Assessment for Special Education

Assessment for Special Education prepares special education teachers to use multiple methods of assessment and data sources in making educational decisions concerning the student and their 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 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 a variety of data sources to inform the selection and development of formal, informal, and standardized measures that assess and monitor individuals with possible exceptionalities.*
- *The learner communicates the results of the student evaluation process related to measurable outcomes.*
- *The learner interprets assessment results to inform educational decisions for individuals with exceptionalities.*

Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff

Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff prepares special education teachers to collaborate effectively with parents, school staff, and other professionals to plan programs and access services for students with exceptionalities. This includes applying culturally responsive communication strategies within school, educational settings, and the community. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Plan (IEP) and transition planning

processes. The learner will create an IEP and then engage in a simulated IEP annual review where they will practice effective communication and collaboration skills 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 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 collaborates with other staff, communities, and parents to create an individualized education Plan (IEP), including the Individual Transition Plan (ITP), for students with exceptionalities.*
- *The learner communicates with stakeholders in a school setting to build consensus, meet goals, and promote culturally responsive communication.*
- *The learner coordinates with other professionals and families of students with exceptionalities to foster advocacy, facilitate connection with available resources, and promote culturally responsive communication.*

Special Education Curriculum

Special Education Curriculum is designed for candidates who plan to teach in a special education program at any grade level from kindergarten through grade 12. This course reviews the basic principles of special education and their application in realistic situations. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities which align to CEC Standards.

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 and interprets curriculum-based assessments and results to communicate learner needs and how to address technology, support of transition goals, and intervention strategies for at-risk learners.*
  those needs using individualized instructional strategies and techniques to further student success, including assistive
- *The learner analyzes characteristics of learners and the factors that impact student development to promote better instruction and success through effective lesson plans, behavior management strategies, and a safe classroom environment.*
- *The learner applies federal regulations in special education, including referral processes, rights safeguards, and legislation regulating Least Restrictive Environment (LRE), Multi-tiered System of Support (MTSS), and the Individualized Education Plan (IEP).*

Considerations for Instructional Planning for Learners

Considerations for Instructional Planning for Learners is designed to introduce special education teachers 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 paraprofessionals; 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 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 how data is used in the special education classroom to intensify instructional strategies and interventions for students with mild to moderate exceptionalities.*
- *The learner applies cognitive strategies that support memory, attention, self-regulation, self-determination, and independence.*
- *The learner uses systematic instruction to apply evidence-based instructional strategies and prompting procedures that enhance instruction and maximize the academic gains of students with exceptionalities.*

Elementary Literacy and Mathematics Strategies and Assistive Technologies

Elementary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress

monitoring and evidence-based instructional practices appropriate for elementary students with exceptionalities. 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 learners to incorporate intensive instructional strategies and practice making accommodations that include assistive technologies to elementary math and English language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals.

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 mathematics strategies and interventions for elementary students with mild to moderate exceptionalities to measure progress toward individualized education plan (IEP) goals and adjust instruction as needed.*
- *The learner implements reading and writing strategies and interventions for elementary students with mild to moderate exceptionalities to measure progress toward individualized education plan (IEP) goals and adjust instruction as needed.*
- *The learner integrates assistive technologies for student needs in an elementary setting by researching and selecting a technology, demonstrating how the technology is used, and teaching students how to use the technology.*

Secondary Literacy and Mathematics Strategies and Assistive Technologies

Secondary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for use with secondary students with exceptionalities. This course focuses on intensive instruction and accommodation that includes assistive technology to secondary lesson plans. Learners will apply strategies to develop student critical thinking and problem-solving skills. Learners will assess and measure student progress towards the Individualized Education Program (IEP) and transition goals for post-secondary and career preparation.

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 math strategies and interventions for secondary students with mild to moderate exceptionalities to address targeted deficits and regularly assesses those learned skills to measure progress toward individualized education instruction as needed.*
  plan (IEP) goals, including the individual transition plan (ITP) for moving to post-secondary education, and adjust
- *The learner implements reading and writing strategies and interventions for secondary students with mild to moderate education, and adjust instruction as needed.*
  exceptionalities to address targeted deficits and regularly assesses those learned skills to measure progress toward individualized education plan (IEP) goals, including the individual transition plan (ITP) for moving to post-secondary
- *The learner integrates assistive technologies for student needs in a secondary setting by researching and selecting a technology, demonstrating how the technology is used, and teaching students how to use the technology.*

Elementary Education

Elementary Literacy Curriculum

Elementary Literacy Curriculum is a comprehensive course that deepens an educator's knowledge of language acquisition and progressively complex concepts and skills surrounding literacy. This course explores critical elements of the science of reading and writing, including applying key theories and research used to support the development of literacy, evaluating diverse resources, and utilizing purposeful oral, written, and digital communication in elementary curriculum. Candidates delve into the foundational aspects of literacy, including phonological awareness, phonics, word analysis, fluency, and comprehension, while also gaining insights into how these elements shape and influence literacy development. This dynamic course empowers educators to create a solid foundation for students' literacy skills and a lifelong love of reading and writing within various learning 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 analyzes elementary content standards and resources in literacy.*

- *The learner analyzes elements of literacy critical for communication.*
- *The learner analyzes the central concepts and structures in writing and the development of effective writing skills.*
- *The learner analyzes the role of phonological awareness, phonics, word analysis, fluency, and comprehension in literacy development.*
- *The learner describes key features of texts across genres.*

Early Literacy Methods

Early Literacy Methods is a specialized course designed for educators and professionals passionate about nurturing literacy skills in young children. This course offers an in-depth exploration of the foundational concepts and practices essential for promoting literacy development in early childhood through the science of reading. Emphasizing the critical development in grades PK to third grade, the curriculum covers topics such as phonemic awareness, language acquisition, and emergent reading and writing skills. Candidates learn how to create stimulating and inclusive literacy environments, use developmentally appropriate materials, and engage with a variety of high-quality core instruction as part of Tier 1 multi-tiered systems of support and assessment (MTSS) suited to the various needs of young learners, including learners with dyslexia. Additionally, the course incorporates the latest research in early childhood literacy focusing on the science of reading and best practices for how children learn to read and write. Through a blend of theoretical knowledge and practical application, this course aims to prepare candidates with the tools to effectively guide and inspire early literacy development in their classrooms.

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 components of literacy acquisition and the development progression of those components for grades PK-3.*
- *The learner analyzes literacy instructional practices at the PK-3 level by designing experiences to meet rigorous learning goals for all learners.*
- *The learner applies theories and research related to the science of reading to instructional decisions.*

Elementary Literacy Methods

Elementary Literacy Methods is an engaging and comprehensive course designed for aspiring educators, focusing on the development of effective literacy teaching strategies for elementary-level students. This course reviews the fundamental principles of literacy education through science of reading, but takes a more specialized focus on vocabulary development, reading comprehension, and the deeply complex literacy skills developed in grades 4 to 6. Candidates explore a variety of instructional approaches and materials tailored to support all learners in the elementary classroom, including learners with dyslexia. This exposure will assist candidates in using Tier 1 multi-tiered systems of support and assessment (MTSS) for planning and implementing literacy lessons, selecting appropriate resources, and assessing student progress.

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 components of reading acquisition and writing acquisition and the development progression of those components for elementary grades.*
- *The learner plans literacy instruction and assessment at the 4-6 level by designing experiences to meet rigorous learning goals for all learners.*

Foundations of Literacy Through Literature

Foundations of Literacy through Literature is an enriching course designed for educators and literacy enthusiasts, focusing on the exploration and utilization of literature to foster growth in the skills and concepts necessary for reading. This course delves into the role of varied and age-appropriate literary works in the science of reading to develop reading, writing, speaking, and listening abilities in learners. Students examine a broad range of genres to understand how different texts can be used to enhance vocabulary, comprehension, and critical thinking. This analysis allows the candidate to not only successfully integrate literature into meaningful instruction, but it is designed to cultivate a deep appreciation for reading itself. The curriculum emphasizes interactive and creative teaching strategies to engage learners effectively and integrate culture into their literacy instruction. The candidate is given real-world examples for how to create an inclusive

environment that respects and celebrates different perspectives through quality text. By the end of the course, students are prepared with the knowledge and practical skills to use literature as a powerful tool in the development of comprehensive literacy 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 analyzes key features of varied texts to evaluate text selection.*
- *The learner demonstrates strategies based on the science of reading to deepen student understanding of varied texts.*
- *The learner develops learning experiences that integrate children's literature with various representations.*

Literacy Assessment and Interventions

Literacy Assessment and Interventions is an essential course for candidates to enhance their skills in identifying and addressing literacy challenges in all student populations, including students with dyslexia, through Tier1, Tier 2, and Tier 3 multi-tiered systems of support and assessment (MTSS). This course reviews the science of reading associated with a wide range of assessments and techniques used to evaluate reading, writing, speaking, and listening skills. Students learn to administer and interpret assessments, using the data to identify specific literacy needs and learning gaps. A significant focus of the course is on designing and implementing targeted intervention strategies to support student learning in areas, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary development. By exploring and implementing actionable steps to monitor student progress, candidates gain expertise in improving literacy outcomes for all learners.

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 assesses literacy skills through various diagnostic tools.*
- *The learner interprets assessment results to plan interventions for student success in literacy.*
- *The learner provides feedback and communication on student progress in literacy development.*

Elementary Mathematics Curriculum

Elementary Mathematics Curriculum is a detailed and practical course designed for educators who seek to expand their knowledge of the mathematics curriculum in elementary classrooms. This course provides the essential mathematical concepts suitable for young learners, including numbers, operations, and algebraic thinking, spanning through the domains of geometry, measurement, data, statistics, and probability. Emphasis is placed on engaging with a curriculum that not only aligns with educational standards but also nurtures a love for mathematics. By the end of this course, candidates are provided with the tools and confidence to foster a strong mathematical foundation in their elementary students.

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 elementary content standards and resources in mathematics.*
- *The learner explains major concepts in data, statistics, and probability.*
- *The learner explains major concepts in geometry and measurement.*
- *The learner explains major concepts in numbers, operations, and algebraic thinking.*

Early Mathematics Methods and Interventions

Early Mathematics Methods and Interventions is a comprehensive course designed for educators focused on advancing mathematics education in the early elementary grades. This course emphasizes innovative and research-based teaching methods for developing mathematical understanding in young children, particularly in the crucial developmental stages in PK through the early elementary grades Participants will explore a variety of instructional strategies to support conceptual understanding and procedural fluency in areas such as number sense, basic operations, and early problem-solving skills. A significant aspect of the course involves identifying and addressing learning needs through targeted interventions, personalized instruction, and the use of manipulatives and digital tools. The curriculum also highlights the importance of creating an engaging and inclusive learning environment that encourages exploration and curiosity in mathematics. By integrating

assessment techniques and thoughtful learning experiences, this course aims to provide educators with the skills to effectively nurture early mathematical abilities and lay a strong foundation for future academic success in mathematics.

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 interventions and differentiation methods to support learning in mathematics.*
- *The learner applies the science of math for developing mathematical understanding in students grades PK–3.*
- *The learner develops learning activities to engage students in mathematical thinking.*
- *The learner intentionally integrates digital and nondigital resources and manipulatives for enhancing mathematics instruction.*

Elementary Mathematics Methods and Interventions

Elementary Mathematics Methods and Interventions is an engaging course crafted for educators who are dedicated to strengthening and enriching the mathematics education of elementary students. This course focuses on practical, research-supported strategies for teaching essential mathematical concepts, including number operations, geometry, measurement, and data analysis. This course includes resources for all elementary grade levels with a significant focus on grades 3 to 6. Participants learn to identify and assess students' mathematical understanding, create differentiated learning experiences, and implement effective interventions for diverse learner needs. Emphasis is placed on constructing a classroom environment that promotes mathematical curiosity, problem-solving, meaningful discourse, and a growth mindset. Students acquire the skills to build authentic mathematics experiences that caters to the varied needs of all students, setting a firm foundation for their future academic success in mathematics.

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 math progress for providing feedback and differentiating learning.*
- *The learner applies the science of math for developing mathematical understanding in grades K–6.*
- *The learner implements learning activities to engage students in mathematical thinking.*

Elementary Science Curriculum

Elementary Science Curriculum is a comprehensive course that provides an in-depth look at the development and implementation of a robust, inquiry-based science curriculum that aligns with current educational standards and best practices. Participants explore key concepts in teaching science to young learners, including major concepts within the Earth, life, and physical sciences. The curriculum emphasizes the importance of cross-cutting concepts, science and engineering practices, and disciplinary core ideas in elementary science education to support students' conceptual understanding. By the end of the course, educators are prepared with the foundational knowledge and tools necessary to inspire a lifelong interest in science among their students.

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 elementary content standards and resources in science.*
- *The learner explains major concepts within the earth sciences.*
- *The learner explains major concepts within the life sciences.*
- *The learner explains major concepts within the physical sciences.*

Elementary Science and Engineering Methods

Elementary Science and Engineering Methods is a dynamic and forward-thinking course designed for educators who aim to integrate science and engineering practices into their elementary classroom. This course focuses on the foundational methods of teaching science and engineering concepts, emphasizing hands-on, experiential learning. Students explore effective strategies for fostering inquiry, creativity, and critical thinking among young learners through science experiences, engineering projects, and the use of technology. The curriculum covers key topics such as the three-dimensional learning

approach and scientific literacy and the nature of science. Through intentional instructional decision-making and reflective practice, educators learn to create an inclusive, stimulating, and safe learning environment that encourages students to explore, question, innovate, and participate in productive discourse in the fields of science and engineering.

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 science instruction to support inquiry-based practice using the three-dimensional learning approach to science.*
- *The learner designs learning activities based on principles of engineering.*
- *The learner supports the development of scientific literacy with intentionally selected instructional strategies for all learners.*

Elementary Social Studies Curriculum

Elementary Social Studies Curriculum is a thorough course tailored for educators looking to develop and implement a rich, engaging social studies curriculum for elementary-aged students. This course offers an in-depth examination of the key concepts and themes essential for teaching social studies effectively at the elementary level. Emphasizing a multidisciplinary approach, the curriculum covers history, geography, civics, economics, and culture, ensuring a well-rounded understanding of the subject. Additionally, it addresses the incorporation of standards into curriculum planning and the promotion of civic engagement among young learners. Through a blend of theoretical knowledge, this course aims to prepare educators with the tools necessary to align instructional strategies with social studies standards in meaningful ways.

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 elementary content standards and resources in social studies.*
- *The learner explains major concepts within geography, anthropology, and sociology.*
- *The learner explains major concepts within U.S. history, government, and civics.*
- *The learner explains major concepts within world history and economics.*

Elementary Social Studies Methods

Elementary Social Studies Methods is a specialized course designed for learning effective and innovative methods for teaching social studies at the elementary level. This course delves into the best practices for introducing young learners to the complexities of history, geography, civics, economics, and culture. It emphasizes creating engaging, meaningful, and developmentally appropriate learning experiences that foster critical thinking, empathy, and a deeper understanding of the world. This in-depth view of civic engagement fosters effective collaboration and dialogue surrounding the influence of these concepts on our world today. Students learn how to design instruction using themes, concepts, and modes of inquiry throughout the social studies disciplines. By the end of this course, educators gain the skills necessary to inspire a passion for social studies and prepare students to be informed, thoughtful citizens.

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 strategies for promoting civic dialogue of authentic social studies experiences.*
- *The learner demonstrates effective instructional strategies that draw upon knowledge of social studies content, curriculum, cross-disciplinary skills, and pedagogy to provide an equitable and inclusive learning experience.*
- *The learner designs instruction using themes, concepts, and modes of inquiry throughout the social studies disciplines.*

Elementary Health and Physical Education Methods

Elementary Health and Physical Education Methods is a course designed to provide educators with the knowledge and techniques to deliver effective and comprehensive health and physical education (PE) experiences in elementary schools. This course covers a spectrum of topics, from fundamental movement skills to the promotion of lifelong health and wellness habits among young learners. Students engage with current pedagogical approaches that emphasize the integration of health and physical

education across various subjects. The curriculum aims to address the needs of all students, fostering an inclusive environment that supports physical, mental, emotional, and social health. Future educators also learn how to assess student progress in physical education and incorporate technology to enhance learning experiences. By the end of this course, participants are prepared to inspire and motivate elementary students to lead active, healthy lifestyles and to implement a health and PE curriculum.

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 basic concepts in health and physical education.*
- *The learner develops instructional activities related to physical and health education.*
- *The learner integrates learning about physical, cognitive, emotional, and social health with intentional instructional decisions.*

Elementary Fine Arts Methods

Elementary Fine Arts Methods is a vibrant course designed for educators who wish to integrate the fine arts into the elementary classroom. This course examines the best practices for teaching elements of the fine arts to young learners. Educators explore a variety of instructional strategies to engage all learners, including activities developmentally appropriate and culturally responsive. The curriculum also involves using the creative process and integrating with other content areas. By the end of the course, educators are equipped to foster an enriching arts environment that encourages students to explore their creative potential.

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 creative process as it relates to fine arts instruction.*
- *The learner identifies elements of fine arts in dance, drama, music, and the visual arts.*
- *The learner plans instruction in visual arts and music integrated with other disciplines.*

Elementary Disciplinary Literacy

Elementary Disciplinary Literacy is an innovative course designed for candidates seeking to deepen their understanding and application of literacy skills within specific academic disciplines. This course focuses on the unique literacy demands of content disciplines, exploring how reading, writing, speaking, and listening are used differently in each domain. Students investigate the specialized language structures and text features inherent to each discipline and learn strategies to help learners navigate and master these complexities. The curriculum emphasizes the development of skills through the science of reading that enable candidates to guide learners in critically engaging with and producing disciplinary texts. Candidates also explore ways to integrate technology and digital literacy into their teaching practices, enhancing students' ability to access, interpret, and share discipline-specific information. Through a blend of research-based evidence and authentic learning activities using structured literacy practices, this course aims to give educators the skills needed to effectively teach disciplinary literacy, thereby improving student achievement and content understanding across all areas of study.

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 effective implementation of literacy strategies across disciplines.*
- *The learner designs learning activities that incorporate literacy to increase learning across disciplines.*
- *The learner plans authentic writing activities to promote understanding of discipline-specific content.*

Pedagogy and Teaching Methods

Secondary Literacy Methods and Interventions

Secondary Literacy Methods & Interventions utilizes MTSS to equip educators with evidence-based strategies to address adolescents' reading challenges through the Multi-Tiered System of Supports Model. Candidates learn to identify, monitor, and provide differentiated instruction, integrating screening tools and progress monitoring to enhance comprehension. The course emphasizes the development of personalized intervention plans while utilizing reading assessments for informed instructional

decisions. By completion, candidates compile intervention strategies supporting learners across MTSS tiers, fostering inclusive environments for academic 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 applies science of reading research methods to literacy instruction to further academic success.*
- *The learner integrates effective, evidence-based screening tools, intervention strategies, and progress monitoring tools to help students improve academic progress and acquisition of literacy skills.*

Clinical Experiences

Early Clinical in Elementary and Special Education

Early Clinical Experiences is a pivotal course designed to bridge the gap between theoretical knowledge and practical teaching skills. This course offers aspiring educators an immersive experience in real classroom settings under the mentorship of experienced teachers. Candidates engage in a range of activities, including observation, to develop a deeper understanding of classroom dynamics, student engagement, and effective instructional strategies. Emphasizing reflective practice, the course encourages participants to analyze their experiences, integrate feedback, and adapt their teaching methods accordingly. This experiential learning approach equips future teachers with the confidence and competence necessary to foster a positive and impactful learning environment for their students.

This course covers the following competencies:

- *The learner applies instructional strategies that draw upon knowledge of content and pedagogy.*
- *The learner reflects on professional dispositions and ethics in their chosen education profession.*
- *The learner reflects on the Early Clinical teaching experience.*

Advanced Clinical in Elementary and Special Education

Advanced Clinical provides aspiring educators with real-world classroom experience. This course emphasizes the importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education.
This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

This course covers the following competencies:

- *The learner applies knowledge of their students' learning and developmental patterns in their instructional practices.*
- *The learner demonstrates application of content in the planning, learning, and assessment cycle in a pedagogical performance assessment.*
- *The learner reflects on growth in the professional dispositions and ethics in their chosen education profession.*
- *The learner reflects on the Advanced Clinical teaching experience.*

Education

Pacific Northwest K-12 Integrated Methods

Pacific Northwest K-12 Integrated Methods provides learners with the knowledge and skills necessary to create engaging and standards-aligned learning activities that integrate curricula within various content areas. Learners will apply best practices in integrating curriculum. This course will help learners design content-specific instruction that integrates the Since Time Immemorial curriculum.

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 integrated learning experiences that incorporate Native perspectives.*

Student Teaching

Student Teaching I in Elementary and Special Education

Student Teaching I is the first part of a two-part series and is a mandatory course for all candidates seeking initial licensure. This course provides a supervised classroom experience in a real-world setting, allowing candidates to demonstrate

and reflect upon professional ethics and dispositions, collaborate with experienced teachers, and implement instructional strategies rooted in students' learning and developmental patterns. Building on the responsibilities and skills developed in Advanced Clinical, candidates will receive ongoing feedback through observations and evaluations. Feedback will encourage candidates to reflect on their commitment to professional practices as educators, analyze and adjust teaching methods, and explore new teaching materials and methods that are culturally relevant. Additionally, the course features synchronous learning sessions that delve into communication and collaboration, accepting feedback, creating positive learning environments, and technology and online learning. Candidates must attend the required synchronous learning sessions in addition to their classroom placement.

This course covers the following competencies:

- *The learner demonstrates effective instructional strategies and assessments that draw upon knowledge of content and pedagogy.*
- *The learner demonstrates effective practices that support professional and instructional improvement through reflection and collaboration.*
- *The learner demonstrates knowledge of their students' learning and developmental patterns in their instructional practices.*
- *The learner demonstrates professional dispositions and ethics.*
- *The learner reflects on their instructional practice.*

Student Teaching II in Elementary and Special Education

Student Teaching II is the final part of a two-part series and is a mandatory course for all candidates seeking initial licensure. The course offers a supervised classroom experience in a real-world setting, allowing candidates to demonstrate professional ethics and dispositions, collaborate with experienced teachers, and implement instructional strategies. Building on the responsibilities and skills developed in Student Teaching I, candidates receive ongoing feedback through observations and a final evaluation. This evaluation assesses activities' relevance and cultural engagement, the effectiveness of teaching each student, the ability to analyze and adjust teaching methods, and the willingness to explore new materials and methods. Successful completion of Student Teaching II is a crucial step in the licensure process, as it determines eligibility for licensure as a professional educator. Additionally, the course features synchronous learning sessions that delve into professional development topics such as professional growth opportunities, ethical decision making, and self-care. Candidates must attend the required synchronous learning sessions in addition to their classroom placement.

This course covers the following competencies:

- *The learner demonstrates an ongoing commitment to effective practices that support professional and instructional improvement through reflection and collaboration.*
- *The learner implements effective instructional strategies and assessments that draw upon knowledge of content and pedagogy.*
- *The learner implements knowledge of their students' learning and developmental patterns in their instructional practices.*
- *The learner implements professional dispositions.*
- *The learner reflects on their practice to create a professional development plan.*

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. Potential and current students needing to request accommodation(s) are encouraged to contact Student Disability Services to initiate the request. 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*. Potential and current students can reach the Student Disability Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MT at 1-877- 435-7948 x5922 or at *sds@wgu.edu*.

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*. 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.