Disclaimer: As a wholly online university, Western Governors University (WGU) maintains information on its public Web site (http://www.wgu.edu), which serves as its catalog and provides detailed, up-to-date, and accurate information about the University, including program offerings and degrees, admission requirements, tuition and fees, student services, university accreditation, governance, and other critical information for prospective and enrolled students. WGU maintains the public Web site as the university’s catalog of record and contract for catalog rights purposes. We produce a single-file compendium (this document) at least annually to comply with the regulations of those states that require it. Information in this document is subject to change without prior notice. Although every reasonable effort is made to present current and accurate information in this compendium, Western Governors University makes no guarantees of any kind.
“Your Personal Degree Plan” .............................................................................................................. 19
How Your Degree Plan Works ............................................................................................................. 19
Term Enrollment ...................................................................................................................................... 20
Start and End Dates ............................................................................................................................... 20

Policy on Student Conduct; Cause for Dismissal; Conditions on Readmissions.................. 20

Rights and Responsibilities ................................................................................................................... 21
Academic Authenticity .......................................................................................................................... 21
Code of Student Conduct .................................................................................................................... 21

Description of Each Program Offered .............................................................................................. 29
WGU public Web Site Link to All Programs ......................................................................................... 30
Bachelor of Science in Nursing (Prelicensure) ..................................................................................... 30

Course Descriptions ........................................................................................................................... 32

Alumni and Career Services .............................................................................................................. 37
Delivery of Services ............................................................................................................................. 37
Resources for Students/Graduates ..................................................................................................... 37

ADA Support Services ....................................................................................................................... 38

Description of the Facilities and Equipment Used for Educational Programs .................... 39
How You’ll Complete Your Degree ..................................................................................................... 39
Computer System Requirements .......................................................................................................... 40

Records and Academic Services ...................................................................................................... 40
Policy for Granting Credit for Previous Education, Training, and Experience ......................... 40
General Transfer Guidelines .............................................................................................................. 40
Taken Some Courses or Completed Your Degree? .......................................................................... 40

Program Specific Transfer Guidelines .............................................................................................. 41
Health Professions Guidelines ........................................................................................................... 41
Transferring from WGU ....................................................................................................................... 41

Refund and Cancellation Policy and Procedures .......................................................................... 41
From the Web site: ................................................................................................................................. 41
When do new terms begin? .................................................................................................................. 42
Is tuition refundable if I withdraw? ...................................................................................................... 42
Tuition and Fees Refund ....................................................................................................................... 42
Determining Withdrawal Dates ........................................................................................................... 42
Calculating the Refund ......................................................................................................................... 42
Refunds .................................................................................................................................................. 42
Tuition Refund Appeal .......................................................................................................................... 42

Student Grievance and Complaint Procedure .................................................................................. 42
Grievance and Complaint Procedure ................................................................................................. 43
Catalog number and publication dates are not applicable to the WGU electronic catalog, which is updated regularly to maintain ongoing Web site accuracy and relevance. The volume number and publication date for the printed catalog are:

Volume Number: 1

Publication Date: August 25, 2014
Introduction to the Western Governors University & CA BSRN Catalog

As a wholly online university, Western Governors University (WGU) maintains information on its public Web site (http://www.wgu.edu), which serves as its catalog and provides detailed, up-to-date, and accurate information about the University, including program offerings and degrees, admission requirements, tuition and fees, student services, university accreditation, governance, and other critical information for prospective and enrolled students.

WGU maintains the public Web site as the university’s catalog of record and contract for catalog rights purposes. We produce a single-file compendium (this document) at least annually to comply with the regulations of those states that require it.

The required catalog information is copied and pasted directly from the WGU web site, Student Handbook, Program Guide Books, or other relevant WGU sources. Together, these topics and source materials constitute the Western Governors University Institutional Catalog.

The catalog information is presented in the following format:

Descriptions, summary of presented information, items of contextual support or explanations, presented in underlined, bold, navy, italic print, are offered primarily when the WGU online competency-based model and terminology may need clarification.

Web site hyperlinks, where applicable, will appear in underlined, blue print, e.g. http://www.wgu.edu

Electronic Table of Contents

The Web site tabs, menus, and hyperlinks on the public Web site http://www.wgu.edu serve as the electronic catalog’s “table of contents”.

The Web site tabs, menus, and hyperlinks on the public Web site http://www.wgu.edu serve as the electronic catalog’s “table of contents”.

http://www.wgu.edu
Western Governors University Overview

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

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

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

An Online University with a Mission

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

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

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

About Our Students

Today’s WGU student body is quite diverse. WGU has students in all 50 states and serves active-duty military personnel and their spouses at overseas military installations. The average age of the WGU student is about 36 with an age range from the 20s to the 60s.

WGU students come from urban, suburban, and rural areas. Most are working full-time or part-time jobs while they are students. Most students who are pursuing a bachelor’s degree already have some college experience.

Competency-based Education

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

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

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

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

- Assignments involving problem-solving in science or information technology;
- Computerized math examinations consisting of 50 multiple-choice, matching, and other question types;
- Projects requiring the student to design a lesson plan about American history;
- Reflection essays about case studies; and
- Research papers on particular topics within the student’s field.

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

Accreditation

Accreditation is important for the following reasons:

- Proof that outside evaluators have carefully reviewed an institution’s programs and policies
- Credits are more likely to be transferable to other accredited institutions
- Degree is more likely to be recognized by colleges and employers as a legitimate credential.

WGU continues to be an institution with a broad focus and a mission to expand access to higher education. Accreditation is one of the many ways in which we ensure success as a WGU Graduate.

Regional Accreditation

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

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

CCNE Accredited

WGU’s nursing degree programs are currently accredited by the Commission for Collegiate Nursing Education (CCNE).

CAHIIM Accredited

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

Governance

WGU is governed by the Board of Trustees consisting of educators, industry leaders, and state governors. In addition, WGU continues to draw support (although no state funding) from the Governors of the Member States that were instrumental in the founding of WGU.
The following link provides information about the Board of Trustees, including chairman and directors, National Advisory Board and other University Governance bodies: http://www.wgu.edu/about_WGU/governors_industry

Board of Trustees

As of April 2014, the trustees are:

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

Frank Alvarez
President & CEO
The Hispanic Scholarship Fund

Dr. Therese (Terry) Crane
President
Crane Associates

Dr. Emily S. DeRocco
Principal, E3 Engage Educate Employ

Robert Evanson
Former President
McGraw Hill Education

The Honorable John Hickenlooper
Governor
State of Colorado

Tammy Johns
CEO
Strategy & Talent

Dr. Robert W. Mendenhall
President
Western Governors University

Lenny Mendonca
Director of Firm Knowledge
McKinsey Global Knowledge

David Simmons
President
Simmons Media Group

Dr. Samuel H. Smith
President Emeritus
Washington State University

Dr. Blenda Wilson
Former President
California State University, Northridge

National Advisory Board

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

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

Academic Program Governance

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

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

For a listing of members of the Academic Leadership, Assessment Council, Health Professions Program Council, Liberal Arts Program Council, Business Program Council, Information Technology Program Council, Education Program Council, please see links available at www.wgu.edu/about_WGU/governors_industry

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

In concurrence with this disaggregated model, the jobs of individual WGU faculty members focus on single aspects of candidates’ academic experience. Within WGU, there are several essential faculty roles and associated tasks:

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

Student Mentors
For each student the primary faculty support is a personally assigned Student Mentor. The role of the Student Mentor is to provide continuous academic support from the moment an individual becomes a student to the time he or she graduates. This involves regularly scheduled academic progress conversations weekly or biweekly and active involvement in other aspects of the student’s academic career. While not an expert in all subjects, the student mentor guides the student through the overall program and offers coaching and practical advice.

Faculty Directory
**WGU Faculty members are listed in the Student Portal Web site, which cannot be accessed without a student or faculty username and password. We provide the link to this site just to demonstrate how students would access such a list.**

http://web3.wgu.edu/wgu/about/faculty_staff_directory.asp.

Institutional Calendar
**The traditional academic calendar with limited enrollment periods, holidays, and other significant dates is not applicable. In the WGU continuous-enrollment model, new groups of students start every month.**
Students can access learning resources, schedule assessments, view grader notes, and complete online performance assessments any time day or night, without regard to holidays and other significant dates. More information can be found at http://www.wgu.edu/admissions/requirements

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

A "term" at WGU is six months in length. The six months that make up a term are based on when a student begins their program. (For example, if one begins their program March 1st, their first term lasts from March 1st to August 31st. Their second term would begin September 1st.)

Tuition is billed at a flat rate every term. **Students pay for the time, not by credit hour or by course.**

Steps to Apply for Admission
- Fill out Application for Admission
- Have earned a high school diploma, GED, or provide equivalent
- Submit official transcripts of all prior academic work completed at community colleges, colleges, or universities attended

NOTE: If, for some reason, students are unable or do not wish to send prior transcripts, Enrollment Counselors or Admissions Counselor can counsel them on available options
- Must be at least 16 years of age
- Students also may need to submit proof of any specific professional certifications. These may help clear specific degree requirements
- See the Program-Specific Admissions Requirements below for additional admissions requirements
- Complete an Intake Interview with an Enrollment Counselor

Institutional Enrollment Procedures and Entrance Requirements
http://www.wgu.edu/admissions/requirements

General Admissions Requirements

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

Special requirements for WGU’s B.S. Nursing (Prelicensure) California
NOTICE: For the 2014 programs, there will be limited clinical opportunities available in select hospitals in Southern California. Because of limited clinical opportunities, this is a highly selective and competitive program. Future expansion is planned in this state as well as additional states this year and beyond.

To be considered for enrollment into the Prelicensure Nursing Program students must meet the following requirements:
- Possess a current CPR certification at the Healthcare Provider Level.
- Submit at least one letter of recommendation from current healthcare employer.
- Submit official transcripts from any previous institutions that show:
  - An earned bachelor’s or associate’s degree AND/OR
  - Completion of the program admissions prerequisites in Liberal
Completion of all nursing-related science prerequisites in:
- Anatomy
- Physiology
- Microbiology
- Biochemistry

**All prerequisites are offered at WGU**

Click here to see the specific assessment requirements

For Progression into the second term of the Nursing Program students must satisfactorily pass all scheduled courses and meet all other requirements of the first nursing term. This includes providing the following support documentation approximately 60 days after enrollment:

- Proof of health insurance.
- Proof of student malpractice insurance (usually a modest $29/year cost).
- Proof of successfully passing a criminal background check*.
- Proof of successfully passing a urine drug test*.
- Proof of successfully passing a physical exam*.
- Proof of completing the Emotional Intelligence (EQ) Test and demonstrating the attributes of a successful nurse*.
- Proof of a current immunization record and current negative TB test. Click here to see what immunizations are required.
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. Click here to see examples of physical requirements.
- Proof of passing WGU’s foundational nursing course and skills performance assessment (TTTI & AWA1)
- Participation in an interview with nursing department representatives.

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

**LVN Advanced Placement for California Students**

California licensed vocational nurses are eligible to participate in the 30-Unit Option Track, and persons who desire to pursue this track must complete a total of 30 competency units in Science and Nursing courses. As stated in the BRN regulation under 1429(a), vocational nurses seeking RN licensure must additionally provide to the Board evidence of courses in Physiology and Microbiology comparable to such courses required for licensure as a registered nurse.

**30-Unit Option for California Students**

Students expressing interest in the 30-unit option are required to meet with WGU’s California Director of Nursing. The California Director, as a minimum, will objectively discuss the requirements for licensure, analyze previous courses that students have completed, and counsel the students on their options for meeting eligibility requirements for becoming a registered nurse. The 30-unit option is published online in the Nursing Student Handbook http://sh.wgu.edu/. Individuals completing the 30-unit Option Track are eligible to take the NCLEX-RN licensing exam but are not considered graduates of WGU’s Baccalaureate Degree Nursing Program. The 30-Unit Option is a non-degree option and no degree is awarded by the University; however the 30 units completed will be provided to the student on an official University transcript. RN licensure obtained through this option may not be recognized by other State Boards of Nursing.

**Challenge Credit for California Students**

The University’s model of education is built on the demonstration of competencies through rigorously developed methods of assessments. Students can petition to take these assessments as a challenge exam for advanced placement at the time they matriculate into the nursing program.
The LVN advance placement option allows the use of challenge examinations. The challenge exams provide applicants with credit for previous education and the opportunity to obtain credit for other acquired knowledge. Once the applicant is accepted into a cohort term the student can request advanced placement. The generic BSN program uses assessments from the third party vendor ATI for all nursing content areas.

Transfer students may challenge these assessments upon admission if they have previously completed courses from an accredited college or university where a grade of C or better was awarded. Once the assessment is passed, the student will be awarded credit by exam for the respective nursing content associated with the assessment.

All nursing courses may be challenged.

Policies and Procedures

Institutional Attendance Policy

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

Learning Resources

WGU students use a variety of learning resources to acquire the skills and knowledge needed to complete assessments. These learning resources come in a variety of forms, including:

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

The majority of these learning resources are included in the cost of tuition. (Textbooks are not included.)

WGU Bookstore

WGU operates an online bookstore through EdMap that contains all of the required texts for their assessments. Books are competitively priced and, in some cases, can be purchased in an “eText” form at a significant discount. However, the majority of the required textbooks are available free-of-charge for students by accessing the Course of Study.

Online Learning Resources

WGU also provides online learning resources, such as online courses and web-based tutorials through affiliations with third-party education providers.

On Time Progress to Graduation

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

In fact, many of our graduates have commented on how nice it was to work their education around their jobs and family, not the other way around.

http://www.wgu.edu/student-experience/life

We Let Students Choose When and Where They Study

Online learning "WGU style" is quite flexible, even compared to other online universities. Each program is personalized to a students’ schedule in several ways, providing them the flexibility they need to be successful in all areas of their life, not just in school.
The electronic catalog and all WGU Program Guide Books, which can be downloaded from the Web site or requested in print copy, describe the University’s policy on academic progress.

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

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

Academic Suspension Due to Lack of Progress - For terms ending August 31, 2012 or later, students who complete less than 3 competency units in a term will be placed on Academic Suspension and will be administratively withdrawn from the university at the end of the term.

Academic Expulsion Due to Lack of Progress – Students who are readmitted to the University following Academic Suspension and who fail to complete a minimum of 3 competency units in any subsequent term will be Academically Expelled and permanently removed from the University. Students who are withdrawn due to Academic Expulsion will receive an “Academic Expulsion” notation on the academic transcript.

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

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

Tuition and Financial Aid

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

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

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

**Maintaining Satisfactory Academic Progress**

SAP is evaluated at the end of every term and at the time of a withdrawal from the university. To maintain good standing for SAP, students must achieve an overall minimum cumulative pass rate of 66.67% for all competency units for which they enrolled. Students are prohibited from receiving federal financial aid for more than 150% of the number of competency units required in their current academic program including transferred and all WGU enrolled units. A change in program will not affect a student’s SAP standing. Students who are requesting re-entry into the university will return with the SAP status calculated at the time of withdrawal. Students requesting admission into a new degree program after graduation will begin as a first term student with a new SAP history.

Students who fail to maintain SAP are placed on probation and may be suspended from federal financial aid eligibility according to the following criteria

**First Term Students***:

- First term students who complete fewer than three competency units are automatically terminated from federal financial aid.
- First term students who complete at least three competency units but fail to complete the 66.67 percent required for good standing for SAP are placed on warning for the following term and remain eligible for federal financial aid.

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

**Continuing Students***:

- Continuing students who begin a term in good standing whose cumulative SAP falls below 66.67 percent are placed on warning for the following term however they remain eligible for federal financial aid.
- Students in a warning term who achieve a cumulative completion rate of at least a 66.67% are returned to good academic standing.
- Students in a warning term with completion rates below the 66.67% cumulative SAP are terminated from federal financial aid eligibility.

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

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

**Scholarship and Grant Recipients**

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

**Financial Aid Appeal for SAP**

Students who are terminated from financial aid eligibility for not meeting satisfactory academic progress (SAP) and who have extenuating circumstances may appeal to reestablish their eligibility. Students who wish to make an appeal must be current on all financial obligations. Students may not use financial aid to make retroactive tuition and fee(s) payments.

The appeal must be based on extenuating circumstances that prevented a student from meeting the requirements of the satisfactory academic progress policy. Extenuating circumstances must have occurred within the past 12 months of enrollment. Circumstances may include extreme medical issues, a death in the immediate family, employment related hardship, military mobilization, and/or extreme
personal problems. As part of the appeal, the student must submit the following:

- SAP Appeal Form
- Signed Dated Letter (please refer to the form for further instructions)
- Supporting Documentation

Submit appeal documentation to Western Governors University, Financial Aid, 4001 South 700 East, Suite 700, Salt Lake City, UT 84107-2533 email finaid@wgu.edu or FAX to 801-907-7727. The Financial Aid Appeal Committee will evaluate the merits of the appeal by reviewing the documentation submitted as well as the student’s previous academic performance at WGU. The committee may request additional information or documentation as needed and will advise the student of the final determination. A student who wishes to appeal the decision made by the Financial Aid Appeal Committee must submit in writing a short summary of the appeal to the Director of Financial Aid within five (5) working days of the committee’s decision. Submit information to the financial aid office Attention: Director of Financial Aid. The decision of the Director of Financial Aid is final.

Financial Aid Reinstatement
Students terminated from financial aid may seek reinstatement once they meet the following eligibility requirements:

- Successfully complete competency units so that cumulative SAP is at least 66.67%.
- Have fulfilled all payment arrangements with the Bursar’s office.
- Apply for reinstatement by submitting a request to the Financial Aid Appeals Committee.

Tuition and Fees Information
http://www.wgu.edu/tuition_financial_aid/overview

As of August 1, 2014

B.S. Nursing (Prelicensure): $4,250 per term
Resource Fee: $145 per term
Application Fee: $65

NOTE: WGU does not “profit” from application fees, as they help offset only a small portion of enrollment and admissions costs.

Special Fees: (apply to select programs)
Consolidated Nursing Program Fee: $350 (one time)

The WGU Grading System
Students are introduced to the grading system during their introductory new student orientation course of study, the only “course” taught by WGU faculty. The grading system is also described in the Program Guide Books that are sent to each applicant and student.

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

WGU sets passing standards (cut scores) for our competency exams by using the Modified Angoff approach. The Modified Angoff approach is used because it is a standardized method for setting passing standards that meets all applicable national testing standards for fairness, is consistent with the type of scoring interpretations used at WGU, and meets legal defensibility requirements. In this method, WGU organizes
workshops of Subject Matter Experts (SME) who know about the content of the exam and are familiar with first-day-on-the-job practitioners in the given field(s). During the workshop these SME judges determine the difficulty of each test item, i.e., the proportion of competent graduates who would correctly answer each test item.

Standard setting judges are taught to visualize a group of competent graduates—analogue to those with a B average. By way of comparison, WGU contrasts this group with a “minimally qualified” person who may (or may not) succeed on their first day at work (a C student) and an experienced or expert worker (an A student). In this way, WGU’s competency exam passing standards (cut scores) can be interpreted as the score that would be achieved by competent graduates—those who would likely finish a traditional program with a “B” average.

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

Transcripts include five possible marks:

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

The University does not calculate a grade point average (GPA).

One competency unit is the equivalent of one semester hour credit of learning in traditional grading systems. This equivalency has been accepted by: the USDOE, NWCCU, NCATE, and CCNE for accreditation; other universities for credit transfer; and states for program approval and license to operate. WGU assigns competency units (CUs) to each assessment in order to track academic progress. Students demonstrate mastery of their programs’ required knowledge, skills, and performance tasks and thereby earn CUs by passing assessments.

WGU’s method for course numbering is assignment of a code for each assessment (e.g., QLC1 is the code for Quantitative Literacy: College Algebra, Measurement, and Geometry); this code also designates the assessment’s associated course of study (an organized learning resource, comparable to a traditional syllabus, with a week-by-week pacing component).

Grades are transcripted upon completion of a course of study, but courses of study in progress will not show on the transcript until the end of a term.

**Progress Reporting**

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

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

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

Immediately below is Web site information with a sample Degree Plan, as well as an explanation of Academic Activity Verification (AAV) and Start and End Dates. Following that is an excerpt from an announcement of recent enhancements to the coaching report.

“Your Personal Degree Plan”
Your Degree Plan serves as your blueprint for completion of your degree program requirements. You will develop your Degree Plan in close coordination with your mentor.

How Your Degree Plan Works
For your program, the essential skills and knowledge a highly competent graduate needs to possess for career success have been carefully identified and selected.

Your Degree Plan "maps out" the learning resources and assessments you need in your program based upon the skills you already have and those you need to develop. Here’s what your Degree Plan takes into account:

- Your Existing Competencies – The skills and knowledge you already possess coming into your program.
- Learning Resources – The online courses, tutorials, textbooks, and other learning materials you’ll use to prepare for WGU assessments.
- WGU Assessments – Tests and assignments that measure your competence.
- Your Degree Plan details all of your program requirements, including:
  - Details of your term (the amount of time you have to complete a required number of assessments)
  - Assessment type, status, and associated learning resources
  - Required completion dates (deadlines you set within proper guidelines for completing assessments)

Click here to see an image example of a list of competencies covered in an assessment.

Your Degree Plan details all of your program requirements, including:

- Details of your term
- Assessment type, status, and associated learning resources
- Access to pre-assessments (described in more detail in Completing .r Assessments)
- Required completion dates (explained below)

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

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

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

Policy on Student Conduct; Cause for Dismissal; Conditions on Readmissions
The University publishes its policy on student conduct and conditions of dismissal in the online student handbook under Rights and Responsibilities. (Refer to the Rights and Responsibilities Table of Contents below).

A link to the Student Handbook, which is also available to students via the password-secured WGU Student Portal, is provided below, along with links to each major topic in the Handbook. An excerpt from one of the key elements of student conduct and conditions for dismissal—Academic Authenticity—follows the Rights and Responsibilities Table of Contents.

Student Handbook
www.wgu.edu/sh
Rights and Responsibilities

Academic Authenticity

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

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

- You may not use any information found, requested or purchased on the Internet (or elsewhere) that may be WGU assessment or project material (i.e., questions, answers and project instructions). Similarly, you may not copy, record or disclose WGU assessment or project material to anyone else, including on websites, blogs or other social media.
- When taking a proctored WGU assessment, you may not access any device or materials not specifically approved in advance, or communicate with anyone except the proctor.
- Unless you are directed by WGU to work with other students, all assessments and projects must be your own work.
- If you use any material created by someone else, you must provide an accurate citation. Even if appropriately cited, no more than 30% of your work may be directly quoted or closely paraphrased material from outside sources.

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

WGU’s Assessment Department may issue warnings for violations of this policy. The Department will refer repeat and egregious violations of this policy to the Student Conduct Board for review and appropriate corrective action according to the standards and process set forth in the WGU Code of Student Conduct.

Code of Student Conduct

PREAMBLE

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

ARTICLE I: DEFINITIONS

1. The term “WGU” means Western Governors University.

2. The term “student” includes all persons in all locations taking courses at WGU either full time or part time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating the Student Code, those who are not officially enrolled for a particular term but who have a continuing relationship with WGU or those who have been notified of their acceptance for admission are considered “students”.

3. The term “faculty member” means any person hired by WGU to conduct learning activities or who is otherwise considered by WGU to be a member of its faculty.
4. The term “WGU official” includes any person employed by WGU performing assigned administrative or professional responsibilities.

5. The term “member of the WGU community” includes any person who is a student, alumni, faculty member, WGU official and any other person employed by WGU including proctors, graders, coaches, and clinical supervisors.

6. The term “WGU premises” includes all land, buildings, facilities, portals, communities, and other property, whether online or physical, in the possession of or owned, used, or controlled by WGU.

7. The term “Student Conduct Board” means any person or persons authorized by the Associate Provost for Academic Services to determine whether a student has violated the Student Code and to decide sanctions that may be imposed when a rules violation has been committed. The chair, or co-chairs, of the Student Conduct Board shall be appointed by the Associate Provost for Academic Services.

8. The term “Student Conduct Administrator” means a WGU official authorized on a case by case basis by the Associate Provost for Academic Services to investigate complaints, to advise the Student Conduct Board, and to carry out sanctions imposed upon any student(s) found by the Student Conduct Board to have violated the Student Code.

9. The term “Appellate Board” means any person or persons authorized by the Associate Provost for Academic Services to consider an appeal from the Student Conduct Board's determination as to whether a student has violated the Student Code or from the sanctions imposed by the Student Conduct Administrator.

10. The term “shall” is used in the imperative sense.

11. The term “may” is used in the permissive sense.

12. The Associate Provost for Academic Services is that person designated by WGU’s President to be responsible for the administration of the Student Code.

13. The term “policy” means the written regulations of WGU as found in, but not limited to the WGU Student Handbook including this Student Code of Conduct and any student handbook specific to a WGU degree program. All WGU policy is made continuously available to students on the University’s website.

14. The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of WGU faculty or staff (4) engaging in any behavior specifically prohibited by a faculty member in the course of study or online community.

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

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

17. The term “identity misrepresentation” means the use of false, stolen or borrowed identification materials (e.g., driver’s license) to obtain: i) admission to WGU, ii) access to student financial aid, or iii) access to WGU programs, assessments and other activities.
18. The term “Complainant” means any person who submits a charge alleging that a student violated this Student Code. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the Complainant, even if another member of the WGU community submitted the charge itself.

19. The term “Accused Student” means any student accused of violating this Student Code.

20. The term “Advisor” includes any member of the WGU community but the Advisor cannot be an attorney.

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

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

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

ARTICLE II: STUDENT CODE AUTHORITY

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

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

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

ARTICLE III: PROSCRIBED CONDUCT

A. Jurisdiction of WGU Student Code

WGU Student Code of Conduct shall apply to conduct that adversely affects the WGU Community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before courses begin or after courses end, during periods between terms of actual enrollment, and conduct that is not discovered until after a degree is awarded. The Student Code shall apply to a student’s conduct even if the student withdraws from school while a disciplinary matter is pending.

B. Conduct—Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article IV:

1. Acts of dishonesty, including but not limited to the following:
   a. Cheating, plagiarism, or other forms of academic dishonesty.
b. Identity misrepresentation.
c. Furnishing false information to any WGU official, faculty member, or office.
d. Forgery, alteration, or misuse of any WGU document, record, or instrument of identification.

2. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other WGU activities.

3. Harassment, including stalking, threatening, and verbal abuse of any member of the WGU community by any means (conduct, speech, written notes, electronic mail, etc.). This includes, but is not limited to, the use of threats, profanity, demeaning or intimidating comments, pornography, and unwanted personal or sexual advances.

4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health or safety of any person.

5. Attempted or actual theft of and/or damage to property of WGU or property of a member of the WGU community or other personal or public property.

6. Failure to comply with directions of WGU officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.

7. Failure to conform to the standards of professional conduct outlined in the WGU Teacher’s College Code of Professional Behaviors and Dispositions, the WGU Nursing College Standards of Professional Conduct, and similar standards of professional conduct associated with other WGU field experience programs.

8. Violation of any WGU policy.

9. Violation of any federal, state or local law.

10. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on WGU premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.

11. Theft, abuse or misuse of WGU computing, information and communication systems (“WGU systems”) and/or protected WGU information, files and resources (“WGU resources”) including but not limited to:

   a. Unauthorized entry into WGU resources to use, read, or change the contents, or for any other purpose.
   b. Unauthorized transfer of WGU resources.
   c. Use of another individual’s user name and/or password.
   d. Use of WGU systems to interfere with the work of another member of the WGU community.
   e. Use of WGU systems to send obscene or harassing messages.
   f. Interfering with the normal operation of WGU systems and WGU resources.
   g. Use of WGU resources in violation of WGU’s Student License Agreement for use of learning resources.
   h. Any violation of the WGU Systems Use Policy.
   i. Unauthorized use of WGU systems and WGU resources to obtain or disclose the personal details of another member of the WGU community.
j. Tampering with communications.

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

C. Violation of Law and WGU Discipline

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

ARTICLE IV: STUDENT CONDUCT CODE PROCEDURES

A. Charges and Student Conduct Board Hearings

1. Any member of the WGU community may file charges against a student for violations of the Student Code. A charge shall be prepared in writing and directed to the Student Conduct Administrator. Any charge should be submitted as soon as possible after the event takes place or is discovered, preferably within the same academic term or 90 days, whichever is later. The Student Conduct Board retains the right to review up to and including two prior terms of student work. The Student Conduct Administrator may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Student Conduct Administrator. Such disposition shall be final and there shall be no subsequent proceedings. If the student admits violating institutional rules, but sanctions are not agreed to, subsequent process, including hearing if necessary, shall be limited to determining the appropriate sanction(s).

2. All charges shall be presented to the Accused Student in written form. A time shall be set for the Student Conduct Board Hearing, not less than five (5) nor more than fifteen (15) calendar days after the student has been notified. Maximum time limits for scheduling of Student Conduct Board Hearings may be extended at the discretion of the Student Conduct Administrator.
3. Student Conduct Board hearings shall be conducted by telephone conference according to the following guidelines:

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

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

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

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

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

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

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

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

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

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

   k. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Code proceedings.
4. There shall be a single verbatim record, such as an audio recording, of all Student Conduct Board Hearings, however the Board’s deliberations shall not be recorded. The record shall be the property of WGU and will become part of the Accused Student’s Disciplinary Record and will be maintained on file for seven (7) years following the last date of academic activity. Records for students that are suspended or expelled from the University will be kept indefinitely.

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

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

B. Sanctions

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

   a. Warning—A written (email) notice that a student’s conduct is violating or has violated the rules of conduct. Students receive the written notice following a detailed phone call with the student, mentor, and member of the disposition committee relevant to the student’s degree program.

   b. Probation—A written reprimand including the length and other terms of probation. Probation requires a student to complete an improvement plan within a specified time period that will demonstrate conduct conforming to the Student Code of Conduct. Probation includes the probability of more severe sanctions if the student is found to violate any rules of conduct during the probationary period.

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

   d. Fines—Previously established and published fines may be imposed.

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

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

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

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

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

   j. Revocation of transcripted grades and/or assessment results – Grades or assessments results that are considered part of the student’s Academic Record may be amended.
k. Revocation of Admission and/or Degree—Admission to, or a degree awarded from WGU may be revoked for fraud, misrepresentation, or other violation of WGU standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

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

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

3. (a) Disciplinary suspension, disciplinary expulsion or revocation or withholding of a degree are part of the student’s permanent academic record. Other disciplinary sanctions shall not be made part of the student’s permanent academic record, but shall become part of the student’s disciplinary record.

(b) In situations involving both an Accused Student and a student claiming to be the victim of another student’s conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the academic records of both the Accused Student(s) and the student(s) claiming to be the victim because the educational career and chances of success in the academic community of each may be impacted.

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

C. Interim Suspension

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

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

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

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

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

D. Appeals

1. A decision reached by the Student Conduct Board or a sanction imposed by the Student Conduct Administrator may be appealed by the Accused Student(s) or Complainant(s) to the Appellate Board within five (5) business days of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator or his or her designee.
2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board Hearing and supporting documents for one or more of the following purposes:

a. To determine whether the Student Conduct Board Hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the Accused Student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

b. To determine whether the decision reached regarding the Accused Student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code occurred. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code which the student was found to have committed.

e. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Student Conduct Board Hearing.

3. If an appeal is upheld by the Appellate Board, the matter shall be returned to the original Student Conduct Board and Student Conduct Administrator for reopening of Student Conduct Board Hearing to allow reconsideration of the original determination and/or sanction(s). If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

ARTICLE V: INTERPRETATION AND REVISION

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

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

Description of Each Program Offered

This section contains the following information:

1. The URL for the WGU public Web site listing of online degree programs. WGU’s public Web site provides access to a description of every degree program offered by the University, and each description includes the requirements to be met for satisfactory completion.

2. Individual program offerings listed by college; each listing includes a hyperlink to the program description on the Web site, an overview of the program, and the program’s standard path. The standard path outlines degree requirements (assessments and associated courses of study), the order in which requirements should be completed, and the associated competency units (credits) by term.

3. Tuition and fees information for all programs. WGU charges tuition at a flat rate every term. Special fees apply to select programs.

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

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

WGU public Web Site Link to All Programs
http://www.wgu.edu/degrees_and_programs

Bachelor of Science in Nursing (Prelicensure)

The BSN degree focuses on contemporary nursing practices in the developing of skills and competencies using technology-based learning. It is structured to develop competent, BSN nurses in a program that is sustainable, scalable, and nationally relevant. The BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who will provide practice sites and clinical coaches. The graduates are prepared to function in new roles as members of healthcare teams in many settings.

The BSN degree includes the study of medical-surgical, psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates will be eligible to take the NCLEX-RN exam for state licensure and be prepared to seek nursing positions for military, U.S. Public Health, and VA appointments as well as assume roles in school, community, and occupational health, and other acute and non-acute care settings. BSN graduates are also prepared to enter MSN programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences.

The WGU BSN program is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing (2008) (available at: http://www.aacn.nche.edu/Education/pdf/BaccEssentials08.pdf). In addition, it incorporates competencies and standards from professional organizations and state regulations.
## STANDARD PATH FOR BACHELOR OF SCIENCE IN NURSING (PRELICENSURE) (201407)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>CU</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC1</td>
<td>Foundations of College Mathematics</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>BBC1</td>
<td>Communications Foundations</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>GMC1</td>
<td>Introduction to Anatomy and Physiology</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>GMT1</td>
<td>Human Physiology</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>ALT1</td>
<td>Anatomy and Physiology Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GKE1</td>
<td>Themes in U.S. and World History</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>GKT1</td>
<td>Applications in U.S. and World History</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>LAE1</td>
<td>Language and Communication: Essay</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>LUT1</td>
<td>Language and Communication: Presentation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>IWC1</td>
<td>Literature, Arts and the Humanities</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>IWT1</td>
<td>Literature, Arts and the Humanities: Analysis and Interpretation</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>MBC1</td>
<td>Clinical Microbiology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>MLT1</td>
<td>Clinical Microbiology Laboratory</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>GLC1</td>
<td>Behavioral Science Survey</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>GLT1</td>
<td>Issues in Behavioral Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>GRT1</td>
<td>Biochemistry</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>AWA1</td>
<td>Introduction to Nursing Clinical Skills</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CSC1</td>
<td>Nutrition for Contemporary Society</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>TTT1</td>
<td>Introduction to Nursing Arts and Science</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>GZT1</td>
<td>Organizational Systems: Safety and Regulation</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>DIC1</td>
<td>Medical Dosage Calculations</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>AAC1</td>
<td>Pharmacology</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ATC1</td>
<td>Information Management and the Application of Technology</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>DTV1</td>
<td>Caring Arts and Science Across the Lifespan Part I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AXA1</td>
<td>Caring Arts and Science Across the Lifespan Part I Clinical Skills</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>AYA1</td>
<td>Caring Arts and Science Across the Lifespan Part I Clinical</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>C349</td>
<td>Health Assessment</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>DZV1</td>
<td>Caring Arts and Science Across the Lifespan Part II</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>AZA1</td>
<td>Caring Arts and Science Across the Lifespan Part II Clinical Skills</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>BAA1</td>
<td>Caring Arts and Science Across the Lifespan Part II Clinical</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>DUV1</td>
<td>Chronic Care of the Adult</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>BBA1</td>
<td>Chronic Care of the Adult Clinical Simulation</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>BDA1</td>
<td>Chronic Care of the Adult Clinical</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>
Course Descriptions

-A-

AAC1 - Pharmacology (2 CUs)
This course covers concepts in Pharmacology including drug classification and effects, the role of the nurse in drug therapy, preparation and administration of drugs, and ethical and legal issues surrounding medication administration.

AGC1 - Foundations of College Mathematics (3 CUs)
This course addresses the sequence of learning activities necessary to build competence in foundational concepts of College Mathematics, which include whole numbers, fractions, decimals, ratios, proportions and percents, geometry, statistics, the real number system, equations, inequalities, applications, and graphs of linear equations.

ALT1 - Anatomy and Physiology Laboratory (2 CUs)
This course allows the student the opportunity to explore the instruments and processes used in the laboratory to examine the following elements of human anatomy and physiology: histology, body membranes, joints and movement, nervous system, endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, and reproductive systems.

ATC1 - Information Management and the Application of Technology (3 CUs)
This course helps the student learn how to identify and implement the unique responsibilities of nurses related to the application of technology and the management of patient information. This includes:
understanding the evolving role of nurse informaticists; demonstrating the skills needed to use electronic health records; identifying nurse-sensitive outcomes that lead to quality improvement measures; supporting the contributions of nurses to patient care; examining workflow changes related to the implementation of computerized management systems; and learning to analyze the implications of new technology on security, practice, and research.

AWA1 - Introduction to Nursing Clinical Skills (1 CU)

The clinical learning lab portion of this course is integrated with the didactic course. Topics include the nursing process concepts; therapeutic communication; basic principles of safety & quality; cultural awareness; theories of growth & development across the life span; health perception/health management; medical terminology, symbols, & abbreviations; and principles of ethics, bioethics, & nursing regulation.

AXA1 - Caring Arts and Science Across the Lifespan Part I Clinical Skills (1 CU)

Learner competency will be assessed through the skills assessment in the clinical learning lab for Caring Arts and Science Across the Life Span I. Topics include principles of homeostasis; history & physical assessment of the adult patient; safe medication administration; oxygenation; nutrition, metabolism, & elimination; skin integrity, activity, & mobility; and cognition, self-concept, spirituality, & sexuality.

AYA1 - Caring Arts and Science Across the Lifespan Part I Clinical (1 CU)

Learner competency will be assessed through performance in the clinical intensive for Caring Arts Across the Lifespan I. Topics include principles of homeostasis; history & physical assessment of the adult patient; safe medication administration; oxygenation; nutrition, metabolism, & elimination; skin integrity, activity, & mobility; and cognition, self-concept, spirituality, & sexuality.

AZA1 - Caring Arts and Science Across the Lifespan Part II Clinical Skills (1 CU)

Learner competency will be assessed through the simulation assessment in the clinical learning lab for Caring Arts and Science Across the Life Span II. Topics include genomics in adult care; management of the perioperative care continuum; patient centered care of the adult; care of the adult with alterations in circulation; care of the adult with alterations in oxygenation; care of the adult with alterations in neurosensory function; fundamental patient self determination & advocacy; and end-of-life care.

-B-

BAA1 - Caring Arts and Science Across the Lifespan Part II Clinical (1 CU)

Learner competency will be assessed through performance in the clinical intensive for this course. Topics include genomics in adult care; management of the perioperative care continuum; patient centered care of the adult; care of the adult with alterations in circulation; care of the adult with alterations in oxygenation; care of the adult with alterations in neurosensory function; fundamental patient self determination & advocacy; and end-of-life care.

BBA1 - Chronic Care of the Adult Clinical Simulation (1 CU)

Learner competency will be assessed through the simulation assessment in the clinical learning lab for Chronic Care of the Adult. Topics will include patient centered care of the adult ii; care of the adult with alterations in physiologic defense mechanisms; care of the adult with alterations in nutrition, metabolism, & elimination; management of the care continuum; and care of the adult with alterations in functional ability.

BBC1 - Communications Foundations (2 CUs)

This course addresses the application of grammatical standards, reading for meaning and purpose, and application of research and adaptive writing skills.

This course 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.

BDA1 - Chronic Care of the Adult Clinical (1 CU)

Learner competency will be assessed through performance in the clinical intensive in Chronic Care of the Adult. Topics will include patient centered care of the adult ii; care of the adult with alterations in physiologic defense mechanisms; care of the adult with alterations in nutrition, metabolism, & elimination; management of the care continuum; and care of the adult with alterations in functional ability.

BHA1 - Care of the Developing Family Clinical and Simulation (1.5 CUs)

Learner competency will be assessed through performance in the clinical intensive for Care of the Developing Family. Topics include care of the family during the prenatal period; care of the family during the intrapartum period; care of the postpartum family; and health promotion of the family.

BIA1 - Nursing Care of Children Clinical and Simulation (1.5 CUs)

Learner competency will be assessed through performance in the clinical intensive for Nursing Care of Children. Topics include management of the pediatric patient and family; holistic assessment and care of children from infancy to adolescence; health promotion and maintenance of the child; and care of the child who is ill, injured or disabled.
BLA1 - Critical Care Nursing Clinical Simulation (1 CU)
Critical Care clinical learning labs consist of four days of learning how to apply nursing knowledge through simulated patient care followed by an assessment conducted through simulation on the last lab day.

BPA1 - Critical Care Nursing Clinical (1 CU)
The clinical intensive for this course consists of 72 clinical hours where the student works with a clinical coach, following the coaches exact schedule as determined by the University scheduling and matching department (coaches are not allowed to set schedules with students). The student typically works six, 12-hour shifts to complete the 72 hour requirement. The shifts must be completed within the designated two-week window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.

CFP1 - Nursing Role Transition Leadership Experience (1 CU)
The Leadership Learning Experience (LLE) which is an application of your academic learning to a project in the work environment. The LLE is designed to help you apply and document your experience as a baccalaureate prepared nurse.

CJC1 – Introduction to Probability and Statistics (3 CUs)
This course focuses on how news reports quote statistical data from studies conducted across the breadth of the physical and social sciences. Students will be able to make informed decisions about which studies and results are valid, which are not, and how those results affect decisions.

CSC1 - Nutrition for Contemporary Society (3 CUs)
This course focuses on basic nutrition, physiology of food digestion, plant derived nutrients, fats: essential for life, proteins, vitamins, minerals, fluid balance, healthy bodily weight, nutrition and physical activity, nutrition through the lifecycle, and nutrition issues: safety and security of food.

C228 – Community Health and Population-Focused Nursing (3 CUs)
This course will familiarize students with foundational theories and models of health promotion and disease prevention applicable to the community health nursing environment. Students will also develop an understanding of how policies and resources influence the health of populations and learn the importance of community assessment to improve or resolve a community health issue, and will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration to improve or resolve community health issues in a variety of settings.

C230 – Community Health and Population-Focused Nursing Field Experience (2 CUs)
This course will assist students to become familiar with clinical aspects of health promotion and disease prevention, applicable to the community health nursing environment. Students will practice skills based on clinical priorities, methodology, and resources that positively influence the health of populations, and will demonstrate critical thinking skills by applying principles of community health nursing in a variety of settings.

C304 – Professional Roles and Values (3 CUs)
This course explores the unique role nurses play in healthcare, beginning with the history and evolution of the nursing profession. The responsibilities and accountability of professional nurses are covered, including cultural competency, advocacy for patient rights, and the legal and ethical issues related to supervision and delegation.

C349 – Health Assessment (3 CUs)
The course is a two part course with both objective and performance assessments, focusing on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the lifespan.

C361 – Evidence Based Practice and Applied Nursing Research (3 CUs)
This course will allow students to design and conduct research to answer questions important and improving nursing practice and patient care delivery outcomes.

DCC1 - Critical Care Nursing (4 CUs)
This course is the didactic portion of the critical care course which explores the nursing care of patients who are critically ill and require intensive nursing and medical care. The course culminates in an objective exam.

DIC1 - Medical Dosage Calculations (1 CU)
In this course, students learn about individualized drug dosing concepts, including: different measurement systems, solid and liquid medications, calculating dosages based on body weight or body surface area, interpreting drug labels and abbreviations, and common medication errors.
DPV1 - Care of the Older Adult (3 CUs)
This course adapts the concepts from prior coursework to the care of older adults. An understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers.

DTV1 - Caring Arts and Science Across the Lifespan Part I (4 CUs)
This course introduces nursing fundamentals which speak to the core of all nursing care by assessing the needs of patients with compassion and respect; advocating patients and their families; providing education and comfort; and integrating patient needs into a plan of care that embraces individuality, diversity, and belief.

DUV1 - Chronic Care of the Adult (4 CUs)
In this course, students will learn about diseases and conditions that affect the neuromuscular system, the musculoskeletal system, the kidneys, the pancreas, and diseases such as cancer and impaired immunity, which affect every part of the body.

DVV1 - Care of the Developing Family (3 CUs)
This course of study includes the care of families in society; women's health throughout the life span; care of the pregnant woman; care of the laboring woman; and postpartum care of mothers, newborns, and family.

DWV1 - Nursing Care of Children (3 CUs)
In this course students will be introduced to nursing care of children. While a great deal of pediatrics is well-child care such as assessing normal growth and development, educating parents about ways to cope with the challenges of parenting, and promoting child safety, there are many serious issues affecting children's health. Childhood obesity, an increase in Type II diabetes, a high suicide rate among teenagers, and substance abuse are examples of serious problems. The number of children diagnosed with autism has increased dramatically, as have the number of parents believing that immunizations are the cause of autism despite research findings to the contrary.

DXV1 - Psych/Mental Health (3 CUs)
In this course, students will discover the many faces of mental illness and the role that the nursing profession plays in managing care of patients and families struggling with a mental illness. Caring for patients with mental illness requires patience and true compassion, a commitment to patient advocacy, and an in-depth understanding of psychopharmacology.

DYV1 - Nursing Role Transition (1 CU)
In this course, students prepare for the NCLEX-RN exam. Additionally, the student will experience clinical care as independent member of the nursing team who manages a standard patient load. Working under the supervision of a preceptor, the student will have an opportunity to test critical thinking and organizational skills in caring for a group of patients.

DZV1 - Caring Arts and Science Across the Lifespan Part II (4 CUs)
Topics include genomics in adult care; management of the perioperative care continuum; patient centered care of the adult; care of the adult with alterations in circulation; care of the adult with alterations in oxygenation; care of the adult with alterations in neurosensory function; fundamental patient self determination & advocacy; and end-of-life care.

GKE1 - Themes in U.S. and World History (1 CU)
This course surveys significant themes in both United States and World History, including geography, societal interaction, systems of governance, change, the role of individuals and institutions, science and technology, and economic systems.

GKT1 - Applications in U.S. and World History (1 CU)
This course gives students the opportunity to prepare and present research on significant themes in both United States and World History, including geography, societal interaction, systems of governance, change, the role of individuals and institutions, science and technology, and economic systems.

GLC1 - Behavioral Science Survey (6 CUs)
This course is designed to help the student combine a broad theoretical overview of the field with an understanding of the key concepts and principles of behavioral science—including psychology, anthropology, and sociology.

GLT1 - Issues in Behavioral Science (3 CUs)
This course is designed to help the student apply theoretical concepts and principles of behavioral science to current issues in the fields of psychology, anthropology, and sociology.
GMC1 - Introduction to Anatomy and Physiology (3 CUs)
This course covers human anatomy and physiology. Anatomy is the study of the form and structure of the human body. Anatomy is subdivided into different levels: gross or macroscopic anatomy, regional anatomy, systemic anatomy, radiographic anatomy, pathologic anatomy, and microscopic anatomy. Physiology is the study of the function of living organisms. It is largely an experimental science that includes subdivisions such as cellular physiology, systemic physiology, special physiology, and pathophysiology.

GMT1 - Human Physiology (3 CUs)
This course covers the topics of metabolism, homeostasis, fluid balance, oxygenation, and mobility. These aspects of GMT1 underlie the functions of the major organ systems and the dysfunctions that can lead to major problems in the vital organs.

GRT1 - Biochemistry (3 CUs)
This course covers the structure and function of the four major polymers produced by living organisms, which are nucleic acids, proteins, carbohydrates, and lipids. There is a heavy focus on application in this course of study. Students will gain an introductory understanding of the chemicals and reactions that sustain life.

GZT1 - Organizational Systems: Safety and Regulation (1 CU)
This course presents the required sequence of learning activities developed to assist the learner in achieving competency in the safety and regulatory requirements mandated by the Joint Commission and Occupational Safety and Health Association (OSHA). Topics include being able to recognize and respond to safety hazards, implement necessary precautions, and keep abreast of research findings that enhance safety in the workplace.

-I-

IWC1 - Literature, Arts and the Humanities (2 CUs)
This course provides a broad overview of the disciplines of the humanities, including visual art, literature, music, dance, theater, cinema, ethics, and philosophy.

IWT1 - Literature, Arts and the Humanities: Analysis and Interpretation (2 CUs)
This course provides a broad overview of applying concepts associated with the disciplines of the humanities, including visual art, literature, music, dance, theater, cinema, ethics, and philosophy.

-L-

LAE1 - Language and Communication: Essay (2 CUs)
This course helps students develop competence in essay writing, become independent learners, and gain familiarity with multiple learning resources by completing a variety of writing projects.

LUT1 - Language and Communication: Presentation (2 CUs)
This course helps students develop competence in preparing and presenting scholarly presentations targeted to the needs of a specific audience.

-M-

MBC1 - Clinical Microbiology (3 CUs)
This course of study focuses on microbes—both constructive and destructive—that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus.

MLT1 - Clinical Microbiology Laboratory (1 CU)
This course explores appropriate techniques or procedures for interacting with microorganisms in a clinic, laboratory, or community setting. This includes: how to utilize basic laboratory techniques for identifying microorganisms and the proper laboratory techniques in microbiology, including sterile technique, staining techniques, aseptic technique, and chemical indicators. It also examines the various types of culture media and when to use each.

-P-

PZT1 - Professional Portfolio (1 CU)
This course is the culminating project in the BSN program. It leads the student through the process of creating a professional portfolio—an exhibit of artifacts that demonstrates the student’s professional
growth and competence across all program areas. It is organized around the following themes: quality and safety, evidence-based practice, applied leadership learning, and community and population health.

- R -

RTT1 - Organizational Systems and Quality Leadership (3 CUs)
This course focuses on the leadership roles of nurses as clinicians, managers, and mentors in shaping the future of healthcare and impacting patient care outcomes in positive ways. The emphasis is on clinical leadership, interprofessional leadership, patient safety quality improvement and includes strengthening the student's understanding of health care financing mechanisms and their impact on health care delivery processes and decisions.

- T -

TTT1 - Introduction to Nursing Arts and Science (2 CUs)
Professional nursing practice is based on scientific knowledge skillfully applied in the provision of safe and effective care to individuals, families, and communities. Throughout this course of study, students will be introduced to concepts that are the foundations of nursing practice and have helped nurses attain high regard in the minds and hearts of patients and the public.

TWT1 - Psych/Mental Health Clinical (2 CUs)
In this course, students will discover the many faces of mental illness and the role that the nursing profession plays in managing care of patients and families struggling with a mental illness. Caring for patients with mental illness requires patience and true compassion, a commitment to patient advocacy, and an in-depth understanding of psychopharmacology.

TXT1 - Nursing Clinical Practicum (4 CUs)
This course outlines the sequence of steps required to develop the necessary competence in introductory programming using Java.

Alumni and Career Services
http://alumni.wgu.edu

Delivery of Services

New student orientation to Western Governors University
WGU provides information on career planning to all new students during the New Student Orientation. The career services module provides information on successful career planning as well as available career resources. At the completion of the module, students are asked to write a current resume, complete a career action plan and conduct a SWOT analysis of their career goal.

Career Resources web site:
www.wgu.edu/careerservices
WGU students and graduates have access to the career resources web site. Here, students and graduates can find information, tools and resources covering a broad range of career and job search topics, including career planning, resume writing, interviewing, networking and applying to graduate school.

Weekly career webinars (WGU Wednesday Career Café Webinars)
ACS offers weekly career webinars designed to help students and graduates with all aspects of the job search process. Webinars cover a variety of topics including employer information sessions, job search basics, resume writing, networking and interviewing.

Individual appointments with career services mentor and alumni mentors
ACS mentors provide the following services: career advice, resume/cover letter assistance, interview strategies, job search tips as well as hold professional development workshops.

Resources for Students/Graduates
ACS provides the following resources and tools to students and graduates:
Resume Assistance –
http://www.wgu.edu/careerservices

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

Practice Interviews –
http://www.wgu.edu/careerservices

Career and alumni mentors help prepare students/graduates to succeed in interviews by providing them with information on how to interview and by conducting practice interviews with students/graduates.

Access to national job and internship postings –
http://www.wgu.edu/careerservices

Students/graduates have access to job banks as well as the NACElink (National Association of Colleges & Employers) Network - a national job bank. This network allows students and graduates to perform a nation-wide search for entry level and experienced-level jobs.

Networking opportunities with WGU alumni – http://alumni.wgu.edu

WGU students/graduates can connect with WGU graduates and other students who have accounts with LinkedIn and/or Facebook. The LinkedIn and Facebook networks can be utilized to find jobs as well.

WGU Education Placement Center –
http://wgu.credentialfiles.com/

Teachers College students and graduates are encouraged to create an electronic placement file to help impress potential employers. ACS assists students and graduates establish a placement file. Please note, employment cannot be guaranteed.

Information on applying to graduate school –
http://www.wgu.edu/careerservices

ACS offers on-line resources and individual advising to students/graduates interested in continuing their education via graduate school.

Online Job Club – http://alumni.wgu.edu

ACS offers a support group for unemployed students and graduates.

WGU Alumni & Career Services (ACS) provides tools, resources and training to assist graduating students and alumni reach their career goals and conduct a successful job search. In addition, ACS builds relationships with employers to facilitate professional connections with highly qualified WGU students and alumni.

ADA Support Services

ADA Support Services
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, Utah 84107-2533
Toll Free: 877-435-7948 Ext 5922
Direct Line: 801-428-5922
Fax: 801-907-7982
Email: ADAsupport@wgu.edu

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law.

The determination of reasonable accommodation(s) for learners with disabilities, and compliance with the ADA and the Rehabilitation Act, are the responsibility of Western Governors University ADA Support Services. ADA Support Services serves as a principal point of contact for students with ADA questions or concerns.
Western Governors University prohibits discrimination against learners with disabilities, and provides training and resources to encourage and increase sensitivity and awareness of disability issues.

Western Governors University is dedicated to providing reasonable accommodation(s) for learners with disabilities. Therefore, Western Governors University will strive to provide services and access to academic courses, activities and programs in accordance with these policies and procedures.

Western Governors University respects the independence, rights, and dignity of learners with disabilities; therefore, identifying oneself and/or requesting accommodation(s) is completely voluntary.

In accordance with data privacy laws, Western Governors University will handle all data on learners with disabilities confidentially. Disability records are stored in secure electronic files. ADA Support Services may share disability-related information with University personnel who demonstrate an academic need to know in order to investigate reasonable accommodation(s).

Description of the Facilities and Equipment Used for Educational Programs

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

http://www.wgu.edu/student-experience/life

How You'll Complete Your Degree

Some aspects of your WGU student experience will be quite similar to what you'd expect at any college. You'll study, write papers, complete assignments, and take tests. You'll interact with your fellow students and faculty (although at a distance rather than in classroom). Other aspects are quite different.

You'll Focus on Demonstrating Competence (Not Just Class Attendance)

We don't ask you to accumulate credit hours; we ask you to develop competence—proof that you understand concepts and can translate this understanding into usable knowledge and skills.

There are many advantages to this approach. Here are a couple:

- With few exceptions, you'll "schedule" your "class" time. You decide when and where you study. It could be after work. After the kids are put to bed. On a quiet Sunday afternoon.

- You and your mentor choose the learning resources you need. How you develop competence is up to you. It could be an online study group, an online learning community, textbooks, or other resources. You have the guidance of a mentor to set your path to success; the steps you take are your decision.
Computer System Requirements
To be successful at WGU students must have Internet access and computer hardware and software that meet the minimum requirements:

- **Operating systems**: Windows 2000/XP/Vista/7, Mac OS 10.4 or newer, Ubuntu
- **Processor Speed**: 1.6 GHz or faster RAM (Random Access Memory): 512MB or greater
- **Storage**: 20GB HD (free space)

Records and Academic Services
Policy for Granting Credit for Previous Education, Training, and Experience
http://www.wgu.edu/admissions/transferring.

*For additional information on granting credit for previous nursing education, training, and experience refer to page 10 (BSRN CA Prelicensure LVN and 30 Credit Option).

Transfer guidelines are described below in excerpts from the WGU Web site.

Transferring from a Community College
WGU maintains great relations with community colleges throughout the United States.
Click here if you are planning to transfer in from a community college.

Transferability of Credit; Credit Transfer Limitations
http://www.wgu.edu/admissions/transferring_credits_faq

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

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

General Transfer Guidelines
- For undergraduate programs, a personal evaluation of your transcripts from prior colleges will be needed to determine whether you will be able to clear any degree requirements. See below for more specific guidelines.
- WGU does not accept transfer credit at the graduate (master's) level. (Transcripts are still required for proof of completion of a bachelor’s degree.)
- WGU will not complete unofficial transcript evaluations. Speak to an Enrollment Counselor to get a generalized idea of what you might be able to transfer, but you will be required to submit official copies of your transcripts for an official evaluation.
- To have an official transcript evaluation completed for you, you will need to complete the online application form and pay the application fee.

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

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

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

The Transcripts Departments must receive official transcripts by the 1st of the month prior to the start date of your program. (If you are seeking a degree leading to teacher licensure, the deadline for transcripts is the 10th of the month prior to program start.) It is your obligation to request official transcripts from the institutions you have attended. PLEASE REQUEST TRANSCRIPTS AS SOON AS POSSIBLE. Transcripts should be mailed directly from the sending institution to the following address:

Transcripts Department
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107
1-877-435-7948, ext. 3102

Program Specific Transfer Guidelines
Health Professions Guidelines

For the B.S. Nursing (Prelicensure) – For those pursuing an initial RN license (available only in limited areas):

Up to 7 CUs cleared through transfer waivers through your AA or AS degree. Students may be eligible for additional transfer credits based on additional degrees or coursework.

Because of state and Commission on Collegiate Nursing Education (CCNE) guidelines, your AA or AS degree will typically clear only the following:

Course of Study:

Language and Communication: Part 1: Foundations
Literature, Arts and the Humanities: Part 1:
Quantitative Literacy: college Algebra, Measurement and Geometry

Transferring from WGU

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

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

The WGU transcript will note subject areas (domains) that were successfully completed. Credit equivalencies for the completed domains will be listed.

Refund and Cancellation Policy and Procedures

Information WGU’s refund policy is found on the Web site and in the Student Handbook.

From the Web site: http://www.wgu.edu/tuition_financial_aid/tuition
When do new terms begin?
New terms begin on roughly the first day of every month (some exceptions apply) for most programs. After you have applied and been accepted for admission, you must complete an Intake Interview—generally by the 15th of the month prior to when you plan to start. You’ll also be required to make arrangements to pay your first term’s tuition (either self-pay or through financial aid) by the 25th of the month prior to when you plan to start. An Enrollment Counselor can help you complete the admission process.

Is tuition refundable if I withdraw?
The application fee is not refundable. Students who withdraw from WGU or stop progress through the 60-percent (60%) point of a six-month term of enrollment for which tuition is assessed will receive a prorated tuition and library fee refund. After that point, there is no provision for a refund.

Tuition and Fees Refund
Students with a withdrawal date that occurs up through the completion of 60% of a term are eligible for a refund of a prorated portion of the tuition and library fee. Students with a withdrawal date that occurs after 60% of the term has been completed are not eligible for a refund. The admission application fee is non-refundable.

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

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

Refunds
Once eligibility for refund is calculated, the Bursar's Office adjusts tuition charges and issues refunds, as applicable. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the Return of Title IV Financial Aid funds calculation, and as a result of this calculation, students may owe WGU a portion of tuition and fees that are not covered. Funds reimbursed to the student are reimbursed via the original payment method; i.e., tuition paid by check is refunded by check, and tuition paid by credit card is refunded by credit card. All refunds will be issued within 30 days.

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

Student Grievance and Complaint Procedure
The University publishes its policy and procedures for students to appeal academic or disciplinary actions in the online student handbook under Student Rights and Responsibilities.
Note that at any time, a student with a complaint or grievance may contact:
Manager of Student Services
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107

*Additional Nursing Grievance, Complaints, and Policy and Procedures can be found in the WGU Nursing Student Handbook: www.wgu.edu/sh

Grievance and Complaint Procedure
Students who believe they have been treated unfairly by WGU, either through the action of individuals or the application of existing policy, may have their complaint or grievance addressed by the appropriate procedure. Grievance initiation and escalation paths are described below. Students who are unclear about the appropriate procedures and the steps may consult Student Services for guidance at (866)903-0110 or studentservices@wgu.edu. All grievances and complaints must be filed within 180 days of the incident.

Discrimination or Harassment:

Please see also Notice of Nondiscrimination/Equal Opportunity Statement.
WGU takes claims of discrimination and harassment very seriously. Any student or applicant who wishes to discuss possible discrimination is welcome to contact:

WGU Student Services
studentservices@wgu.edu
(866)903-0110

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 has been delegated to:

Anika Webb - Title IX Coordinator
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107-2533
anika.webb@wgu.edu

For non-academic complaints about such issues as billing, financial aid, resources, students are expected to contact the appropriate department within 10 days of the occurrence of the issue. If the issue is not resolved through the contact with the applicable department, the student may take the complaint to Student Services. If Student Services is not able to resolve the issue to the student's satisfaction, the student may appeal the decision of Student Services by submitting a brief, written summary of the problem to the Chief Financial Officer within 5 working days of the decision. The decision of the Chief Financial Officer is final.

Performance Task Grading Appeals:
Performance task evaluators are subject matter experts who strive to provide fair, accurate and consistent evaluations. However, errors do occasionally occur, and reasonable minds may differ as to whether a response demonstrates competency with the task objectives. Every concern is vitally important. Therefore, WGU has an appeal system in place to resolve evaluation concerns and to ensure that evaluators are consistent with one another and with the task requirements.

Should a concern arise about an assessment that has not passed, the student should explain the concern in writing, in an email to the student's mentor or the course mentor. The following information will be critical to address the student's concern:

The DRF and task number.
The task instruction(s) in question.
The pertinent rubric descriptions.
The score(s) the student received on the aspect(s), along with any comments given.
What the student believes should have happened.
Quotations with appropriate citation to the course text or other credible source supporting the student's assertion.
Once complete, the mentor will forward the student’s appeal to an assessment specialist who will record the appeal for tracking purposes and will assign the appeal to the appropriate evaluation facilitator. Appeals are acknowledged and assigned to an evaluation facilitator within 24 hours. Evaluation facilitators will investigate the concern and will respond to the mentor by the end of the next business day.

It is not effective for students to resubmit unrevised work to TaskStream to appeal an evaluation — evaluators do not have the authority to override another evaluator. Under no circumstances is it acceptable for a student to submit derogatory comments in TaskStream about an evaluation. Such behavior will be addressed as a possible violation of the university’s Student Code of Conduct.

Objective Assessment Scheduling or Retake Appeals: For complaints about assessment scheduling or the assessment retake policy, the student should first work with the mentor. If the mentor cannot resolve the issue, the student should submit the complaint in writing within 10 working days to the Associate Provost of Assessment at assessmentdeldept@wgu.edu. The decision of the Associate Provost of Assessment is final.

For complaints regarding satisfactory academic progress (SAP), term breaks, transcripts or academic history, students are expected first to contact the mentor within 10 working days of the situation the student wishes to have addressed. If the issue cannot be resolved by the mentor, the student must present the issue in writing to Student Services. If Student Services is not able to resolve the issue to the student’s satisfaction, the student may appeal the decision of Student Services by submitting a brief, written summary of the problem to the Associate Provost for Academic Services within 5 working days of the decision. The decision of the Associate Provost for Academic Services is final.

For complaints about mentors, the student should first attempt to resolve the issue with the mentor. If the student and mentor cannot resolve the issue, the student should contact Student Services. The student services office will work closely with the Mentoring Program Manager to seek resolution. If upon the final decision of the Program Manager and Student Services the student wishes to appeal the decision, the student must submit a summary of the complaint in writing to the Associate Provost of Mentoring within 5 working days after receipt of the final decision. The decision of the Associate Provost is final.

Consumer complaint process
In the event that students believe that their issue with the university cannot be resolved through the grievance and complaint processes noted above have the right to contact our accrediting agencies and/or various state agencies. Please see the student handbook article for details regarding this process.

Access to Electronic and Hard Copy Catalog
The electronic catalog—the WGU public Web site—is available at any time by accessing the following URL: www.wgu.edu

The print version of this catalog for students and prospective students may be requested by contacting Darin Hobbs, Registrar at registrar@wgu.edu
A transcript evaluation is completed once official transcripts from all previously attended institutions have been received by WGU. Please note that transcripts must be sent to WGU directly from the issuing institution to be considered official. WGU does not perform unofficial evaluations or accept unofficial transcripts. The guidelines below will provide a good indication of expected transfer credit. Official transcript evaluations will occur in the month prior to your start. Transcripts are processed in the order they are received. Please contact your Enrollment Counselor if it has been more than 15 business days since your transcripts have been received and you have not received an evaluation. Transfer credit will not be awarded for transcripts received after your first term start date.

COURSES ACCEPTED FOR TRANSFER CREDIT:

- Must be college level from an institution that is recognized as Nationally or Regionally accredited by the U.S. Department of Education. For a list of USDE recognized National and Regional accrediting agencies, see: http://www.ope.ed.gov/accreditation/Agencies.aspx
- Must have been awarded a grade of C or better.
- May not be used to fulfill more than one course of study.
- WGU recognizes the LVN Advanced Placement 30-Unit Non-degree Option of the California Board of Registered Nursing; RN licensure obtained through this option may not be recognized by other State Boards of nursing and no baccalaureate degree will be awarded.
- Must meet the competency unit and content equivalency requirements. Students expressing interest in the LVN 30-Unit option must submit all transcripts as noted above and then meet with the California Director of Nursing to discuss the requirements for licensure and analyze the previous courses students have completed to make recommendations to the Registrar for course alignment for credit.
- The second advanced placement option allows LVNs to use challenge examinations. The challenge exams provide applicants with credit for previous education and the opportunity to obtain credit for other acquired knowledge.
- Students who have previously completed Nursing courses can request a transcript evaluation from their State Director and may be given the option of challenge exam to prove competency as per University policy and program guidelines.

COURSES SATISFIED BY AN ASSOCIATE OR BACHELOR’S DEGREE:

- Where transfer credit does not apply, courses may receive a Requirement Satisfied (RS).
- Courses that receive a Requirement Satisfied can be fulfilled by an Associate of Arts, Associate of Science, Associate of Applied Science, Bachelor of Arts, or Bachelor of Science from a regionally accredited institution. (Accrediting agency recognized by The U.S. Department of Education)
- In certain cases, the degree must be in a specific field of study.
- Requirement Satisfied by degree does not apply to all courses or programs at WGU. A change in majors at WGU may result in the removal of credit.

*Only the assessments listed below are eligible for transfer credit; refer to your program guide for a complete listing of program requirements.*

### Foundations - The requirement below may be satisfied by an Associate or Bachelor's degree.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGC1</td>
<td>Foundations of College Mathematics</td>
<td>3</td>
<td>One course in mathematics.</td>
</tr>
<tr>
<td>BBC1</td>
<td>Communications Foundations</td>
<td>2</td>
<td>One course in English.</td>
</tr>
</tbody>
</table>

### Language and Communication - The requirement below may be satisfied by a Bachelor's degree.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE1</td>
<td>Language and Communication: Essay</td>
<td>2</td>
<td>One course in English composition, equivalent to 2 units, excluding business writing.</td>
</tr>
<tr>
<td>LUT1</td>
<td>Language and Communication: Presentation</td>
<td>2</td>
<td>One additional course in speech and communication, equivalent to 2 units.</td>
</tr>
</tbody>
</table>

### History and Civics - The requirement below can be satisfied by a Bachelors degree.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>GKE1</td>
<td>Themes in U.S. and World History / Applications in U.S. and World History</td>
<td>2</td>
<td>A course equivalent to 2 units in US history or World history.</td>
</tr>
<tr>
<td>GKT1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*GKE1 and GKT1 can be satisfied by an Associate or Bachelor's degree for this program.*

### Humanities - The requirement below may be satisfied by a Bachelor's degree.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>IWC1</td>
<td>Literature, Arts and the Humanities</td>
<td>4</td>
<td>Two courses, equivalent to 4 units, in the humanities (i.e. literature, visual and performing arts, music, theatre, philosophy, ethics or religious studies).</td>
</tr>
<tr>
<td>IWT1</td>
<td>Literature, Arts and the Humanities: Analysis and Interpretation</td>
<td></td>
<td>Partial credit is accepted for this area: IWC1 must be transferred or met by degree before IWT1 can be transferred.</td>
</tr>
</tbody>
</table>

*IWC1 can be satisfied by an Associate or Bachelor's degree for this***
### Social Science

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLT1</td>
<td>Issues in Behavioral Science</td>
<td>3</td>
<td>One course in Human Growth and Development, equivalent to a minimum of 3 semester hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Course(s) accepted for Human development transfer must address human development throughout the entire lifespan. Child development or adolescent development will not meet this competency in and of themselves.</td>
</tr>
<tr>
<td>GLC1</td>
<td>Behavioral Science Survey</td>
<td>6</td>
<td>One Course in Psychology and One Course in Sociology or Anthropology, equivalent to 6 semester hours.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Note: Courses eligible to transfer GLT1 cannot be used fulfill the psychology component for this section.</td>
</tr>
</tbody>
</table>

### Nursing Related Science

The courses below must have been taken within the past 5 years to be considered for transfer in the pre-licensure nursing program.

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMC1</td>
<td>Introduction to Anatomy and Physiology</td>
<td>8</td>
<td>Two courses equivalent to 8 units in anatomy and physiology which include at least 2 units of lab.</td>
</tr>
<tr>
<td>GMT1</td>
<td>Human Physiology</td>
<td></td>
<td>Partial credit is accepted for this area.</td>
</tr>
<tr>
<td>ALT1</td>
<td>Anatomy and Physiology Laboratory</td>
<td></td>
<td><strong>ALT1 (A&amp;P Lab) requires the dissection of animal specimens.</strong></td>
</tr>
<tr>
<td>ALT1</td>
<td>Anatomy and Physiology Laboratory</td>
<td></td>
<td>Courses must be under five years old to be valid.</td>
</tr>
<tr>
<td>MBC1</td>
<td>Clinical Microbiology</td>
<td>4</td>
<td>One 4 unit equivalent course in microbiology that includes lab.</td>
</tr>
<tr>
<td>MLT1</td>
<td>Clinical Microbiology Laboratory</td>
<td></td>
<td>Courses must be under five years old to be valid.</td>
</tr>
<tr>
<td>GRT1</td>
<td>Biochemistry</td>
<td>3</td>
<td>One 3 unit equivalent course in biochemistry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Course must be under five years old to be valid.</strong></td>
</tr>
<tr>
<td>AAC1</td>
<td>Pharmacology</td>
<td>2</td>
<td>One 2 unit equivalent course in pharmacology.</td>
</tr>
</tbody>
</table>
Course must be under five years old to be valid.

*Course is not required as a pre-requisite, but may be transferred into program.

### Quantitative Literacy

*Course is not required as a pre-requisite, but may be transferred into program

<table>
<thead>
<tr>
<th>CODE</th>
<th>ASSESSMENT</th>
<th>CU</th>
<th>REQUIREMENT FOR TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC1</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
<td>One course in Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course must be under five years to be valid.</td>
</tr>
</tbody>
</table>

Effective July 1st, 2014
Attachment 2: Conceptual Model, Nursing Program

CONCEPTUAL MODEL, NURSING PROGRAMS

Journey to Well-Being

WESTERN GOVERNORS UNIVERSITY