Undergraduate and Graduate Programs

Teachers College
College of Business
College of Information Technology
College of Health Professions

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

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

Disclaimer: All information in this catalog is provided for informational purposes only and does not constitute a legal contract between Western Governors University and any person or entity unless otherwise specified. Information in this catalog is subject to change without prior notice. Although every reasonable effort is made to present current and accurate information, Western Governors University makes no guarantees of any kind.
# Table of Contents

About Western Governors University 4  
Admission 12  
Tuition and Financial Aid 21  
Academic Policies 25  
Academic Programs 43  
  Teachers College 45  
  College of Business 66  
  College of Information Technology 73  
  College of Health Professions 78  
Course Descriptions 83  
Course Mentor Directory 116
About Western Governors University

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

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

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

An Online University with a Mission

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

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

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

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

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

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

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

Core Theme 2: Provide accessible and affordable academic programs through the use of technology that allow students to progress and complete their program requirements independent of time or place.

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

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

WGU’s core theme #2 requires the combination of accessible and affordable academic programs with the use of technology to allow students to progress and complete their program requirements independent of time or place.

Core Theme 3: Provide academic programs to prepare traditionally underserved students for relevant professional careers in the 21st century workplace.

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

Competency-Based Education

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

Competency-based programs allow students to demonstrate through assessments that they have acquired the set of competencies (levels of knowledge, skill, or ability) required for a particular degree or
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 provides evidence that outside evaluators have carefully reviewed and approved WGU’s programs and policies, enables the transfer of credits to other accredited institutions, and legitimizes degree credentials for employers and colleges.

**Regional Accreditation**

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

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

**NCATE**

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

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

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

**CCNE**

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

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

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

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

University Governance

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

The following link provides information about the Board of Trustees, including chairman and directors, National Advisory Board and other university officials:

Board of Trustees:

As of April 2016, the trustees are:

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

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

John W. Bluford, III
President
Bluford Healthcare Leadership Institute
Former President, Truman Medical Centers

Dr. Therese (Terry) Crane
President
Crane Associates
Former Executive with Apple and AOL

Dr. Emily S. DeRocco
Principal
E3 Engage Educate Employ
Former U.S. Asst. Secretary of Labor

Robert Evanson
Former President
McGraw Hill Education

The Honorable John Hickenlooper
Governor
State of Colorado

Tammy Johns
CEO
Strategy & Talent

Scott Pulsipher
President
Western Governors University

Dr. Robert W. Mendenhall
President Emeritus
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

The Honorable Gary Herbert
Governor
State of Utah

Dr. Charles Sorenson
President and CEO
Intermountain Healthcare

National Advisory Board:

The WGU National Advisory Board (NAB) consists of major corporations and private foundations that provide ongoing support and advice to the university. The 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:

AT&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
Academic Program Governance

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

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

Faculty Composition

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

In concurrence with this disaggregated model, the 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.

**Course Mentors**

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

**Product Managers**

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

**Council Members**

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

**Adjunct Faculty**

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

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

Clinical Instructors support nursing student/coach dyads in a clinical setting, providing guidance and feedback.

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

**Academic Calendar**

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

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 the student begins their program. (For example, if a student begins their program March 1st, the first term will last from March 1st to August 31st. The second term would begin September 1st.) Tuition is billed at a flat rate every term. Students pay for time, not by credit hour or by course.

**Learning Resources**

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

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

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

Student Services

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

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

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

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

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

Other services available to students include:

Mentoring

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

Student Success Office

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

IT Help Desk

Being an online university, there are some technology requirements to follow. WGU’s IT Help Desk is available to help students resolve any technology problem. The Help Desk is open morning, noon, and night (weekends, too).

WGU Student Assistance Program

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

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

Tools for Success

Students are given all the tools needed to reach out and network with their peers, including message boards, emails, a student portal, and more. All the support needed to succeed is here... all students have to do is take advantage of it.

Alumni Community

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

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

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

Alumni and Student LinkedIn Group: https://www.linkedin.com/groups/51112

This is a closed group. Graduates and students must request to be added as a member.

Benefits and Resources for Graduates:

Networking Tools

Connect with other graduates using the alumni community website member directory or the LinkedIn
alumni and student group. Events in local areas are available on the home page of the alumni community website. Read fellow graduate stories, or submit individual stories to be featured on the website or in the alumni newsletter.

**Continuing Education**

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

**Discount Programs**

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

**Ongoing Communication**

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

**Opportunities to Volunteer**

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

**Career and Professional Development**

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

WGU Career and Professional Development Website: [www.wgu.edu/careerservices](http://www.wgu.edu/careerservices)

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

- New Student Orientation to Western Governors University

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

**Career Resources Web Site**

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

**Weekly Career Webinars (WGU CareerWise Webinars)**

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

**Individual Appointments with Career & Professional Development (CPD) Specialists**

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

**Resume Assistance**

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

**Practice Interviews**

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

**Access to National Job and Internship Postings**

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

**Networking Opportunities with WGU Alumni**

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

**Information on Applying to Graduate School**

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

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

**Library**

The WGU Central Library makes its services and resources easily available to WGU students 24 hours a day, every day through a contractual arrangement with Jones e-global library®. The Library services offer access to article and E-book databases, Online Reference Support (available 24/7 and staffed by professional librarians), Interlibrary Loan services, and the Course E-reserves.

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

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

**Facilities**

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

**WGU Building Locations**

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

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

**California:** 3 MacArthur Pl, Ste. 765; Santa Ana, CA 92707 (nursing lab ONLY)

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

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

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

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

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

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

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

General Admission Requirements

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

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

Undergraduate Programs

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

Graduate Programs

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

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

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

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

For more information regarding state degree requirements, please click on the following link: States that Require a Bachelor’s Degree from a Regionally Accredited College or University

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

Steps and Deadlines for Enrollment

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

1. Apply for admission and pay the application fee. Prospective students may apply for admission once ready. The application fee is $65. Individuals can pay online using a credit card, mailing a check, or calling the Bursar’s Office at 1.877.435.7948, ext. 3105. The application fee must be
paid before an application will be fully processed. Note: WGU does not profit from application fees as they only offset a small portion of admission and enrollment costs.

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

Official transcript copies must arrive by the 1st of the month prior to the intended start date for evaluation.

Please make arrangements for the official copies to be sent to:

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

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

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

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

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

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

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

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

**Teachers College Admission Requirements**

The WGU Teachers College is a recognized leader in online teacher education with students all over the country. Below are admission requirements specific to Teachers College programs that are in addition to WGU’s general admissions requirements:

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

Additional Program Requirements: see Academic Programs

Special Requirements for Programs Leading to Initial Teacher Certification

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

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

Special Requirements for Programs Leading to Endorsement:

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

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

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

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

Required to show proof of having completed a college-level Pre-calculus or Calculus course with a grade of C- or better.

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

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

Required to show proof of having completed both a College Algebra course and a Natural Science course with lab component (in Chemistry, Physics, Biology, or Geosciences) with a grade of C- or better. Note: The Natural Science course must have been completed within the last 10 years.

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

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

Prior to entry into the M.S. Educational Leadership, students will be required to submit an essay and Practicum Site agreement. Click on the following link for more information about the additional requirements.

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

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

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

College of Business Admission Requirements

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

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

Special Requirements for WGU’s MBA programs:

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

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

Special Requirements for WGU’s MS Accounting Program
• Submit a transcript verifying receipt of a bachelor’s degree in accounting from a recognized, accredited institution.

College of Information Technology Admission Requirements
Degrees from the College of Information Technology incorporate up to 8 respected industry certifications, depending on the program. Below are admission requirements specific to College of Information Technology programs that are in addition to WGU’s general admissions requirements.

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

Special Requirements for WGU’s B.S. IT Programs:
• Possess a high school diploma or its equivalent.
• Demonstrate IT experience either through:
  o An associate’s degree in IT or equivalent (A.S. or A.A.S. in IT is acceptable).
  o High-level IT coursework completed within the last five years:
    o Two or more upper-level networking courses; OR
    o Two or more upper-level object-oriented programming courses (Java, C#, etc.); OR
  o One or more upper-level operating systems courses; OR
  o One or more upper-level information security and assurance courses.
  o Hold transferable IT certifications earned within the last five years.
  o Submit a resume showing three-plus years of IT work experience.

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

Special Requirements for WGU's M.S. Information Security and Assurance program:
• Possess a bachelor’s degree from a regionally or nationally accredited institution.
• Demonstrate IT security experience through at least one of the following three methods:
  o Have earned a bachelor’s degree in IT security or IT networking that covers at least two CISSP CBK domains.
  o Hold a CISSP, CCIE, CCNP, CCNA, or GCWN certification that was earned within the last five years.
  o Submit a resume for review showing recent significant IT security experience, of at least three years, which demonstrates at least two CISSP CBK domains.

Special Requirements for WGU’s M.S. IT Management program:
• Possess a bachelor’s degree from a regionally or nationally accredited institution.
• Demonstrate IT networking experience through at least one of the following methods:
  o A bachelor’s degree in information systems or information technology with an emphasis or coursework in advanced IT networking
  o Submit a resume for review showing recent certifications and significant IT networking experience
College of Health Professions Admission Requirements

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

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

Special requirements for WGU’s B.S. in Nursing or M.S. Nursing (RN to MSN Option) programs:
- Must possess an associate’s degree or diploma in nursing.
- Must possess a current, unencumbered registered nurse (RN) license.
- Should be working in a position that requires use of nursing knowledge at time of application and enrollment.
- Must submit to a criminal background check through American Databank (www.wgucompliance.com). California residents are also required to provide proof of current immunizations.

Special requirements for WGU’s M.S. in Nursing (Education or Leadership and Management) programs:
- Must possess a bachelor of science in nursing degree (BSN).
- Must possess a current, unencumbered registered nurse (RN) license.
- Must be actively working as an RN at the time of application and enrollment.
- Must submit to a criminal background check through American Databank (www.wgucompliance.com). California residents are also required to provide proof of current immunizations.

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

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

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

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

Pre-Nursing Enrollment Requirements:

Applicants must have a minimum of a 2.5 GPA in the required nursing sciences to be considered for enrollment into the pre-nursing program. Successful completion of a nursing program admission exam is required prior to enrollment. Enrollment in the university and in the pre-nursing term does not guarantee acceptance into the clinical nursing program. Applicants are required to submit and/or complete the following items:
- Take and pass the ATI TEAS V Exam at the “Proficient,” “Advanced,” or “Exemplary” Level.
- Submit a professional resume.
- Submit a letter of intent.
- Submit at least two professional letters of recommendation. (If the student is currently working in the healthcare industry, one should originate from the current employer.)
- Submit official transcripts from all previous institutions that show:
  - Have earned a bachelor’s or associate’s degree AND/OR
  - Have completed the program admission prerequisites in Liberal Arts and Sciences and Behavioral Sciences
- Have completed all nursing-related science prerequisites in:
  - Anatomy and Physiology I, II with Labs
  - Microbiology with Lab

Click here to see the specific assessment requirements

Note: Preference will be given those individuals with a prior college degree. All prerequisites must be complete before an application for enrollment can be considered.

Prelicensure Clinical Nursing Program Admission Requirements:

If a student meets the requirements above and wishes to be considered for admission into the Clinical Nursing Program, they must be prepared to enroll, complete the Pre-Nursing Curriculum requirements, and apply for admission into the program. Students must be at least 18 years of age before beginning the application process or participating in clinical experiences.
Admission into the Clinical Nursing Program is competitive. Enrollment in the Pre-Nursing Curriculum is NOT a guarantee for admission into the Clinical Nursing Program.

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

- Proof of health insurance. †.
- Proof of successfully passing of a criminal background check*.
- Proof of successfully passing a urine drug test*.
- Proof of a current immunization record and current negative TB test. 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.
- Participation in an interview with an admissions committee comprised of two or three committee members including the State Director of Nursing or designee.

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

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

Note: There are no special admission requirements for entry into the B.S. Health Informatics degree program.

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

State Regulatory and Consumer Complaint Information

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

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

Alabama


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

Alaska

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

Arizona

If the student complaint cannot be resolved after exhausting the Institution’s grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board address is:

1400 W. Washington, Room 260
Phoenix, AZ 85007.
Phone: 602/542-5709
Website: www.azppse.gov

Arkansas

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

Students should be aware that degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.
California
Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the California Bureau for Private Postsecondary Education.

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

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

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

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

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

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

This institution is authorized by: The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education101 West Ohio Street, Suite 300Indianapolis, IN 46204-4206.

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

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

Kansas
Western Governors University is approved by the Kansas Board of Regents to operate in the state of Kansas (1000 Southwest Jackson, Suite 520; Topeka, KS 66612-1368; 785-296-3421; www.kansasregents.org).

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

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

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

Western Governors University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission. Contact the Maryland Attorney General at: Consumer Protection Division; 200 St. Paul Place; Baltimore, Maryland 21202; consumer@oag.state.md.us; https://web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm; Consumer Protection Hotline: 410-528-8662.
Minnesota
Western Governors University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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

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

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

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

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

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

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

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

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

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

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

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

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

South Carolina
Due to a lack of physical presence in the state, Western Governors University is not required to seek approval from the South Carolina Commission on Higher Education.
Residents of South Carolina may access a complaint form through the web site of the Commission [http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf). The form must be completed, signed, and notarized. It may be submitted with the required documentation to Postsecondary Institution Licensing, South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201.

**Tennessee**

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

The Western Governors University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

**Texas**

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

**Utah**

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

**Vermont**

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

**Virginia**

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

**Washington**

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

**West Virginia**

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

**Wisconsin**

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

**Wyoming**

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

Tuition and Fees

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

As of April 1, 2016:

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

Special Fees: (apply to select programs)

- Science Lab Fee: $350 (one time)
- Individuals pursuing either of the science bachelor’s degrees or science master’s degrees that require a home science lab will be assessed this one-time charge (billed separately along with the first term’s tuition).

- Consolidated Nursing Program Fee: $350 (one time)
- Individuals pursuing a nursing degree will be assessed a one-time charge (billed separately along with the first term’s tuition).

- Demonstration Teaching (standard): $1,000
- Individuals in a Teachers College program that includes student teaching must pay a $100 application fee, plus a $900 demonstration teaching fee prior to their in-classroom teaching practicum.

- Educational Leadership Practicum: $1,000 (one time)
- Individuals pursuing the M.S. in Educational Leadership will be assessed this one-time fee in their last term as they complete their practicum experience.

B.S. Nursing (Prelicensure) Fees:

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

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

Tuition Payment and Financial Policies

WGU Financial Policy

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

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

Payment is Required at the Beginning of Each Term

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

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

Payment Deadlines

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

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

Financial Aid

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

Payment Methods
WGU accepts cash, money orders, cashier’s checks, checks, web checks/EFT credit cards (Visa, MasterCard, Discover, and American Express) at no additional cost to the student through the online “Make or View Payments” link in the student portal. WGU does not accept post-dated checks. WGU will not hold any check for deposit past the date of the receipt of the check. WGU will not be responsible for any bank fees associated with the deposit of said check. To protect student’s financial records, WGU does NOT accept payments over the phone, under any circumstance.

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

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

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

Automatic Enrollment Confirmation/Not Attending Cancellation for Renewal Term Students
The student’s tuition for renewal terms will be automatically charged on the first day of the term. Thus, if the student will not be attending a subsequent term, it will be necessary for the student to indicate this by notifying their mentor by telephone or email prior to term enrollment for the term. Once the student has completed term enrollment with the mentor, the student will be liable for charges incurred.

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

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

Transcripts and Records Policy for Students with Unresolved Financial Obligations
In the event of any unresolved balance of any nature on the student’s account the following records will not be released: diplomas, transfer of university competencies and transcripts of university courses. These
records will not be released until the balance is paid in full or the past due balance is resolved. When all financial obligations are resolved, the student is again eligible to receive transcripts and all university services.

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

**Student Financial Aid Requirements**

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

Financial Aid can be used for:

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

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

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

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

**Satisfactory Academic Progress**

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

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

Maintaining Satisfactory Academic Progress

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

First Term Students*

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

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

Continuing Students*

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

Scholarships

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

http://www.wgu.edu/tuition_financial_aid/scholarships
Credit Transfer Guidelines

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

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

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

Transferability of Credit; Credit Transfer Limitations

Western Governors University is a special purpose institution whose mission 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.

WGU maintains great relations with community colleges throughout the United States.

Click here if planning to transfer in from a community college.

General Transfer Guidelines

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

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

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

Completed Courses Or A Degree?

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

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

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

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

Transcripts Department
Western Governors University
4001 South 700 East, Suite 700
Salt Lake City, UT 84107
1.877.435.7948, ext. 3102

Teachers College Transfer Guidelines

For the following programs:

B.A. Interdisciplinary Studies (K-8)
B.A. Special Education (K-12)

Up to 58 CUs cleared through transfer waivers through an AA or AS degree in Teacher Education.

Students may clear up to 43 CUs in the Lower-Division Domains, plus the following Education course areas:
Course of Study:

School and Society
Diversity and Inclusion
Human Development and Learning
Classroom Management
Testing

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

For the following programs:

- **B.A. Mathematics (5-9 or 5-12)**
- **B.A. Science (5-9)**
- **B.A. Science (Chemistry, 5-12)**
- **B.A. Science (Physics, 5-12)**
- **B.A. Science (Biological Science, 5-12)**
- **B.A. Science (Geosciences, 5-12)**

Up to 58 CUs may be cleared through transfer waivers from an AA or AS degree in Teacher Education.

Students may clear up to 43 CUs in the Lower-Division Domains, plus the following Education course areas:

Course of Study:

Schools and Society
Diversity and Inclusion
Human Development and Learning
Classroom Management
Testing

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

College of Information Technology Guidelines

For bachelor’s-level IT degree programs:

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

Up to 61 CUs may be cleared through transfer waivers with an AA or AS degree in Information Technology (if earned within the last 5 years)

Students may clear up to 40 CUs in the Lower-Division Domains, plus the following IT course areas:

- **IT Fundamentals I**
- **IT Fundamentals II**
- **Web Programming**
- **Introduction to Programming I**
- **Introduction to Programming II**
- **Networking I**

College of Business Guidelines

For bachelor’s-level business degree programs:

Up to 60 CUs may be cleared through transfer waivers with an AA or AS degree in Business.

Students may clear up to 40 CUs in the Lower-Division Domains, plus the following Business course areas:

Course of Study:

Business Applications of Finance, Accounting and Information Technology

Health Professions Guidelines

For the **B.S. Nursing (RN to BSN):**

Up to 59 CUs may be cleared through transfer waivers with an AA or AS degree plus RN license in hand.

Students may be eligible for additional transfer credits based on additional degrees or coursework. Students with an ADN may need a course-by-course evaluation.

Incoming students with a complete liberal arts background and an RN will typically clear upon transfer of all assessments **EXCEPT:**

Course of Study:

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

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

Up to 7 CUs may be cleared through transfer waivers with an AA or AS degree. Students may be eligible for additional transfer credits based on additional degrees or coursework.
Because of state and Commission on Collegiate Nursing Education (CCNE) guidelines, the AA or AS degree will typically clear only the following:

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

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

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

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

**Term Registration and Enrollment**
Term registration and enrollment is the process of selecting courses and verifying that students are enrolled for the term. Students register prior to a term by working with their mentor to set a scenario of the courses to be completed. Students then accept enrollment for the term on or after the 1st day of the new term. Term enrollment must be completed no later than the 10th day of the start of the term for continuing students and the 20th day of the start of the term for new students. Once term enrollment is established, students are considered enrolled for the term and are responsible for tuition charges. Once students have enrolled in a term, they are committed to the courses and changes to enrollment will not be processed. Students who do not complete registration and enrollment for the new term are administratively withdrawn from the University.

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

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

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

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

**Passing Vendor Assessments/Certifications not Enrolled in Current Term**

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

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

**Attendance Policy**

WGU does not have an institutional attendance policy. Progress is governed, not by 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.

Online learning “WGU style” is quite flexible, even compared to other online universities. Program are personalized to individual schedules in several ways, providing the flexibility students need to be successful in all areas of life, not just in school.

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

**Computer Requirements**

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

1. A broadband (high speed) Internet connection (DSL or cable recommended; satellite Internet may work, but is not recommended).

2. A desktop or laptop computer purchased in the last five years with any operating system capable of running the required software listed below (e.g. Windows, Mac, Linux, etc.)

3. One or more of the following modern web browsers:
   - Windows Internet Explorer
   - Google Chrome
   - Mozilla Firefox
   - Apple Safari

4. A modern office productivity suite (e.g. Microsoft Office, Apple iWork, Apache OpenOffice, LibreOffice, etc.)

5. Audio: Sound card with speakers (external or built-in)

6. The following multimedia apps/plugins:
   - PDF reader software (e.g. Adobe Reader, Apple Preview, Foxit Reader, etc.)
   - Adobe Flash
   - Adobe Shockwave
   - Adobe AIR
   - Apple Quicktime
   - Java
   - Microsoft Silverlight

7. WGU recommends that students have an up-to-date anti-virus program.

*Note: WGU students will also be required to use a number of third-party learning resources. The system requirements for these resources vary widely by program and assessment and may differ greatly from those listed above. Information Technology students, in particular, may need to install specific applications that require a more powerful computer or a specific operating system. If a student is concerned that their computer may not meet the minimum requirements for any third-party learning resource or specific applications in the degree program, please contact Student Services, Learning Resources or the IT Service Desk for more information.*
Satellite Internet: WGU understands that in some cases satellite internet is a student’s only option. Certain learning resources such as MyNursingLab and Soomo have experienced issues when being accessed from these types of internet connections. Instances have been found where students are using providers such as Excede or DISH Network.

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

- Purchase a VPN connection. This allows a student to remotely access resources and work around satellite internet conflicts. WGU does not endorse any specific VPN provider. Perform an internet search for VPN service providers and setup this service in the way that works best.

- WGU will reimburse students for the cost of this service for up to six months, for up to $60 of service (1 term = $60).

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

The WGU Grading System

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

WGU 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.”

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

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

Transcripts include five possible marks:

- **Pass**: Certifies successful completion of a course of study. The student has demonstrated the required competencies by passing the final assessment with a grade equivalent of B or better or 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
How Degree Plans Work

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

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

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

Learning Resources – The online courses, tutorials, textbooks, and other learning materials to use when preparing for WGU assessments.

WGU Assessments – Tests and assignments that measure competence.

Degree Plans detail all program requirements, including:

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

Degree Plans detail all program requirements, including:

- Term details
- Assessment type, status, and associated learning resources
- Access to pre-assessments (described in more detail in Completing Assessments)
- Required completion dates (explained below)

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

Term Enrollment

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

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

Start and End Dates

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

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

The university publishes its policy on student conduct and conditions of dismissal in the online student handbook under Rights and Responsibilities.

A link to the Student Handbook, which is also available to students via the password-secured WGU Student Portal, is provided below, along with links to major topics in the handbook.

Student Handbook: [www.wgu.edu/sh](http://www.wgu.edu/sh)

On Time Progress to Graduation

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

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

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

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

**Academic Suspension Due to Lack of Progress**

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

**Academic Expulsion Due to Lack of Progress**

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

Students who wish to appeal administrative withdrawal, due to Academic Suspension or Expulsion, may do so in writing to the Registrar’s Office at [records@wgu.edu](mailto: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 website is a link to the Program Guide Book, which, among other information, contains a definition of units of credit.

**How to Complete a Degree**

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

WGU does not ask students to accumulate credit hours; we ask students to develop competence—proof that they understand concepts and can translate this understanding into usable knowledge and skills.

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

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

Mentors guide students when choosing learning resources. How to develop competence is up to each student. It could be an online study group, an online learning community, textbooks, or other resources. Students have the guidance of their mentor to set a path toward success.

Take and Pass Assessments

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

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

Student Accessibility Services

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

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

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

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

Academic Authenticity

Students are provided with the following policy in the Student Handbook regarding the authenticity of their work:

http://www.wgu.edu/sh

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

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

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

When taking a proctored WGU assessment, you may not access any device or materials not specifically approved in advance, or communicate with anyone except the proctor.

Unless you are directed by WGU to work with other students, all assessments and projects must be your own work.

If you use any material from an outside source, you must provide an appropriately formatted citation. Representing the work of others as your own, without proper citation, is plagiarism and may lead to sanctions including suspension or expulsion from the University.

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

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

**Code of Student Conduct**

As stated in the Student Handbook:

**PREAMBLE**

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

**ARTICLE I: DEFINITIONS**

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

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

3. The term “faculty member” means any person hired by WGU to conduct learning activities or who is otherwise considered by WGU to be a member of its faculty.

4. The term “WGU official” includes any person employed by WGU performing assigned administrative or professional responsibilities.

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

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

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

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

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

10. The term "shall" is used in the imperative sense.
11. The term "may" is used in the permissive sense.
12. The Associate Provost for Academic Services is that person designated by WGU’s President to be responsible for the administration of the Student Code.
13. The term "policy" means the written regulations of WGU as found in, but not limited to the WGU Student Handbook including this Student Code of Conduct and any student handbook specific to a WGU degree program. All WGU policy is made continuously available to students on the University’s website.
14. The term "cheating" includes, but is not limited to: (1) using any information found, requested or purchased on the Internet (or elsewhere) containing WGU assessment materials or responses to those materials (i.e., answers to exam questions or projects responses created by someone else); (2) creating or transmitting responses to WGU assessments or projects if you have reason to know those responses may be submitted to WGU by someone else; (3) copying, recording and disclosing WGU assessment or project material for others’ use; (4) accessing any device or materials not specifically approved in advance, or communicating with anyone except the proctor when taking a proctored WGU assessment; and (5) working with others on assessments or projects unless specifically directed by WGU; and (6) representing the work of others as your own without proper citation.
15. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
16. The term "harassment" means the use of words, gestures, imagery, and other communication that creates a hostile and intimidating environment to the degree that other members of the WGU community would choose not to participate in communications, programs, or activities.
17. The term "identity misrepresentation" means the use of false, stolen or borrowed identification materials (e.g., driver’s license) to obtain: i) admission to WGU, ii) access to student financial aid, or iii) access to WGU programs, assessments and other activities.
18. The term "Complainant" means any person who submits a charge alleging that a student violated this Student Code. When a student believes that s/he has been a victim of another student’s misconduct, the student who believes s/he has been a victim will have the same rights under this Student Code as are provided to the Complainant, even if another member of the WGU community submitted the charge itself.
19. The term "Accused Student" means any student accused of violating this Student Code.
20. The term "Advisor" includes any member of the WGU community but the Advisor cannot be acting as an attorney.
21. "Education Records" are broadly defined to include all records directly related to a student and are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA). Disciplinary Records and Academic Records are considered to be Education Records and as a result are kept confidential in accordance with this law.
22. The "Disciplinary Record" includes a statement of charges, summary of information considered by or presented to the Code of Conduct Board, findings or sanctions, records of appeals, and rationale for the decisions.
23. The "Academic Record" is defined as information relating to a student’s academic performance including transcripts, narrative notes of the student’s academic progress as documented by the student’s mentor(s), assessment and evaluation results, external exam scores, and results of any appeals filed by the student.
24. The term "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes, including, but not limited to, the purpose of initiation or admission into or
affiliation with any organization operating under the sanction of a postsecondary institution; includes, but is not limited to Pressuring or coercing the student into violating state or federal law; any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that which could adversely affect the physical health or safety of the student; any activity that which would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that which could result in extreme embarrassment; other forced activity that which could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

ARTICLE II: STUDENT CODE AUTHORITY

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

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

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

ARTICLE III: JURISDICTION OF WGU STUDENT CODE

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

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

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

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

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

ARTICLE V: PROSCRIBED CONDUCT

A. Conduct—Rules and Regulations

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

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

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

3. Unprofessional conduct including harassment, threatening, bullying or verbal abuse of any member of the WGU community by any means (conduct, speech, written notes, electronic mail, etc.). This includes, but is not limited to, the use of threats, profanity, and demeaning or intimidating comments.

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

5. Illegal use, possession or distribution of alcohol or any controlled substance on University premises or at University sponsored events.

6. Attempted or actual theft of and/or damage to property of WGU or property of a member of the WGU community.

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

8. Failure to conform to the standards of professional conduct outlined in the Teachers College Code of Ethics, Professional Behaviors and Dispositions, the WGU Nursing Programs Standards of Professional Conduct and Process for Dispositional Disciplinary Action, and similar standards of professional conduct associated with other WGU field experience programs.

9. Violation of any WGU policy.

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

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

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

13. Abuse of the Student Conduct System, including but not limited to:
   a. Failure to obey a notice from the Student Conduct Board or WGU official to appear for a meeting or hearing as part of the Student Conduct System.
b. Falsification, distortion, or misrepresentation of information before Student Conduct Board.

c. Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.

d. Institution of a student conduct code proceeding in bad faith.

e. Attempting to discourage an individual’s proper participating in, or use of, the student conduct system.

f. Attempting to influence the impartiality of a member of the Student Conduct Board prior to, and/or during the course of, the Student Conduct Board proceeding.

g. Harassment (verbal or physical) and/or intimidation of a member of the Student Conduct Board prior to, during, and/or after a student conduct code proceeding.

h. Failure to comply with the sanction(s) imposed under the Student Code.

i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

B. Attempts and Complicity

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

C. Violation of Law and WGU Discipline

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

ARTICLE VI: STUDENT CONDUCT CODE PROCEDURES

A. Charges and Student Conduct Board Hearings

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

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

3. Student Conduct Board hearings shall be conducted by telephone conference according to the following guidelines:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B. Sanctions

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

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

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

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

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

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

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

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

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

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

   j. Revocation of Admission and/or Degree—Admission to, or a degree awarded from WGU may be revoked for fraud, misrepresentation, or other violation of WGU standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
k. Withholding Degree—WGU may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

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

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

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

C. Administrative Holds

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

D. Interim Suspension

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

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

During the interim suspension, an Accused Student shall be denied access to some or all WGU systems or privileges for which the Accused Student might otherwise be eligible, as the Associate Provost for Academic Services or the Student Conduct Administrator may determine to be appropriate for the purposes of investigation. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through the Student Conduct Board Hearing, if required.

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

E. Appeals

1. A decision reached by the Student Conduct Board or a sanction imposed by the Student Conduct Administrator may be appealed by the Accused Student(s) or Complainant(s) to the Appellate Board within five (5) business days of the decision. Such appeals shall be in writing and shall be delivered to the Student Conduct Administrator or his or her designee.

2. Except as required to explain the basis of new information, an appeal shall be limited to a review of the verbatim record of the Student Conduct Board Hearing and supporting documents for one or more of the following purposes:

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

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

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

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

ARTICLE VII: INTERPRETATION AND REVISION

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

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

Refund and Cancellation Policy

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

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

Tuition and Fees Refund

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

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

Determining Withdrawal Dates

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

Calculating the Refund

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

Refunds

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

Tuition Refund Appeal

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

Student Complaints

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

Informal Complaints

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

Formal Complaints

If a student is unsure how to approach a concern or an earlier complaint cannot be resolved informally, the student may initiate a formal complaint by sending a written explanation of the concern to WGU Student Services at studentservices@wgu.edu. The written complaint must describe who has been involved, the current status of the concern, and steps taken to resolve the concern informally. WGU Student Services will work to swiftly resolve each complaint and in every case will respond within 10 business days. If Student Services is not able to resolve the concern to the student’s satisfaction, within 5 business days the student may appeal the decision by submitting a brief, written summary of the concern to WGU’s Associate Provost for Academic Services. The decision of the Associate Provost shall be final.

Discrimination and Harassment

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

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

Consumer Complaint Process

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

Programs Offered

Teachers College

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

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

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

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

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

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

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

WGU publishes all available programs on the university website.

http://www.wgu.edu/degrees_and_programs
WGU’s public website provides access to a description of every degree program offered by the university, and each description includes the requirements to be met for satisfactory completion.

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

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

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

Special Teachers College Program Requirements: Initial Licensure Programs

Special Requirements for Programs Leading to Initial Teacher Certification

Students who are seeking initial teacher licensure in a bachelor’s, post-baccalaureate, or master’s of arts in teaching program must complete WGU- and/or state-specific requirements throughout their program, including:

1. Pass a Background Check

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

2. Pass Basic Skills, Content, and Pedagogy Exams

Each state has specific testing requirements that must be met or completed in addition to completing a teaching degree program at WGU. WGU requires students to complete and pass:

- Basic Skills Exam: Pass the Basic Skills Exam required by your state for certification, or a designated Basic Skills Exam if your state does not require one.
- Content Exam: You must pass the designated Content Exam(s) required by your state in order to graduate from your program.
- WGU Program Exam: WGU also requires you to pass a specific Praxis exam to graduate from your program (with the exception of Elementary programs), often in addition to any certification exam required by your state.
- Pedagogy Exam: Finally, some states require the completion of a Pedagogy Exam, which assess your knowledge of teaching methods.

3. Complete Preclinical Experiences

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

4. Complete a Term of In-Classroom Student Teaching (Demonstration Teaching)

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

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

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

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

5. Meet Any Additional State Certification Requirements

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

**Special Teachers College Program Requirements: Advanced Programs**

*Special Requirements for Advanced Programs*

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

1. **Pass a Background Check**

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

2. **Pass Content Exam(s)**

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

3. **Complete Field Experiences**

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

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

4. **Meet Any Additional State Certification Requirements**

   Students who plan to seek an additional endorsement/certificate upon completion of their program may need to complete additional state-specific requirements for certification, such as coursework not included in your WGU program, CPR certification, or workshops. The Teacher Licensure Department maintains information on individual state requirements.
B.A. Interdisciplinary Studies (K-8)

Bachelor of Arts in Interdisciplinary Studies for Prospective Teachers Grades K-8

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

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TOTAL 122

B.A. Mathematics (5-9 or 5-12)

Bachelor of Arts in Mathematics for Prospective Teachers Grades 5-9

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

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**Bachelor of Arts in Mathematics for Prospective Teachers Grades 5-12**

The Bachelor of Arts in Mathematics (5–12) is a competency-based degree program that prepares students to be licensed as mathematics teachers in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in Mathematics Content, Teacher Education Foundations and Diversity, Instructional Planning and Presentation, and Mathematics Education.
### B.A. Science (5-9)

**Bachelor of Arts in Science for Prospective Teachers**  
**Grades 5-9**

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

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### B.A. Science (Chemistry, 5-12)

**Bachelor of Arts in Science for Prospective Chemistry Teachers**  
**Grades 5-12**

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

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TOTAL 121

**B.A. Science (Physics, 5–12)**

**Bachelor of Arts in Science for Prospective Physics Teachers Grades 5–12**

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

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TOTAL 121
Clinical Experiences

Advanced Biology Content, Science Education, Pre-Foundations and Diversity, General Science and consists of work in classroom field experience components. The exception of the Demonstration Teaching and in 12. All work in this degree program is online with the students to be licensed as biology teachers in grades 5 – 12.

Bachelor of Arts in Science for Prospective Biology Teachers Grades 5–12

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

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B.A. Science (Biological Science, 5-12)

Bachelor of Arts in Science for Prospective Biology Teachers Grades 5–12

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

teachers in grades 5–12. All work in this degree program
is online with the exception of the Demonstration
Teaching and in-classroom field experience components.

### Bachelor of Arts in Science for Prospective Geosciences Teachers Grades 5–12

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

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**TOTAL 121**

**B.A. Science (Geosciences, 5–12)**

### Bachelor of Arts in Science for Prospective Geosciences Teachers Grades 5–12

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

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**TOTAL 121**

**B.A. Special Education (K–12)**

### Bachelor of Arts in Special Education

The Bachelor of Arts in Special Education (K–12), Cross-Categorical Model, is a competency-based program that enables teacher candidates to earn a Bachelor of Arts in Special Education (BASP) degree and leads to an initial dual licensure in Special Education (K–12) and Elementary Education (K–8) teaching certificate online (except for the in-classroom component Demonstration Teaching and options for in-classroom field experiences prior to Demonstration Teaching). This program consists of four balanced areas of study (domains), competency-based assessments, and the creation of a professional portfolio. It includes a supervised teaching practicum that consists of two placements, one in an elementary classroom and one in a middle or secondary level classroom. Both placements should support the academic needs of students with mild-to-moderate disabilities.

The Special Education Cross-Categorical Model is a specifically designed program for the education and training of prospective teachers to work with students with mild/moderate disabilities in a variety of school settings, including inclusionary K–12 classrooms.

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**TOTAL 121**
resource rooms or self-contained classrooms; serve as teacher of record K–8, as well as teach all basic school subjects in the elementary education classroom.

With the successful completion of required assessments in the major area of teaching, the student can receive institutional recommendation for certification in special education and in elementary education. During the required major or sequence of the standard path, students gain knowledge, skills, and competencies essential to effective teaching while being involved in field-based experiences.

### Course List

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**Post-Baccalaureate Teacher Preparation Program, Elementary Education (K-8)**

**Post-Baccalaureate in Teacher Preparation, Elementary Grades K–8**

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

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TOTAL 37

The Post-baccalaureate Teacher Preparation Program—Mathematics (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program

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TOTAL 27

Post-Baccalaureate in Teacher Preparation, Mathematics Grades 5–12

The Post-baccalaureate Teacher Preparation Program—Mathematics (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach mathematics in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program

Post-Baccalaureate Teacher Preparation Program, Mathematics

Post-Baccalaureate in Teacher Preparation, Mathematics Grades 5–9

Western Governors University | wgu.edu
with a substantial background in mathematics and proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, Pre-Clinical Experiences, and Demonstration Teaching.

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**Post-Baccalaureate in Teacher Preparation, Science Grades 5–12**

The Post-Baccalaureate Teacher Preparation Program, Science (5–12) is a competency-based program of study that prepares students who have earned a baccalaureate degree to be licensed to teach science in grades 5–12. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components.

Students enter this program with a substantial background in science and proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Science Education, Pre-Clinical Experiences, and Demonstration Teaching.

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### Post-Baccalaureate Teacher Preparation Program, Social Science

#### Post-Baccalaureate in Teacher Preparation, Social Science Grades 5–12

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

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### M.A. Teaching, Elementary Education (K–8)

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

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

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Demonstration Teaching and Research Pedagogy (Grades 5–12)

Instructional Planning and Presentation, English Foundations of Teaching, Teacher Education Diversity, Integration of Exceptional Learners, and Clinical Experiences (Grades 5–12), Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

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**M.A. Teaching, Mathematics**

**Master of Arts in Teaching, Mathematics Grades 5–9**

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

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**M.A. Teaching, Mathematics**

**Master of Arts in Teaching, Mathematics Grades 5–12**

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

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<td>Cohort Seminar</td>
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<td>C225</td>
<td>Research Questions and Literature Review</td>
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**TOTAL**

**TOTAL 31**

**TOTAL 32**
significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, Pre-Clinical Experiences, Demonstration Teaching, and Research Fundamentals.

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**M.A. Teaching, Science**

**Master of Arts in Teaching, Science Grades 5–9**

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

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M.A. Teaching, Social Science

Master of Arts in Teaching, Social Science Grades 5–12

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

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M.S. Special Education (K-12)

Master of Science in Special Education

The Master of Science in Special Education is a competency-based program that enables students to earn a Master of Science in Special Education degree online. The M.S. in Special Education includes content knowledge related to teaching special education K–12 as well as research, instructional design, and performance improvement. The M.S. in Special education program also includes two Capstone experiences: 1) a 240-hour in-class supervised teaching practicum: MS SPED Teacher Work Sample Written Project/Practicum I and 2) the MS SPED Teacher Work Sample Oral Defense/Practicum II.

The most important aspect of this program is that it provides an avenue for professionals currently engaged in a teaching career, whose content and pedagogy backgrounds are significant, to serve in our country’s elementary, middle, and high schools by teaching in special education settings in grades K–12. In order to matriculate into the M.S. Special Education degree, students must have a valid teaching certification and be highly qualified as defined by the “Highly Qualified Teachers” component of the No Child Left Behind (NCLB) Act.

<table>
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</table>
**M.S. Educational Leadership**

**Master of Science in Educational Leadership**

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

<table>
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<th>Term</th>
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<td>Psychoeducational Assessment Practices and IEP Development/Implementation</td>
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**M.A. English Language Learning/English as a Second Language (ELL/ESL) (PK-12)**

**Master of Arts in English Language Learning, Grades Pre K–12**

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

<table>
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<th>Term</th>
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**R.E.L. (RES) Special Education**

**M.S. Educational Leadership**

**Master of Science in Educational Leadership**

The Master of Science in Educational Leadership is a competency-based degree program that prepares students at the graduate level to become licensed as school principals. The program’s philosophy is based on that of the school principal as the school’s instructional team leader. Work in this degree program takes place in a case study format and utilizes a case study school site or district. Students also complete a six-month practicum working closely with a school administrator in a practicum school site. Practicum activities take place at both the elementary (K–6) and secondary (7–12) levels and occur during the concluding term of the program. All students complete a capstone project.

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<td>Behavioral Management and Intervention</td>
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<td>IDC1</td>
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<td>JPT2</td>
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<td>C224</td>
<td>Research Foundations</td>
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</tr>
<tr>
<td>C225</td>
<td>Research Questions and Literature Review</td>
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<td>C226</td>
<td>Research Design and Analysis</td>
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<td>C540</td>
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M.A. Mathematics Education (K-6, 5-9, or 5-12)

Master of Arts in Mathematics Education, Grades K-6

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

STANDARD PATH FOR MASTER OF ARTS IN MATHEMATICS EDUCATION, (K-6)

<table>
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<th>Code</th>
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<td>Graphing, Proportional Reasoning and Equations/Inequalities</td>
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<td>AVA2</td>
<td>Geometry and Statistics</td>
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<td>Mathematics (K-6) Portfolio Oral Defense</td>
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<td>C225</td>
<td>Research Question and Literature Review</td>
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<td>Research Design and Analysis</td>
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Master of Arts in Mathematics Education, Grades 5-9

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

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<tr>
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<th>Course</th>
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<th>Term</th>
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<tbody>
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<td>OPT2</td>
<td>Mathematics Learning and Teaching</td>
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<td>TOC2</td>
<td>Probability and Statistics I</td>
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<td>EXP2</td>
<td>College Geometry</td>
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<td>OOT2</td>
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M.A. Science Education (5-9)

Master of Arts in Science Education, Grades 5-9

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

**M.A. Science Education (Chemistry, 5–12)**

**Master of Arts in Science Education, Chemistry Grades 5–12**

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

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<th>Term</th>
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<td>TSP2</td>
<td>General Chemistry Laboratory I</td>
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<td>TUC2</td>
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<td>TUP2</td>
<td>General Chemistry Laboratory II</td>
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<td>RJT2</td>
<td>Principles of Biology</td>
<td>3</td>
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<td>C389</td>
<td>Science, Technology, and Society</td>
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<td>QQT2</td>
<td>Earth and Space Science</td>
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<td>RNT2</td>
<td>General Physics</td>
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<tr>
<td>DBV2</td>
<td>Middle School Science: Content Knowledge</td>
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<tr>
<td>ORT2</td>
<td>Science Teaching and Learning</td>
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**M.A. Science Education (Physics, 5–12)**

**Master of Arts in Science Education, Physics Grades 5–12**

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

<table>
<thead>
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**M.A. Science Education (Biological Science, 5–12)**

**Master of Arts in Science Education, Biological Science Grades 5–12**

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

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includes General Science and Biology (Grades 5-12) Content and Science Education. All students complete a culminating Teacher Work Sample.

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<td>General Chemistry II</td>
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<td>General Chemistry Laboratory II</td>
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M.A. Science Education (Geosciences, 5-12)

M.A. Science Education, Geosciences Grades 5–12

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

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M.Ed. Instructional Design

Master of Education in Instructional Design

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

<table>
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<td>Issues in Instructional Design</td>
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<td>JPT2</td>
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<td>Research Questions and Literature</td>
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M.Ed. Learning and Technology

Master of Education in Learning and Technology

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

Master of Science, Curriculum and Instruction

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>CU</th>
<th>Term</th>
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<td>Issues in Instructional Design</td>
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Endorsement Preparation Program in Educational Leadership

Endorsement Preparation Program, Educational Leadership

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

<table>
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<td>Student, Stakeholder, and Market Focus for Educational Leaders</td>
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Endorsement Preparation Program, English Language Learning (PreK-12)

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

The Endorsement Preparation Program, English Language Learning (PreK-12) is a competency-based program that prepares already licensed teachers to be licensed to teach in English Language Learning (ELL) settings. All work in this degree program is online and includes ELL content and methodology.

<table>
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TOTAL 25
B.S. Business Management

Bachelor of Science in Business Management

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

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B.S. Business - Healthcare Management

Bachelor of Science in Business - Healthcare Management

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

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

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**TOTAL 120**

**B.S. Business—Human Resource Management**

**Bachelor of Science in Business—Human Resource Management**

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

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assessments, and a capstone project.

**B.S. Business—Information Technology Management**

**Bachelor of Science in Business—Information Technology Management**

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

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**TOTAL 120**

**B.S. Marketing Management**

**Bachelor of Science in Marketing Management**

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

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**Course Code**

**Course Title**

**Credit Hours**

**Term**
B.S. Accounting

Bachelor of Science in Accounting

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

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TOTAL    120

Master of Business Administration (MBA)

Master of Business Administration

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

<table>
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<th>Course</th>
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TOTAL    34
M.B.A. Information Technology Management

Master of Business Administration in Information Technology Management

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

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M.B.A. Healthcare Management

Master of Business Administration in Healthcare Management

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

<table>
<thead>
<tr>
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<th>Term</th>
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M.S. Accounting

Master of Science in Accounting

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

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</table>

TOTAL 36
M.S. Integrated Healthcare Management

**Master of Science in Integrated Healthcare Management**

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

<table>
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<td>C252</td>
<td>Governmental and Nonprofit Accounting</td>
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</table>

M.S. Management and Leadership

**Master of Science in Management and Leadership**

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

<table>
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<th>Assessment</th>
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</table>
College of Information Technology

B.S. Information Technology

Bachelor of Science in Information Technology

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move on to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of 13 areas of study including IT fundamentals, software, networks, database, web development, security, and IT project management. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. Students who are seeking a specialization in one of the subdomains of software, networks, database, or security can complete the basic IT degree program and pass additional assessments to earn one of these designated emphases.

### Table of Courses

<table>
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<th>Code</th>
<th>Course</th>
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<th>Term</th>
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<td>C100</td>
<td>Introduction to Humanities</td>
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<td>C175</td>
<td>Data Management - Foundations</td>
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<td>Data Management - Applications</td>
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TOTAL 120

B.S. Information Technology—Network Administration

Bachelor of Science in Information Technology, Network Administration Emphasis

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move on to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks, and IT project management.

There are eleven areas of study that students master, including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a comprehensive portfolio and complete a capstone project.

Students seeking the BS IT—Networks Administration Emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams, which lead to the Microsoft Certified IT Professional on Windows Server 2008. Students who possess a current (less than five years old) MCITP on
The Bachelor of Science in Information Technology (IT) provides a solid foundation in computer information systems and technologies, including programming, web systems, project management, networks, operating systems, databases, and security. In addition to the IT content, the degree program includes a broad, collegiate-level education. The program is primarily designed for those who have some technical knowledge and are ready to move to increased levels of expertise and responsibility in the information technology field. The IT component of the Bachelor of Science program consists of four domains of study: IT fundamentals, software, networks and IT project management. There are eight areas of study (sub-domains) that students master including IT fundamentals, operating systems, software, networks, database, web systems, security, and project management. At the end of the program, students develop a comprehensive portfolio and complete a capstone project.

Students seeking the BS IT-Security Emphasis demonstrate additional competencies in this area by taking and passing specific industry certification exams: the CISCO Certified Network Associate (CCNA - 640-802) and the CISCO CCNA Security Certification (640-553 IINS). Students who have passed these exams prior to enrollment will have the requirements waived.

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</table>

**B.S. Information Technology—Security**

**Bachelor of Science in Information Technology, Security Emphasis**

Windows Server 2008 will have these assessments waived. The domain cannot be cleared through previous college work or professional experience.
B.S. Software Development

Bachelor of Science in Software Development

The B.S. in Software Development program is designed to meet this growing need while preparing experienced information technology professionals for successful careers as software designers and developers. The software application development degree program incorporates six industry-recognized certifications, including the Oracle Certified Professional, Java SE 7 Programmer—at no additional cost—giving a competitive advantage in today’s job market.

B.S. Health Informatics

Bachelor of Science in Health Informatics

The Bachelor of Science in Health Informatics provides a solid foundation in computer information systems and technologies for healthcare organizations including healthcare regulation, project management of health systems, databases, and security. In addition to the health informatics content, the degree program includes a broad collegiate education. The program is designed for those who have some technical or clinical knowledge in a health care environment and are ready to move to increased levels of expertise and knowledge in the health informatics field. The health informatics component of the Bachelor of Science program consists of the following areas of study: Healthcare Data, Health Information Technology, Medical Terminology, Pathophysiology and Pharmacology.

There are a number of other areas of study that students master including IT Fundamentals, Legal and Ethical Considerations in Healthcare, Leadership and Management, Anatomy and Physiology, Healthcare Compliance and Coding, Project Management, Financial Resource Management, and Healthcare Statistics. There are two professional practice experiences required with a portfolio project in each. At the end of the program students complete a capstone project.
The Master of Science in Information Technology Management is a competency-based degree program that represents a path for successful IT professionals to launch their careers and build them to an executive level. The graduate will advance his or her knowledge and skills through a practical, real-world program based on sound and rigorous management principles.

All students complete a capstone project.

<table>
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<th>Code</th>
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<th>CU</th>
<th>Term</th>
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<td>Healthcare Systems Design and Management</td>
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<td>Quality and Performance Management and Methods</td>
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**M.S. Cybersecurity and Information Assurance**

**Master of Science in Cybersecurity and Information Assurance**

The Master of Science in Information Security and Assurance is a competency-based degree program that encompasses the 10 security domains that are the foundation of the Certified Information Systems Security Professional (CISSP®) body of knowledge, which was developed following strict guidelines for information security and assurance education as prescribed by the National Security Agency. The MS–Information Security and Assurance degree builds logically on the body of knowledge associated with the protection of network, communication, and data channels, and incorporates a set of core competencies in both technology and business as it relates to planning, implementing, and managing enterprise level security. This degree is targeted for students who have bachelor’s degrees in information technology, computer science, and computer engineering, as well as others who have earned bachelor’s degrees in fields outside these areas but need the graduate level Information Security degree to advance professionally. All students complete a capstone project.

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**MS Information Technology Management**

**Master of Science in Information Technology Management**

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

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TOTAL 30
College of Health Professions

B.S. Nursing (RN to BSN)

Bachelor of Science in Nursing (RN to BSN)

The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences and nursing. The BSN degree for RNs expands knowledge in areas of research, theory, leadership, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates are prepared to function in new roles as members of healthcare teams in many settings. Graduates are eligible for military, U.S. Public Health, and VA appointments as well as roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance.

The WGU RN to BSN program is evidence-based and developed according to The Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing American Association of Colleges of Nursing (2008) (Available at http://www.aacn.nche.edu/Education/essentials.htm). In addition, it incorporates competencies and standards from other specialty organizations.

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B.S. Nursing (Prelicensure)

Notice: WGU is currently recruiting students for programs in California, Texas, Florida, Indiana and Utah only. There will be limited clinical opportunities available in select hospitals in those states. Because of limited clinical opportunities, this is a highly selective program. Future expansion is planned in all five states and in additional states this year and beyond.

Bachelor of Science in Nursing (Prelicensure)

The prelicensure BSN degree focuses on contemporary nursing practices to build nursing skills and competencies using technology-based learning. It is structured to develop competent, BSN nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who 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 prelicensure BSN degree includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates 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 prelicensure BS Nursing program is evidence based and developed according to The Essentials of Baccalaureate Education for Professional Practice from the American Association of Colleges of Nursing (2008) (available at: http://www.aacn.nche.edu/Education/pdf/Bacc Essentials 08.pdf). In addition, it incorporates competencies and standards from professional organizations and state regulations.

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<td>C475</td>
<td>Care of the Older Adult</td>
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<td>Psychiatric and Mental Health Nursing</td>
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<td>Psych/Mental Health Clinical Learning</td>
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<td>C465</td>
<td>Care of the Developing Family</td>
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**M.S. Nursing—Education**

**Master of Science In Nursing—Education**

The Master of Science degree is a competency-based program that prepares graduates to be educators in diverse settings: hospitals, community agencies, schools, industry and businesses, and nursing programs. They provide education and training to nurses, nursing students, school children, community groups, workers, patients, and consumers.

The WGU Master of Science in Nursing Program—Education content is evidence based on national standards and research related to effective teaching, learning, and role development. It provides the knowledge and skills that enable educators to teach effectively in diverse learning environments. The Master of Science in Nursing for Nurse Educators content and processes are consistent with the National League for Nursing (NLN) Nurse Educator Competencies. The degree program is focused on the preparation of highly qualified educators. The hallmarks of our program include: (a) research-based course preparation and (b) all work in this degree program is online.

This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master’s prepared nurses.

The nurse educator focuses on learning styles, the development and socialization of learners, and strategies to facilitate learning. Educators also need to organize their activities around learning theories. Developing curriculum, objectives, and learning modules are part of an educator role. The process for assessment,
measurement, evaluation, and use of outcome data for improvement is presented.

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<td>Organizational Leadership and Interprofessional Team Development</td>
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<td>Comprehensive Health Assessment for Patients and Populations</td>
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<td>Essentials of Advanced Nursing Practice Field Experience</td>
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<td>Policy, Politics, and Global Health Trends</td>
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<td>Translational Research for Practice and Populations</td>
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<td>C358</td>
<td>Foundations of Nursing Education</td>
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<td>Facilitating Learning in the 21st Century</td>
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<td>Future Directions in Contemporary Learning and Education</td>
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**M.S. Nursing—Leadership and Management**

**Master of Science in Nursing—Leadership and Management**

The Master of Science for is a competency-based program that prepares graduates to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic-planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

The WGU Master of Science in Nursing—Leadership and Management program content is evidence based on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The Master of Science in Nursing—Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the AONE competencies for nursing managers and executives. The degree program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives).

This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence based practice, ethics, and new roles for master’s prepared nurses.

The nurse leadership/management focuses on organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. A case study approach is used to examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

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**M.S. Nursing—Education (RN to MSN Option)**

**Master of Science in Nursing—Education (RN to MSN Option)**

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the
success of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of health care teams in many settings by expanding nurses’ knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates will be eligible for military, U.S. Public Health, and VA appointments as well as assume roles in school health, community, occupational, and other non-acute care settings. 

The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings: hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

The Masters of Science in Nursing—Leadership and Management (RN to MSN Option)

The Masters of Science in Nursing (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate degree or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses preparing graduates who are equipped to function in new roles as members of healthcare teams in many settings by expanding nurses’ knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates will be eligible for military, U.S. Public Health, and VA
appointments as well as assume roles in school health, community, occupational, and other nonacute care settings.

The Master of Science portion of the degree further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. They use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills to services in diverse nursing and healthcare settings.

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<th>Code</th>
<th>Course</th>
<th>CU</th>
<th>Term</th>
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<td>Advanced Standing for RN License</td>
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<tr>
<td>C457</td>
<td>Foundations of College Mathematics</td>
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<td>C455</td>
<td>English Composition I</td>
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<td>C107</td>
<td>Anatomy and Physiology I</td>
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<td>C405</td>
<td>Anatomy and Physiology II</td>
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<td>C181</td>
<td>Survey of United States Constitution and Government</td>
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<td>C132</td>
<td>Elements of Effective Communication</td>
<td>3</td>
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<td>C100</td>
<td>Introduction to Humanities</td>
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<td>C453</td>
<td>Clinical Microbiology</td>
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<td>C217</td>
<td>Human Growth and Development Across the Lifespan</td>
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<td>C273</td>
<td>Introduction to Sociology</td>
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<td>Biochemistry</td>
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<td>Introduction to Probability and Statistics</td>
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<td>C475</td>
<td>Care of the Older Adult</td>
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<td>C349</td>
<td>Health Assessment</td>
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<td>C228</td>
<td>Community Health and Population-Focused Nursing</td>
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<td>C274</td>
<td>Nutrition for Contemporary Society</td>
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<td>C301</td>
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<td>C351</td>
<td>Professional Presence and Influence</td>
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<td>C352</td>
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<td>C356</td>
<td>Nursing Leadership and Management Capstone</td>
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TOTAL 147
Course Descriptions

- A -

**ABP1 - Introduction to Pre-Clinical Experiences (3 CUs)**
This course engages students in utilizing video observations to reflect on a wide range of educational considerations so that they can develop the tools necessary to be prepared in the classroom. Students will document and reflect on at least 40 hours of video observation.

**AEP1 - Pre-Clinical Experiences in Elementary Education (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AEP2 - Pre-Clinical Experiences in Elementary Education (2 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AFP1 - Pre-Clinical Experiences in Science (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AFP2 - Pre-Clinical Experiences in Science (2 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AFT2 - Accreditation Audit (4 CUs)**
This course covers regulatory audits, resource assessment, quality improvement, patient care improvement, organization plans, risk management, effective interaction, and compliance as evidenced during an accreditation audit.

**AGP1 - Pre-Clinical Experiences in Mathematics (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AGP2 - Pre-Clinical Experiences in Mathematics (2 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AFT2 - Service Line Development (4 CUs)**
This course will address how to critically assess the competitive marketplace as well as the internal environment to establish a
new line of business. Topics include needs assessment, international healthcare trends, service line management, revenue analysis, costs and productivity, communication, negotiation, health policy, health legislation, and facilities management, which are variables in the evaluation process.

**AOA2 - Number Sense and Functions (4 CUs)**
This course is a performance-based assessment that evaluates a student’s portfolio of work. This portfolio includes the student’s responses to various prompts and an original lesson plan for each of the mathematics modules such as number sense, patterns and functions, integers and order of operations, fractions, decimals, and percentages.

**ASA1 - Assessment Theory and Practice (3 CUs)**
This course focuses on issues central to assessment in the ELL environment, including high-stakes testing, standardized tests, placement and exit assessment, formative and summative assessments, and making adaptations in assessments to meet the needs of ELL students.

**ASC1 - Marketing Management Concepts (12 CUs)**
This course prepares students to learn core principles in marketing management. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management.

**ASP1 - Pre-Clinical Experiences in Mathematics (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**ASP2 - Pre-Clinical Experiences in Mathematics (2 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AST1 - Marketing Management Tasks (6 CUs)**
Students apply concepts of marketing management to specific activities designed to prepare students for real-world scenarios. Topics include a wide array of marketing management concepts such as the buyer decision process, segmenting markets, competitive advantage, product mix management theory, price policy, distribution strategy, and sales management.

**ATP1 - Pre-Clinical Experiences in Science (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AVP1 - Pre-Clinical Experiences in Science (3 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

**AVP2 - Pre-Clinical Experiences in Science (2 CUs)**
This course provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.
thermodynamics and theories governing the physics of gases. Applications to optical instruments. They will also learn about that knowledge to the study of sound and light with even further into consistent habits.

**BZT1 - Physics: Waves and Optics (3 CUs)**
This course addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

**BVT1 - Physical Chemistry (3 CUs)**
This course introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

**BVT2 - Physical Chemistry (2 CUs)**
This course introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

**BWT1 - Inorganic Chemistry (3 CUs)**
This course introduces the concepts of Inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

**BWT2 - Inorganic Chemistry (2 CUs)**
This course introduces the concepts of Inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

**BYT1 - Physics: Mechanics (3 CUs)**
This course introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

**BYT2 - Physics: Mechanics (2 CUs)**
This course introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

**BZT1 - Physics: Waves and Optics (3 CUs)**
This course addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

**BZT2 - Physics: Waves and Optics (2 CUs)**
This course addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

**C100 - Introduction to Humanities (3 CUs)**
This introductory humanities course allows students to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows students to more effectively enter the global community with a broad and enlightened perspective.

**C104 - Elementary Social Studies Methods (3 CUs)**
This course helps students learn how to implement effective social studies instruction in the elementary classroom. Topics include social studies themes, promoting cultural diversity, integrated social studies across the curriculum, social studies learning environments, assessing social studies understanding, differentiated instruction for social studies, technology for social studies instruction, and standards-based social studies instruction.

**C105 - Elementary Visual and Performing Arts Methods (3 CUs)**
This course helps students learn how to implement effective visual and performing arts instruction in the elementary classroom. Topics include integrating arts across the curriculum, music education, visual arts, dance and movement, dramatic arts, differentiated instruction for visual and performing arts, and promoting cultural diversity through visual and performing arts instruction.

**C107 - Anatomy and Physiology I (4 CUs)**
This course introduces basic concepts of human anatomy and physiology through a survey of the structures and functions of the body's organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the basic knowledge of the course.

**C108 - Elementary Science Methods (3 CUs)**
This course helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.

**C109 - Elementary Mathematics Methods (3 CUs)**
This course helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.

**C113 - Instructional Planning and Presentation in Mathematics (3 CUs)**
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age- and ability-appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long-term goals.
C121 - Survey of United States History (3 CUs)
Through a thematic approach, this course explores the history of human societies over 5,000 years. Students examine political and social structures, religious beliefs, economic systems, and patterns in trade, as well as many cultural attributes that came to distinguish different societies around the globe over time. Special attention is given to relationships between these societies and the way geographic and environmental factors influence human development.

C128 - Advanced Professional Roles and Values (2 CUs)
This course bridges the undergraduate nurse to higher level knowledge and accountability by examining roles of advanced professional practice. Current issues, professional and personal values, and ethical issues are examined along with scholarship and advanced practice roles.

C132 - Elements of Effective Communication (3 CUs)
This course introduces learners to elements of communication that are valued in college and beyond. Materials are based on five principles: being aware of communication with yourself and others; using and interpreting verbal messages effectively; using and interpreting nonverbal messages effectively; listening and responding thoughtfully to others, and adapting messages to others appropriately.

C133 - Instructional Planning and Presentation in Elementary and Special Education (3 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-and ability-appropriate strategies for the content areas, promoting critical thinking, and establishing both short-and long-term goals.

C141 - Instructional Planning and Presentation in Elementary Education (3 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-and ability-appropriate strategies for the content areas, promoting critical thinking, and establishing both short-and long-term goals.

C142 - Instructional Planning and Presentation in Mathematics (3 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-and ability-appropriate strategies for the content areas, promoting critical thinking, and establishing both short-and long-term goals.

C143 - Instructional Planning and Presentation in Science (3 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-and ability-appropriate strategies for the content areas, promoting critical thinking, and establishing both short-and long-term goals.

C155 - Pathopharmacological Foundations for Advanced Nursing Practice (3 CUs)
Pathopharmacological foundations for advanced nursing practice is a core course in the MSN program. This course uses an integrated approach to learning by examining five common and important disease processes that represent significant challenges in American healthcare. These disease processes were chosen because of their prevalence and impact on the healthcare system and health of the nation. The course includes pathophysiologies, the associated pharmacological treatments, as well as social and environmental impacts.

C156 - Advanced Information Management and the Application of Technology (3 CUs)
This course exposes students to the roles of the master’s level-prepared nursing information technology professionals, including informaticists and quality officers. Students will analyze current and emerging technologies, data management, ethical, legal and regulatory, best practice evidence, and bio-health informatics using decision-making support systems at the point of care.

C157 - Essentials of Advanced Nursing Practice Field Experience (2 CUs)
In this course students will integrate and apply their learning in a clinical experience working with a nurse leader in their community by demonstrating the following: lead change and improve quality care outcomes; advance a culture of excellence; build and lead interprofessional teams; navigate and integrate care services; design innovative practices; translate evidence into practice. Students will complete the activities in this course in conjunction with the related course Advanced Nursing Practice Field Experience.

C158 - Organizational Leadership and Interprofessional Team Development (3 CUs)
This graduate-level course builds on baccalaureate-level leadership knowledge to develop application skills in complex healthcare environments with diverse teams. Students will develop knowledge and competencies in the following areas: leadership theory, systems and complexity theory, advanced communication and building consensus.

C159 - Policy, Politics, and Global Health Trends (3 CUs)
Policy, politics and global trends is a core course in the MSN program. This course explores social, political, and economic factors influence policies that impact health outcomes in acute care settings in communities, nationally and globally. Nurse leaders need to understand the determinants of health as well as how legal and regulatory processes, healthcare finances, research, the role of professional organizations, and special interest groups/lobbyists impact health outcomes.

C160 - Facilitating Learning in the 21st Century (2 CUs)
This is the second course in the nurse education specialty track. Students apply traditional learning theories in contemporary nursing practice, using 21st-century educational paradigms. It addresses the big picture of application of principles of instructional design and instructional innovations. Students will examine and experiment with various educational ideas including: facilitating learning, facilitated learner development and socialization, assessment and evaluation strategies, and evaluation of course and program outcomes.
C161 - Principles of Organizational Performance Management (2 CUs)
This is the first specialization course in the nurse leadership and administration track. The emphasis is on quality improvement and performance management within the unit and across the organization. Particular emphasis is placed on the use of data, management, and organizational development. Students examine administration from a systems perspective, relying on evidence to inform their practice.

C162 - Principles of Healthcare Business and Financial Management (3 CUs)
This is the second course in the nursing leadership and administration track. Students develop more sophisticated business and financial management skills with an emphasis on using these skills to improve health outcomes. In this course nurse students examine and apply financial principles and tools. They will also use time, financial budgeting and management practices to analyze the impact of current policies and regulations on current healthcare environment.

C163 - Strategic Leadership and Future Delivery Models (2 CUs)
This is the final core course in the nurse administration and leadership track. Building on the prior courses in administration and leadership this course emphasizes strategic leadership in healthcare, focusing on the trends and directions in the industry and the future of healthcare delivery. Students will explore strategic planning processes, healthcare trends and the evolution of healthcare systems. Students explore methods and concepts in strategic leadership and the impact of technology in healthcare.

C164 - Introduction to Physics (4 CUs)
This course provides students with a comprehensive overview of the basic principles and unifying concepts of physics and integrate conceptual knowledge with practical and laboratory skills.

C168 - Critical Thinking and Logic (3 CUs)
This course introduces students to the basic concepts of logic and critical thinking. Students are introduced to the use of logical principles to accurately express and establish the validity of various forms of reasoning. The main objective of the course is for students to understand the range of concepts and techniques employed by critical thinkers. Students learn how to correctly apply the principles of logic and cultivate the skills they need to be able to recognize, analyze, and critically evaluate arguments.

C169 - Scripting and Programming – Applications (4 CUs)
This course provides an introduction to programming. It covers data structures, algorithms, and programming paradigms. It presents the concept of an object as well as the object-oriented paradigm and its importance. A survey of languages is covered and the distinction between interpreted and compiled languages is introduced.

C170 - Data Management – Applications (4 CUs)
This course covers conceptual data modeling and provides an introduction to MySQL. Students will learn how to create simple to complex SELECT queries including subqueries and joins, and will also learn how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL: developing physical schemas; creating and modifying databases, tables, views, foreign keys/primary keys (FKs/PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries.

C172 - Network and Security – Foundations (3 CUs)
This course introduces students to the components of a computer network and the concept and role of communication protocols. The course will cover widely used categorical classifications of networks (i.e, CAN, LAN, MAN, WAN) as well as network topologies, physical devices, and layered abstraction. The course will also introduce students to basic concepts of security, covering vulnerabilities of networks and mitigation techniques, security of physical media, and security policies and procedures.

C173 - Scripting and Programming – Foundations (3 CUs)
This course provides an introduction to programming covering data structures, algorithms, and programming paradigms. The course presents the student with the concept of an object as well as the object-oriented paradigm and its importance. A survey of languages is covered and the distinction between interpreted and compiled languages is introduced.

C175 - Data Management – Foundations (3 CUs)
This course introduces students to the concepts and terminology used in the field of data management. They will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured (relational, hierarchical, XML, textual, visual, etc.); it also covers aspects of data management (quality, policy, storage methodologies). Foundational concepts of data security will be included.

C176 - Business of IT – Project Management (4 CUs)
This course introduces the student to the project management & business analysis process within the context of an IT project. Fundamental concepts of project management will be covered including all phase of project management during a system life cycle including business analysis, requirements capturing, issue tracking, and release planning. Additional topics to include: development environments (dev, integration, QA, production), help desk and support, IT planning for business continuity. This course prepares a student for the CompTIA Project+ certification exam.

C178 - Network and Security – Applications (4 CUs)
This course introduces the student to network security concepts including encryption, access control, and authentication. The course covers basic concepts of security, a survey of hardware and software used for securing information within a network, and best practices for protecting information and assets.

C179 - Business of IT – Applications (4 CUs)
This course introduces IT students to information systems (IS). The course includes important topics related to management of information systems (MIS), such as system development, and business continuity. The course also provides an overview of management tools and issue tracking systems.

C180 - Introduction to Psychology (3 CUs)
In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as
general applications of the science of psychology in society (such as personality typing and counseling).

C181 - Survey of United States Constitution and Government (3 CUs)
This course allows students to examine the structure, institutions and principles of the American political system. The foundation of the United States government is the U.S. Constitution, and this course will introduce the concepts of (a) separation of powers, (b) checks and balances, (c) civil liberties and civil rights, and (d) federalism and republicanism.

C182 - Introduction to IT (4 CUs)
This course introduces students to information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

C183 - Operating Systems (6 CUs)
Students will master installation, configuration, and troubleshooting for one of the world’s leading operating systems: Windows 8.1.

C184 - Operating Systems Management Policies (6 CUs)
This course prepares a student to install and upgrade to Windows 8.1, support resource access and maintain Windows clients and devices.

C185 - Network Policies and Services Management (6 CUs)
This course prepares a student to successfully pass the 70-410 Configuring Advanced Windows Server 2012 Services exam.

C186 - Server Administration (6 CUs)
This course focuses on: server installation and configuration; server commission and decommission; long-term server and system management; server monitoring and maintenance; deployment of roles for application servers; business continuity and disaster recovery; high server availability; and server and network troubleshooting.

C187 - Network Reliability and Fault Tolerance (6 CUs)
This course prepares a student to successfully pass the 70-412 Configuring Advanced Windows Server 2012 Services exam.

C188 - Software Engineering (4 CUs)
This course introduces the concepts of software engineering to IT core graduates. It is a standalone course that is critical to the IT program. It emphasizes the need for a disciplined approach to software engineering by providing an overview of software and software engineering processes and why they are challenging. A generic process framework is covered to provide the groundwork for formal process models. Prescriptive process models (e.g., Waterfall Model) and Agile Development is included. An introduction to the elements/ phases of software engineering is introduced which includes Requirements Engineering (including UML, Use Cases), Design Concepts, Software Quality and Software Testing, and Project Management.

C189 - Data Structures (4 CUs)
Students will learn the fundamentals of dynamic data structures, such as bags, lists, stacks, queues, trees, hash tables, and their associated algorithms, using object-oriented design and abstract data types as a design paradigm. The course emphasizes problem solving and techniques applied to the design of efficient, maintainable software applications. Students will implement simple applications using the techniques learned.

C190 - Operating Systems for Programmers (3 CUs)
This course covers operating systems from the perspective of a programmer including the placement of the operating system in the layered application development model. Primarily OSs provide Memory Management, Task Scheduling, and CPU allocation. Secondarily, OSs provide tools for file storage/access, permission control, event handling, network access, and cross- process interaction. OSs also provide tools for debugging problems within a single process or within groups of programs.

C191 - Data Management for Programmers (3 CUs)
This course introduces storage of various kinds and formats of data. Students will use standard SQL to demonstrate query capabilities provided by database management systems. The course will further cover data-related topics: data presentation, security (access and encryption), transaction management, and administration (backup, disaster recovery, and performance tuning). This course will address advanced topics such as data warehousing, data mining and distributed databases.

C192 - Client - Server Application Development (3 CUs)
This course introduces students to client/server application programming classes, structures, and concepts. The course covers networking and client/server, streams, threads, URLs, URIs, HTTP, and socket programming concepts.

C193 - Software II – Advanced Java Concepts (6 CUs)
This course focuses on skills and concepts students need to know, to understand, and write Perl scripts.

C194 - Mobile Application Development (3 CUs)
This course introduces students to programming for mobile devices using a Software Development Kit (SDK). Students with previous knowledge of programming will learn how to install and utilize a SDK, build a basic mobile application, build a mobile applications using a graphical user interface(GUI), adapt applications to different mobile devices, save data, execute and debug mobile applications using emulators, and deploy a mobile application.

C200 - Managing Organizations and Leading People (3 CUs)
This course covers principles of effective management and leadership that maximize organizational performance. The following topics are included: the role and functions of a manager, analysis of personal leadership styles, approaches to self-awareness and self-assessment, and application of foundational leadership and decision-making skills.

C201 - Business Acumen (3 CUs)
This course introduces students to the operation of the business enterprise and the role of management in directing its activities. It examines the roles of management in the context of business functions such as marketing, operations, accounting, finance, and others.

C202 - Managing Human Capital (3 CUs)
This course focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. Students will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.
C203 - Becoming an Effective Leader (3 CUs)
This course explores major theories and approaches to leadership, leadership style evaluation, and personal leadership development while focusing on motivation, development, and achievement of others. Students will learn how to influence followers, manage organizational culture and enhance their effectiveness as a leader.

C204 - Management Communication (3 CUs)
This course prepares for the communication challenges in organizations. Topics examined include: theories and strategies of communication, persuasion, and ethics that enhance communication to various audiences.

C205 - Leading Teams (3 CUs)
This course helps establish team objectives, align the team purpose with organizational goals, build credibility and trust, and develop the talents of individuals to enhance team performance.

C206 - Ethical Leadership (3 CUs)
This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues.

C207 - Data-Driven Decision Making (3 CUs)
This course presents critical problem-solving methodologies, including field research and data collection methods that enhance organizational performance. Topics include quantitative analysis, statistical and quality tools. Students will improve their ability to use data to make informed decisions.

C208 - Change Management and Innovation (3 CUs)
This course provides an overview of change theories and innovation practices. This course will emphasize the role of leadership in influencing and managing change in response to challenges and opportunities facing organizations.

C209 - Strategic Management (3 CUs)
This course focuses on models and practices of strategic management, including developing and implementing a strategy and evaluating performance to achieve strategic goals and objectives.

C210 - Management and Leadership Capstone (4 CUs)
This course is the culminating assessment of the Master of Science, Management and Leadership curriculum and requires students to synthesize core knowledge from across the degree program and apply research skills in order to improve an organization. Students will be asked to work with a real-world organization to address a management or leadership challenge.

C211 - Global Economics for Managers (3 CUs)
This course examines how economic tools, techniques, and indicators can be used for solving organizational problems related to competitiveness, productivity, and growth. Students will explore the management implications of a variety of economic concepts and effective strategies to make decisions within a global context.

C212 - Marketing (3 CUs)
This course will focus on the marketing function and its impact on the overall success of an organization. Topics include consumer behavior, marketing theories and strategies, product positioning, the competitive environment, and effectiveness of the marketing function. A key element of the course will include the relationship of the "marketing mix" to strategic planning.

C213 - Accounting for Decision Makers (3 CUs)
This course provides accounting knowledge and skills to assess and manage a business. Topics include the accounting cycle, financial statements, taxes, and budgeting. Students will improve their ability to understand reports and use accounting information to plan and make sound business decisions.

C214 - Financial Management (3 CUs)
This course covers practical approaches to analysis and decision-making in the administration of corporate funds, including capital budgeting, working capital management, and cost of capital. Topics include financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing, government regulation, and global influences. Students will improve their ability to interpret financial statements and manage corporate finances.

C215 - Operations Management (3 CUs)
This course focuses on the strategic importance of operations management to overall performance. It provides comprehensive exposure to the various planning, control, and decision-making tools and techniques of the operations function. This course emphasizes principles of supply chain management, from manufacturing goods to retail services. Topics include quality, capacity planning, location analysis, process selection, layout, work systems design, operating efficiency, supply chain, and planning and management.

C216 - MBA Capstone (4 CUs)
This course is the culminating assessment of the MBA curriculum and covers all previous assessment topics. Students will work with a real-world organization to develop a solution to a business problem. In addition, students will work in teams of three or four students to simulate running a business. One unique aspect of the simulation is that there are scheduled dates each week for simulation decisions. Since all teams are required to meet the deadlines and work at the same pace this aspect of the assessment cannot be accelerated.

C217 - Human Growth and Development Across the Lifespan (3 CUs)
This course introduces students to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Students will gain an understanding in regards to the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

C218 - MBA, Information Technology Management Capstone (4 CUs)
This course introduces students to human development across the lifespan. This will include an introductory survey of cognitive, psychological, and physical growth. Students will gain an understanding in regards to the emergence of personality, identity, gender and sexuality, social relationships, emotion, language, and moral development through life. This will include milestones such as education, achievement, work, dying, and death.

C219 - MBA, Healthcare Management Capstone (4 CUs)
This course serves as the culminating MBA Healthcare Management Capstone. In this assessment learners will work in
teams of three or four students to simulate running a business. They will also be asked to work with a real-world organization to develop a solution to a business problem that it has.

C220 - Operating Systems I (3 CUs)
This course focuses on system architecture, installation and package management, GNU and Unix commands, devices, filesystems and filesystem hierarchy standard.

C221 - Operating Systems II (2 CUs)
This course builds on content covered in Operating Systems I. Topics include system performance and reliability; desktop environment; network protocols and services; and system security.

C224 - Research Foundations (2 CUs)
This course focuses on differentiating between research paradigms, including qualitative, quantitative, and action research. Along with those paradigms, this course also focuses on research study critique, the developing of measurable research questions, hypothesis development, different types of variables and data, and the collection and evaluation of data.

C225 - Research Questions and Literature Review (2 CUs)
The Research Questions and Literature Reviews for Educational Research course focuses on how to conduct a thorough literature review that addresses and identifies important educational research topics, problems, and questions, and helps determine the appropriate kind of research and data needed to answer one's research questions and hypotheses.

C226 - Research Design and Analysis (2 CUs)
The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data.

C227 - Research Proposals (2 CUs)
Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted.

C228 - Community Health and Population-Focused Nursing (3 CUs)
This course will assist students to become familiar with foundational theories and models of health promotion and disease prevention, applicable to the community health nursing environment. Students will develop understanding of how policies and resources influence the health of populations. Students will engage in learning the importance of community assessment to improve or resolve a community health issue. Students will be introduced to the relationships between cultures and communities and the steps necessary to create community collaboration to improve or resolve community health issues in a variety of settings. Students will analyze health systems in the United States, global health issues, quality-of-life issues, and emergency preparedness.

C229 - 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. Students will demonstrate critical thinking skills by applying principals of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

C230 - Community Health and Population-Focused Nursing Clinical (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. Students will demonstrate critical thinking skills by applying principals of community health nursing in a variety of settings. Students will design, implement and evaluate a project in community health. Students will develop health promotion and disease prevention strategies for population groups.

C232 - Introduction to Human Resource Management (3 CUs)
The course provides an introduction to the management of human resources, the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to HR topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; occupational health, safety and security.

C233 - Employment Law (3 CUs)
This course reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. Students will learn to analyze current trends and issues in employment law and apply this knowledge to effectively manage risk in the employment relationship.

C234 - Workforce Planning: Recruitment and Selection (3 CUs)
This course focuses on building a highly skilled workforce by using effective strategies and tactics for recruiting, selecting, hiring, and retaining employees.

C235 - Training and Development (3 CUs)
This course focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. Throughout this course, students develop essential skills for improving and empowering organizations through high-caliber training and development processes.

C236 - Compensation and Benefits (3 CUs)
This course develops competence in understanding, designing, and implementing compensation and benefit systems in an organization. It uses a Total Rewards perspective to integrate the tangible rewards (e.g., salary, bonuses, etc.) with employee benefits (e.g., health insurance, retirement plan, etc.) and intangible rewards (e.g., location, work environment, etc.) so that students can use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance.
C237 - Taxation I (3 CUs)
This course focuses on the taxation of individuals. It provides an overview of income taxes of both individuals and business entities in order to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. The course will introduce taxation of sole proprietors. Students will learn principles of individual taxation and how to develop effective personal tax strategies for individuals. Students will also be introduced to tax research of complex taxation issues.

C238 - Taxation II (3 CUs)
This course focuses on the taxation of business entities, including corporations, partnerships, and LLCs. Important taxation concepts and skills discussed in this course include tax reporting, planning, and research skills applicable to a variety of business contexts. Course activities emphasize the role of taxes in business decisions and business strategy.

C239 - Advanced Tax Concepts (3 CUs)
This course is designed to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. This course provides an overview of income taxes on individuals, corporations, associations, reorganizations, and corporate distributions. This course emphasizes the role of taxes in business decisions and business strategy.

C240 - Auditing (3 CUs)
This course explores important concepts involved with preparing for and performing financial audits. Topics include internal control systems, information system auditing, roles of public accountants and their code of professional conduct, and processes for auditing financial statements and other documentation.

C241 - Business Law for Accountants (3 CUs)
This course focuses on those areas of the law that traditionally impact accounting-related and business transaction-related decision functions. The course represents the legal and accounting concepts governing the conduct of business in the United States. It will cover laws and regulations relevant to business operations.

C242 - Accounting Information Systems (3 CUs)
This course introduces a variety of accounting information systems and internal controls necessary for effective systems. Students will learn how to document and evaluate the process flows of accounting information systems, evaluate internal controls within accounting systems, and use QuickBooks Online.

C243 - Advanced Financial Accounting (3 CUs)
This course builds upon accounting knowledge by focusing on advanced financial accounting topics such as consolidations, partnerships, and international accounting.

C244 - Advanced Accounting (3 CUs)
This course introduces the basic concepts, standards, procedures, and practices of auditing, the changing role of the independent auditor, professional conduct and ethics, auditor’s reporting responsibilities, risk assessment, internal control, evidential matter, and management fraud. This course is designed to help you examine how the role of internal and external auditing can best be performed through studying cases of audit activities.

C245 - Accounting Research (3 CUs)
This course helps students develop analytical and research capabilities and apply the technical knowledge of accounting theory and principles to solve complex accounting problems.

C246 - Fundamentals of Interconnecting Network Devices (6 CUs)
These courses cover skills and concepts to include features and functions of networking components, knowledge, and skills needed to install, configure, and troubleshoot basic networking hardware protocols and services. Additionally, concepts including media and topologies, protocols, standards, network implementation, and network support are covered.

C247 - Interconnecting Network Devices (6 CUs)
These courses cover skills and concepts to include features and functions of networking components, knowledge, and skills needed to install, configure, and troubleshoot basic networking hardware protocols and services. Additionally, concepts including media and topologies, protocols, standards, network implementation, and network support are covered.

C248 - Intermediate Accounting I (3 CUs)
This is the first of two intermediate accounting courses. It will offer a more comprehensive treatment of concepts learned in the Fundamentals of Accounting course. It will cover accounting standards, the conceptual accounting framework, preparation of selected financial statements, time value of money, receivables, fixed assets, intangible assets, and both long- and short-term liabilities.

C249 - Intermediate Accounting II (3 CUs)
This is the second of two intermediate accounting courses. This course provides a more comprehensive treatment of concepts learned in Fundamentals of Accounting. This course will cover stockholders’ equity, dilutive securities, investments, revenue recognition, accounting for income taxes, pensions and post-retirement benefits, leases, financial disclosures, and the preparation of the statement of cash flows.

C250 - Cost and Managerial Accounting (3 CUs)
The Cost and Managerial Accounting course will cover managerial accounting as part of the information managers’ use for planning and controlling operations. It prepares students to consider cost behavior and employ various cost methods. Job-order costing, process costing, and activity-based costing methods will be covered, along with cost-benefit analysis, standard costing, variance analysis, and cost reporting.

C251 - Accounting Capstone (5 CUs)
Students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that offers accounting services. Students include a market analysis, financial statements and analysis, and specific strategic actions relevant to their chosen company.

C252 - Governmental and Nonprofit Accounting (3 CUs)
This course is designed to be an introduction to the theory and practice of accounting in governmental and nonprofit entities. The course includes a thorough examination of the process of analyzing and recording transactions by governmental and nonprofit organization and their preparation of financial statements in accordance with Financial Accounting Board (FASB) and Governmental Accounting Standards Board (GASB).
standards. This course includes accounting for governmental and nonprofit entities (local, state, and federal), and voluntary organizations.

C253 - Advanced Managerial Accounting (3 CUs)
This course introduces the complexity and functionality of managerial accounting systems within an organization. It covers the topics of product costing (including Activity Based Costing), decision making (including capital budgeting), profitability analysis, budgeting, performance evaluation, and reporting related to managerial decision-making. This course provides the opportunity for a detailed study of how managerial accounting information supports the operational and strategic needs of an organization and how managers use accounting information for decision-making, planning and controlling activities within organizations.

C254 - Fraud and Forensic Accounting (3 CUs)
This course provides a framework for detecting and preventing financial statement fraud. Topics include the profession’s focus and legislation of fraud, revenue-and inventory-related fraud, and liability, asset, and inadequate disclosure fraud.

C255 - Introduction to Geography (3 CUs)
This course will discuss geographic concepts, places and regions, physical and human systems and the environment.

C256 - Health Information Law and Regulation (4 CUs)
Health Information Law and Regulations prepares students to manage health information in compliance with legal guidelines and teaches how to respond to questions and challenges when legal issues occur. It also illustrates the types of situations occurring in health information management which could result in ethical dilemmas, and establishes a foundation for work based on legal and ethical guidelines.

C257 - Data Analytics and Information Governance (4 CUs)
This course allows a student to differentiate and organize healthcare data and apply data collection methods that support clinical practice needs and organizational requirements for healthcare organizations. This course will further apply key concepts and skills related to data quality and integrity and evaluate types and content of health records.

C258 - Financial Resource Management and Healthcare Reimbursement (4 CUs)
This course covers competencies in the management of financial resources at the departmental or organizational level. Competency areas include analysis of reimbursement systems and how the coding and billing function impacts the revenue cycle; general accounting principles; legal, regulatory, and compliance issues related to finance; strategic financial planning, and management control processes.

C259 - Healthcare Systems Design and Management (4 CUs)
This course focuses on healthcare information systems, database management, regulatory requirements, organizational behavior in the use of information systems, IT operations, medical business operations, and security. The course prepares the student for the CompTIA Healthcare IT Technician certification examination.

C260 - Classification Systems (4 CUs)
This course provides a comprehensive approach to learning about two specific coding systems: the International Classification of Diseases, Ninth Revision, and Clinical Modification (ICD-10-CM), and Current Procedural Terminology (CPT). This course also includes comprehensive information in ICD-10-CM, ICD-10 Procedure Coding System and the CPT/HCPCS Coding System.

C261 - Healthcare Compliance (3 CUs)
This course covers skills and concepts in analyzing the structure and organization of compliance in healthcare organizations and coding compliance as it relates to the revenue cycle. It includes coding management considerations, process improvement, and reporting related to compliance. It also builds competencies in structuring, developing, and implementing a compliance program within a healthcare organization including internal and external auditing, staff training, and program evaluation.

C262 - Advanced Geosciences (4 CUs)
Advanced Geosciences covers a vast amount of material. The main topics include: Geology, Meteorology and Astronomy.

C263 - The Ocean Systems (4 CUs)
In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include: origins of Earth’s oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C264 - Climate Change (4 CUs)
This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic and environmental consequences of climate change.

C265 - Advanced Geosciences (3 CUs)
Advanced Geosciences covers a vast amount of material. The main topics include: Geology, Meteorology and Astronomy.

C266 - Spreadsheets (3 CUs)
The Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business/accounting applications (e.g., using essential spreadsheet functions, formulas, charts, etc.)

C269 - Children's Literature (3 CUs)
This course explores multiple genres, historical perspectives, cultural representations, and current applications of children's literature.

C272 - Foundational Perspectives of Education (3 CUs)
This course introduces the historical, legal, and philosophical foundations of education, including special education. Topics include current educational trends, reform movements, major
federal and state laws, legal and ethical responsibilities, and an overview of standards-based curriculum are the focus of the course.

C273 - Introduction to Sociology (3 CUs)
This course teaches students to think like sociologists, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms, and how such behavior may result in social change, either on a large scale or within small groups.

C274 - Nutrition for Contemporary Society (3 CUs)
This course prepares students to understand the basics of nutrition, as well as how nutrition is impacted by societal factors like misinformation, dietary fads, eating habits, and the emotional connection that humans have to food. The course covers the topics like macronutrients, micronutrients, vitamins and minerals, basic nutrition assessment tools, and how certain diseases can affect digestion and nutrition.

C277 - Finite Mathematics (4 CUs)
Included in this course are the following main topics: proofs, set theory, logic, number theory, mathematical systems, modular arithmetic, and graph theory.

C278 - College Algebra (4 CUs)
This course provides a detailed exploration into basic algebraic concepts and functions and their use in describing, interpreting, and modeling real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and linear systems of equations.

C279 - Pre-Calculus (3 CUs)
This course introduces the principles of complex numbers and trigonometric concepts. Topics include algebraic, geometric and polar understanding of complex numbers, principles of trigonometry, and trigonometric functions, graphs, equations, identities, and proofs.

C280 - Probability and Statistics I (3 CUs)
This course provides students with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning. It is the first course in a two-course sequence, covering summarizing and analyzing distributions and relationships, sampling methods and study design, and an introduction to the principles of probability.

C281 - College Geometry (3 CUs)
This course introduces students to axiomatic systems, logical argument and formal proof, and the use of modeling and dynamic technologies in geometric investigations. Topics include construction, properties and relationships of two- and three-dimensional objects, congruence and similarity, transformations and symmetry, measurement, visualization and spacial reasoning, and coordinate geometry.

C282 - Calculus I (4 CUs)
Calculus I explores the key concepts, methods, and applications of differential calculus of one variable. It is the first course in the calculus sequence intended for secondary mathematics teachers. A solid background in pre-calculus is highly recommended. Topics include a review of functions, limits, derivatives, and applications of differential calculus. Upon completion, students will be able to apply the concepts and methods of differential calculus and appropriate technology to solve practical problems and communicate results.

C283 - Calculus II (3 CUs)
Calculus II will study another important problem that led to the development of calculus: finding the area under a curve. Students will study this problem and other applications of integration as they progress through this course, keeping in mind that calculus is not only a theoretical branch of mathematics; calculus is used by scientists, engineers, and economists and has numerous applications to daily life.

C284 - Mathematics Learning and Teaching (4 CUs)
This course helps students to be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics, with focus on selecting appropriate resources, using multiple strategies, and instructional planning, based on research and problem solving.

C285 - Mathematics History and Technology (3 CUs)
This course introduces students to a variety of technological tools for doing mathematics, and helps them develop a broad understanding of the historical development of mathematics. They will learn to evaluate and apply technology and history in order to create a student-centered mathematical learning environment.

C286 - Middle School Mathematics: Content Knowledge (7 CUs)
This course covers the advanced content knowledge that a middle-level mathematics teachers is expected to know and understand. Topics include arithmetic and basic algebra, geometry and measurement, functions and their graphs, probability and statistics, discrete mathematics, and problem-solving.

C287 - Mathematics: Content Knowledge (7 CUs)
This course covers the advanced content knowledge that a secondary mathematics teachers is expected to know and understand. Topics include algebra, number theory, measurement, geometry, trigonometry, functions, calculus, data analysis and statistics, probability, matrix algebra, and discrete mathematics.

C288 - General Chemistry I (4 CUs)
This is the first course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

C289 - General Chemistry II (3 CUs)
This is the second course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work
focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

**C292 - Science Teaching and Learning (4 CUs)**
This course focuses on how to teach science and on preparing preservice science educators to teach science in a way that is accurate, current and engaging. Topics include models for teaching science through inquiry, evaluation of alignment to standards, effective use of learning communities, formative assessment strategies, and safety responsibilities.

**C293 - Middle School Science: Content Knowledge (9 CUs)**
This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, Earth and space sciences, and the role of science and technology and their impact on society.

**C294 - Biology: Content Knowledge (7 CUs)**
This course provides instruction in the main areas of biological science for which secondary biology teachers are expected to demonstrate competency. Topics include basic principles of science, molecular and cellular biology, classical genetics and evolution, diversity of life, and ecology.

**C295 - Chemistry: Content Knowledge (7 CUs)**
This course provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, nature of science, technology and social perspectives, mathematics, and laboratory procedures.

**C296 - Earth Science: Content Knowledge (7 CUs)**
This course covers the content knowledge that a secondary Earth Science teachers is expected to know and understand. Topics include basic scientific principles of Earth and Space Sciences, tectonics and internal Earth processes, Earth materials and surface processes, history of the Earth and its Life-Forms, Earth’s atmosphere and hydrosphere, and astronomy.

**C297 - Physics: Content Knowledge (7 CUs)**
This course covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include mechanics, electricity and magnetism, optics and waves, heat and thermodynamics, modern physics, atomic and nuclear structure, the history and nature of science, science technology, and social perspectives.

**C298 - Web Programming (6 CUs)**
This course focuses on applying characteristics and features of web programming languages; creating, modifying, and utilizing variables and data; decision structures; understanding functions, methods, properties, and vents; client side web programming language; custom web programming language objects; controlling windows in a web programming language.

**C299 - Designing Customized Security (6 CUs)**
Designing Customized Security outlines the sequence of learning activities to help students develop competence in the subject area of securing networks, which deals specifically with Cisco networks. It prepares students for the Cisco 640-553 IINS certification exam.

**C301 - Translational Research for Practice and Populations (3 CUs)**
This graduate-level course builds on baccalaureate-level statistical knowledge to help students develop skills in analyzing, interpreting, and translating research into nursing practice using principles of patient-centered care and applications to individuals and populations.

**C303 - Personal Selling: Fundamental Concepts (4 CUs)**
This course covers the key steps to the selling process and the required skills for top sales management. Students are specifically trained to obtain Certified Sales Executive (CSE) Certification from Sales and Marketing Executives International (SMEI). This includes the study of all aspects of personal selling to meet strategic and ethical goals.

**C304 - 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. It explores a wide range of responsibilities of professional nurses, including cultural competency, advocacy for patient rights, and the legal and ethical issues related to supervision and delegation. This course also examines a number of issues that affect the role of nurses, including: professional conduct, leadership, the public image of nursing, the work environment, and issues of social justice.

**C306 - Finite Mathematics (3 CUs)**
This course addresses the fundamental ideals of finite mathematics, including logic, set theory, graph theory, real-number systems, and number theory.

**C307 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

**C308 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

**C309 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

**C310 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

**C311 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

**C312 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)**
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C313 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C314 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C315 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C316 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C317 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C318 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C319 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C320 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C321 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C322 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C323 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C324 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C325 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C326 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C327 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C328 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C330 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C331 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C332 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C333 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C334 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C335 - Supervised Teaching Practicum, Obs 1 & 2 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.
C336 - Supervised Teaching Practicum, Obs 3 & Midterm (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C337 - Supervised Teaching Practicum, Obs 4 & 5 (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C338 - Supervised Teaching Practicum, Obs 6 & Final (3 CUs)
This course involves a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate's skills.

C339 - Cohort Seminar (1 CU)
The Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C341 - Cohort Seminar (3 CUs)
The Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

C342 - Teacher Work Sample in Elementary Education (2 CUs)
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

C343 - Teacher Work Sample in Elementary Education (2 CUs)
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

C344 - Teacher Work Sample in Elementary and Special Education (2 CUs)
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

C345 - Teacher Work Sample in Mathematics (2 CUs)
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

C346 - Teacher Work Samples in Science (2 CUs)
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

C347 - Professional Portfolio (1 CU)
During this course students will create an online teaching portfolio to demonstrate competency of the Demonstration Teaching experience. The portfolio is a way for students to show colleagues and potential employers the skills that have been developed throughout the program. The portfolio will include a philosophy of teaching, a resume, a variety of teaching artifacts, evidence of student learning, and letters of recommendation.

C348 - Professional Portfolio (1 CU)
During this course students will create an online teaching portfolio to demonstrate competency of the Demonstration Teaching experience. The portfolio is a way for students to show colleagues and potential employers the skills that have been developed throughout the program. The portfolio will include a philosophy of teaching, a resume, a variety of teaching artifacts, evidence of student learning, and letters of recommendation.

C349 - Health Assessment (3 CUs)
The Health Assessment course builds on prior knowledge student who are RNs already have and helps them to develop a more comprehensive set of skills for physical assessment, patient interviewing and advanced history taking including social and physical environment assessments. Students will master more advanced health assessment competencies through the use of virtual reality experiences as well as by demonstrating competency in all aspects of both physical and health assessment.

C350 - Comprehensive Health Assessment for Patients and Populations (3 CUs)
Comprehensive health assessment for patients and populations is a core course in the MSN program. Students will learn about the principles of health assessment from the individual to the global level. Students will learn to perform a comprehensive functional health assessment that includes social structures, family history, and environmental situations, from the individual patient to the population.

C351 - Professional Presence and Influence (2 CUs)
Professional Presence and Influence is a core course in the MSN program. This course is designed to help students see themselves as influential leaders in transforming health care. Professional practice includes therapeutic use of self, along with applications from the art and science of nursing. The presence of the nurse manifests the organizational mission and opens up possibilities for a richer patient experience as well as a more rewarding professional career.

C352 - Contemporary Pharmacotherapeutics (2 CUs)
Contemporary pharmacotherapeutics is a core nursing course in the MSN program. This course provides the opportunity for students to acquire advanced knowledge and skills in the therapeutic use of pharmacologic agents, herals, and supplements. Students will explore the pharmacologic treatment of major health problems and examine the principles of
pharmacogenomics. The effects of culture, ethnicity, age, pregnancy, gender, healthcare setting, and funding of pharmacologic therapy will be emphasized. Legal aspects of prescribing will be fully addressed.

**C353 - Nursing Education Field Experience (2 CUs)**
This is the second-to-last course for students in the education specialization. While the previous education course focuses on helping students build a deep understanding of theories of nursing education and form a philosophy of nursing education, this course requires the students to apply the competencies learned in a field experience with a preceptor.

**C354 - Nurse Educator Capstone (4 CUs)**
Graduate Nursing Capstone is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing education or healthcare need. The Capstone Project provides the opportunity for the graduate nursing student to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher level leadership skills for ultimately improving health outcomes.

**C355 - Nursing Leadership and Management Field Experience (2 CUs)**
This is the second-to-last course for students in the leadership and management specialization. While the previous courses focused on helping students build a deep understanding of theories of nursing leadership and management, this course requires the students to apply the competencies learned in a field experience with a preceptor.

**C356 - Nursing Leadership and Management Capstone (1 CU)**
Graduate Nursing Capstone is a scholarly project that addresses an issue, need, gap or opportunity resulting from an identified in nursing leadership or healthcare need. The Capstone Project provides the opportunity for the graduate nursing student to demonstrate competency through design, application and evaluation of advanced nursing knowledge and higher level leadership skills for ultimately improving health outcomes.

**C358 - Foundations of Nursing Education (3 CUs)**
This graduate level course in the education specialty core examines the contemporary issues of nursing education. While traditional contexts for learning are included, students will also focus on modern technology and trends in nursing education. Students will explore curriculum development, educational philosophy, theories and models, instruction and evaluation, as well as e-learning, simulations, and current technology in nursing education.

**C359 - Future Directions in Contemporary Learning and Education (2 CUs)**
This is the second core course in the nurse education specialty track. This course builds on previously developed concepts acquired in Foundations of Nursing Education and Facilitating Learning in the 21st Century. Changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in healthcare and healthcare education. The student explores how contemporary and futuristic education delivery methods and diverse student populations often require alternative forms of assessment, case study testing, adaptive learning environments, asynchronous learning, hybrid courses, traditional courses, and online distance learning techniques. In this course students will examine how to prepare and incorporate methods such as e-learning, simulations, and technology, and social media.

**C360 - Teacher Work Sample in English Language Learner (1 CU)**
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

**C361 - Evidence Based Practice and Applied Nursing Research (3 CUs)**
Nursing research can significantly contribute to safe, quality nursing practice. More and more nurses are being asked to gather data to learn the answers to questions that affect nursing practice. This use of nursing research and the evidence gained is being utilized to shape and guide nursing practice. This course will help the student learn how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. After you are introduced to the basics of evidence-based practice, you will continue to implement the principles throughout your clinical experience. This will allow you to graduate with more competence and confidence to become a leader in the healing environment.

**C362 - Calculus I (4 CUs)**
Calculus I explores the key concepts, methods, and applications of differential calculus of one variable. It is the first course in the calculus sequence intended for secondary mathematics teachers. A solid background in pre-calculus is highly recommended. Topics include a review of functions, limits, derivatives, and applications of differential calculus. Upon completion, students will be able to apply the concepts and methods of differential calculus and appropriate technology to solve practical problems and communicate results.

**C359 - Future Directions in Contemporary Learning and Education (2 CUs)**
This is the third core course in the nurse education specialty track. This course builds on previously developed concepts acquired in Foundations of Nursing Education and Facilitating Learning in the 21st Century. Changes in the economy, advancements in science, and the explosion of technology have created a paradigm shift in healthcare and healthcare education. The student explores how contemporary and futuristic education delivery methods and diverse student populations often require alternative forms of assessment, case study testing, adaptive learning environments, asynchronous learning, hybrid courses, traditional courses, and online distance learning techniques. In this course students will examine how to prepare and incorporate methods such as e-learning, simulations, and technology, and social media.

**C360 - Teacher Work Sample in English Language Learner (1 CU)**
The Teacher Work Sample is a culmination of the wide variety of skills learned during the time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills in this professional assessment.

**C361 - Evidence Based Practice and Applied Nursing Research (3 CUs)**
Nursing research can significantly contribute to safe, quality nursing practice. More and more nurses are being asked to gather data to learn the answers to questions that affect nursing practice. This use of nursing research and the evidence gained is being utilized to shape and guide nursing practice. This course will help the student learn how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. After being introduced to the basics of evidence-based practice, students will continue to implement the principles throughout their academic experiences. In this course students will learn about evidence based practice, how it is evaluated and how it can be implemented to improve patient outcomes in clinical practice. Students will master the definitions and be able to differentiate between evidence based practice, quality improvement and primary research and will be able to apply that knowledge to show mastery of the concepts that will enable them to translate evidence into practice.

**C365 - Language Arts Instruction and Intervention (3 CUs)**
This course helps students learn how to implement effective language arts instruction and intervention in the elementary
C366 - Elementary Reading and Literacy Methods (3 CUs)
This course helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research-based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

C367 - Elementary Physical Education and Health Methods (3 CUs)
This course helps students learn how to implement effective physical and health education instruction in the elementary classroom. Topics include healthy lifestyles, student safety, student nutrition, physical education, differentiated instruction for physical and health education, physical education across the curriculum, and public policy in health and physical education.

C368 - Instructional Planning and Presentation in Elementary Education (3 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long-term goals.

C369 - Instructional Planning and Presentation in Science (4 CUs)
Students will continue to build instructional planning skills with a focus on selecting appropriate materials for diverse learners, selecting age-appropriate strategies for the content areas, promoting critical thinking, and establishing both short- and long-term goals.

C375 - Survey of World History (3 CUs)
Through a thematic approach, this course explores the history of human societies over 5,000 years. Students examine political and social structures, religious beliefs, economic systems, and patterns in trade, as well as many cultural attributes that came to distinguish different societies around the globe over time. Special attention is given to relationships between these societies and the way geographic and environmental factors influence human development.

C376 - Web Development Fundamentals (3 CUs)
These courses introduce the fundamentals of web development, which will enable the student to design, develop, and deploy a website. Students will create web content using HTML 5 and gain the knowledge to style and create layouts using Cascading Style Sheets (CSS). Students will also learn how to host and upload a website to a free web server.

C379 - Elementary Reading and Literacy Methods (2 CU)
This course helps students learn how to teach reading and literacy instruction in the elementary classroom by utilizing research-based instructional practices. Topics include literacy development, balanced literacy approach, literacy assessment, differentiated literacy instruction, technology supporting literacy development, and effective literacy teaching practices.

C380 - Language Arts Instruction and Intervention (2 CU)
This course helps students learn how to implement effective language arts instruction and intervention in the elementary classroom. Topics include written and spoken English, expanding students’ knowledge, literature rich environments, differentiated instruction, technology for reading and writing, assessment strategies for reading and writing, and strategies for developing academic language.

C381 - Elementary Mathematics Methods (2 CU)
This course helps students learn how to implement effective math instruction in the elementary classroom. Topics include differentiated math instruction, mathematical communication, mathematical tools for instruction, assessing math understanding, integrating math across the curriculum, critical thinking development, standards based math instruction, and mathematical models and representation.

C382 - Elementary Science Methods (2 CU)
This course helps students learn how to implement effective science instruction in the elementary classroom. Topics include processes of science, science inquiry, science learning environments, instructional strategies for science, differentiated instruction for science, assessing science understanding, technology for science instruction, standards based science instruction, integrating science across curriculum, and science beyond the classroom.

C388 - Science, Technology and Society (5 CU)
This course engages students in the study of the nature, processes, and applications of science and technology and arms them with the knowledge and skills necessary to understand and explain important science concepts. The course addresses the historical evolution of scientific ideas, scientific inquiry, as well as how science is used to inform decision making on current issues.

C389 - Science, Technology, and Society (2 CU)
This course engages students in the study of the nature, processes, and applications of science and technology and arms them with the knowledge and skills necessary to understand and explain important science concepts. The course addresses the historical evolution of scientific ideas, scientific inquiry, as well as how science is used to inform decision making on current issues.

C390 - Quality and Performance Management and Methods (4 CUs)
This course requires demonstrated competencies in analyzing how quality improvement programs are developed, implemented, and improved; and skills necessary for management and professional growth in the healthcare environment.

C391 - MS, IT Network Management Capstone Written Project (3 CUs)
This course serves as the first half of the culminating capstone for the MSITNM program and focuses on the Written Project. In addition to what has been covered throughout the program, topics include audience analysis; document design principles; clarity; logic; and grammar and usage.

C392 - MS, IT Network Management Capstone Oral Defense (2 CUs)
This course serves as the second half of the culminating capstone for the MSITNM program and focuses on the Oral Defense. In addition to what has been covered throughout the program, topics include audience analysis; document design principles; clarity; logic; and grammar and usage.
C393 - IT Foundations (4 CUs)
IT Foundations helps students gain an understanding of personal computer components, and their function, in a desktop system as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

C394 - IT Applications (4 CUs)
IT Applications helps students gain an understanding of personal computer components, and their function, in a desktop system as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

C395 - Instructional Planning and Presentation in English (2 CUs)
Before planning, teachers must understand which standards need to be addressed and then set goals to help students meet these standards. Student personalities and abilities must also be considered. All students are different, and effective teachers take time to get to know and understand the various needs of the students before jumping into instruction.

C396 - English Pedagogy (3 CUs)
Pedagogical course for the teaching of reading, English, literature and writing composition.

C397 - Pre-Clinical Experiences in English (2 CUs)
Pre-Clinical Experiences in English provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 60 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam, a completed resume, philosophy of teaching, and professional photo.

C398 - Supervised Demonstration Teaching in English, Obs 1 and 2 (3 CUs)
The Supervised Demonstration Teaching in English courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C399 - Supervised Demonstration Teaching in English, Obs 3 and Midterm (3 CUs)
The Supervised Demonstration Teaching in English courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C400 - Supervised Demonstration Teaching in English, Obs 4 and 5 (3 CUs)
The Supervised Demonstration Teaching in English courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C401 - Supervised Demonstration Teaching in English, Obs 6 and Final (3 CUs)
The Supervised Demonstration Teaching in English courses involve a series of classroom performance observations by the host teacher and clinical supervisor that develop comprehensive performance data about the teacher candidate’s skills.

C403 - Teacher Work Sample in English (1 CU)
The Teacher Work Sample serves as the final, culminating project in a degree program. It is a formal, scholarly piece of work. Students are required to design and develop a two-week-long (minimum), standards-based curriculum unit and then implement (i.e., teach) the unit in a classroom and gather data as to its effectiveness.

C405 - Anatomy and Physiology II (4 CUs)
This course introduces advanced concepts of human anatomy and physiology, through the structures and functions of the body’s organ systems. Students will have the opportunity to explore the body through laboratory experience and apply the concepts of the course.

C408 – Leadership and Innovation (1 CU)
This course reviews several leadership theories, styles and strategies, explores change management, and principles of effective communication in healthcare organizations. You will identify and describe principles of innovation and disruption. You will also review effective management of human resources in a healthcare environment.

C409 – Innovation Project (2 CUs)
This course explores healthcare innovation by having you compare examples, apply concepts, perform research and analysis, and create original work. You will complete and submit an Innovation proposal form describing a new technology to decrease clinic wait times.

C410 – Collaborative Leadership Project (2 CUs)
The purpose of this course is to practice applying collaborative leadership skills in an innovative environment while engaging with a community. You will combine innovation with leadership to serve patients. You will also identify an innovation process that will serve the Navajo Area Indian Health Services (NAIHS) facility in the Navajo Nation. The main task will be to collaborate with stakeholders on the proposed process to address obesity.

C411 – Healthcare Systems and Policy (2 CUs)
You will explore the evolution of the U.S. healthcare system, starting with a broad overview and then focusing on a selection of key historical events and seminal policies. The course will include an exploration of system components, including stakeholders and their interconnectedness, culminating in comparisons with international models and predictions for the future of the U.S. healthcare system.
influenced the evolution of risk management will also be studied. Laws, regulations, and ethical principles related to laws and regulations, as well as the tools and methods for measuring and analyzing quality data. In addition, performance improvement and its relation to quality improvement, as well as strategies and methods for improving quality will be covered.

**C414 - Healthcare Quality Project (2 CUs)**
You will use Six Sigma principles and strategies, as well as other quality concepts (DMAIC), to address problems of high patient wait times and poor physician communication at a highly functioning level 1 trauma center. You will develop a healthcare quality improvement process that implements the five phases of a Six Sigma approach. You will also analyze challenges executives face in identifying, synthesizing, and acting upon healthcare data to improve operations and patient-centered care.

**C415 - Healthcare Financial Management (2 CUs)**
This course explores the financial responsibilities for the various roles in healthcare management. You will explore managerial accounting concepts and key financial statements. You will also learn how to manage finances for a healthcare organization and how those concepts can be used to make decisions about investments and long range financial planning.

**C416 - Healthcare Financial Management Project (2 CUs)**
You will develop a risk-bearing proposal for a physician group to provide low-cost, high-quality care to a high-risk patient population. To create a successful proposal, you will analyze and interpret data to determine population need and justify that their organization can financially support and sustain the new system.

**C417 - Analytical Methods of Healthcare Professionals (2 CUs)**
This course explores the significance of research and statistics in care management. You will start by examining the role of evidence-based decisions in care management and how to evaluate the quality of research used to make those decisions. You will examine the role of statistics in making evidence-based decisions about care management. Finally, you will learn how statistics are used in healthcare and how to test the validity of statistics in order to make informed care management decisions.

**C418 - Enterprise Risk Management (CUs 2)**
This course covers key concepts of risk management in healthcare. You will examine the many types of risk, the current models and practices of risk management, and current risk management standards. You will also explore the key principles and methods of risk management, patient safety, and quality management. Laws, regulations, and ethical principles that have influenced the evolution of risk management will also be studied.

You will be able to identify current legal concepts, regulatory influences, and ethical issues related to risk management.

**C419 – Enterprise Risk Management Project (2 CUs)**
This course covers key concepts of risk management in healthcare. You will examine the many types of risk, the current models and practices of risk management, and current risk management standards. You will also explore the key principles and methods of risk management, patient safety, and quality management. Laws, regulations, and ethical principles that have influenced the evolution of risk management will also be studied. You will be able to identify current legal concepts, regulatory influences, and ethical issues related to risk management.

**C420 – Health Information Technology (1 CU)**
You will explore the ways in which HIT works in an integrated system, including how to identify and collect data. The course will also address HIT-related laws and regulations, HIT adoption, and informed HIT system selection. This knowledge will help leaders to leverage the latest developments in technology to maximize efficiency and improve health outcomes.

**C421 – Health Information Technology Project (2 CUs)**
A medical group has decided to move forward with the organizational initiative of reducing health disparities, increasing access, improving outcomes by leading a cooperative of local healthcare organizations in a Community Health Information Exchange System (CHIES) expansion plan founded on the governor’s vision to advance HIEs. You will complete an assessment for a CHIE, an analytic proposal for population health, a telemedicine analysis, and finally an ethics report arising from security breaches.

**C422 – Population Health and Care Coordination Project (2 CUs)**
You will design a chronic care population management plan and change the current model to one that focuses on patient and family centered. Mississippi has expanded Medicaid so the opportunities to develop partnerships are ideal. To help control costs, you will develop a wellness and prevention program alongside the disease management model already currently being used.

**C423 – Challenges in Community Health Project (2 CUs)**
Community-based integrated healthcare requires skills in communication, management, and resource utilization among healthcare personnel, healthcare organizations, and community and state entities. You will apply appropriate actions and strategies consistent with the organizational mission, values, and needs in interactions with community leaders and members of the community. You will learn and demonstrate utilization of communication and collaboration skills and the evaluation and application of data in problem solving skills at both the organizational and community level.

**C424 – Integrated Healthcare Project (3 CUs)**
You will develop and present a comprehensive case study and business plan that proposes an integrated system that includes, at a minimum, a health plan, hospitals, skilled nursing homes, and home health organizations to meet the rising health demands of the baby-boomer population. You will choose an area of the U.S. with existing healthcare organizations, and present a model of an "open delivery system" that serves as a financial hedge, enables experimentation, integrates culture (patient population demographics and regional healthcare values and principles),
incentives wellness and preventative care), and is value-based
and consumer driven.

**C425 - Healthcare Delivery Systems, Regulation, and Compliance (3 CUs)**
This course provides an overview of the U.S. healthcare system and focuses on developing an understanding of the various sectors and roles involved in this complex industry. Policy and compliance issues are also addressed to facilitate an appreciation for the highly regulated nature of healthcare delivery.

**C426 - Healthcare Values and Ethics (3 CUs)**
This course explores ethical standards and considerations common to the healthcare environment such as access to care, confidentiality, the allocation of limited resources, and billing practices. This course also focuses on the distinct value system associated with the healthcare industry, as well as the values of professionalism.

**C427 - Technology Applications in Healthcare (3 CUs)**
This course explores how technology continues to change and influence the healthcare industry. Practical managerial applications are explored as well as the legal, ethical, and practical aspects of access to health and disease information. Ensuring the protection of private health information is also emphasized.

**C428 - Financial Resource Management in Healthcare (3 CUs)**
This course examines the financial environment of the healthcare industry including principles involved in managed care. It also explores the revenue and expense structures for different sectors within the industry while emphasizing funding and reimbursement practices of healthcare.

**C429 - Healthcare Operations Management (3 CUs)**
This course builds upon basic principles of management, organizational behavior, and leadership. Specific processes and business principles for managing operations in interdependent and multi-disciplinary healthcare organizations are explored. Marketing strategies, communication skills, and the ability to establish and maintain relationships while ensuring productivity that is efficient, safe, and meets the needs of all stakeholders is emphasized.

**C430 - Healthcare Quality Improvement and Risk Management (3 CUs)**
This course emphasizes principles of quality management and risk management in order to ensure safety, maximize patient outcomes, and continuously improve organizational outcomes. This course also examines the broader impact of organizational culture and its influence on productivity, quality, and risk.

**C431 - Healthcare Research and Statistics (3 CUs)**
This course builds upon an understanding of research methods and quantitative analysis. Concepts of population health, epidemiology, and evidence-based practices provide the foundation for understanding the importance of data for informing healthcare organizational decisions.

**C432 - Healthcare Management and Strategy (3 CUs)**
This course builds upon basic principles of strategic management and explores healthcare organizational structures and processes. The importance of the collaborative nature and interrelationships among business functions is emphasized. Creating a healthcare vision and designing business plans within a healthcare environment is also examined.

**C433 - Medical Terminology (3 CUs)**
This course focuses on the anatomy of word building and medical terminology as it relates to body organization and directional terms, the integumentary system, special senses of the eye and ear, the musculoskeletal system, the digestive system, blood, lymphatic, immunity and infections, cardiovascular and respiratory systems, nervous system and mental health, urinary system, endocrine system, male and female reproductive systems, and cancer.

**C435 - Technical Writing (3 CUs)**
The technical writing requirement allows students to demonstrate that they possess the competencies to think and write in a technical and professional setting. These skills will be integrated into practice through preparation of a technical writing project capstone proposal. The technical writing requirement draws from the evidence students have accumulated in improved proficiency in research and professional written communication; the ability to think about and write for different audiences; and improved style, grammar and syntax.

**C436 - IT Capstone Written Project (4 CUs)**
The Capstone Project is the culmination of the student’s WGU degree program. It requires the demonstration of competencies through a deliverable of significant scope that includes both a written capstone project and an oral defense. The capstone project consists of a technical work product and a report that details various aspects of the product. The final product will also include a journal that contemporaneously describes the candidate’s experience in developing the capstone.

**C439 - Healthcare Management Capstone (4 CUs)**
This course is the culminating experience and assessment of healthcare business administration. This course requires the student to integrate and synthesize managerial skills with healthcare knowledge, resulting in a high quality final project that demonstrates professional managerial proficiency.

**C451 - Integrated Natural Science (4 CUs)**
This course will strengthen the ability to discern between scientific and random claims. Students will become comfortable in understanding basic, everyday occurrences relative to physics and chemistry. Additionally, they will gain knowledge about structural elements of the earth, naturally occurring geological and atmospheric events, and the planet’s relationship to other celestial objects.

**C452 - Integrated Natural Science Applications Lab (4 CUs)**
This course will strengthen the ability to discern between scientific and random claims. Students will become comfortable in understanding basic, everyday occurrences relative to physics and chemistry. They will gain knowledge about structural elements of the earth, naturally occurring geological and atmospheric events, and the planet’s relationship to other celestial objects.

**C453 - Clinical Microbiology (4 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.
Algebra. Topics include: A review of basic mathematical skills, the development of the essential groundwork for College C463 course in a three transformational, and coordinate perspectives. This is the third mathematical course in a three touches on important topics in probability. This is the second course and generalizes it into alg mathematical practices based on deep understanding of This course engages pre C461 integers. This is the first course in a three problem solving, set theory, number theory, whole numbers and underlying concepts. The course covers important topics in C460 design, and probability.

C457 - Foundations of College Mathematics (3 CUs)
This course focuses on basic numeracy and calculation skills, basic algebra skills, basic geometry principles, and basic data and probability skills.

C458 - Health, Fitness and Wellness (4 CUs)
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.

C459 - Introduction to Probability and Statistics (3 CUs)
In this course, candidates demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

C460 - Mathematics for Elementary Educators I (3 CUs)
This course engages preservice elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in problem solving, set theory, number theory, whole numbers and integers. This is the first course in a three-course sequence.

C461 - Mathematics for Elementary Educators II (3 CUs)
This course engages preservice elementary teachers in mathematical practices based on deep understanding of underlying concepts. This course takes the arithmetic of the first course and generalizes it into algebraic reasoning. The course also touches on important topics in probability. This is the second course in a three-course sequence.

C462 - Mathematics for Elementary Educators III (3 CUs)
This course engages preservice elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives. This is the third course in a three-course sequence.

C463 - Intermediate Algebra
This course provides an introduction of algebraic concepts and the development of the essential groundwork for College Algebra. Topics include: A review of basic mathematical skills, the real number system, algebraic expressions, linear equations, graphing, exponents and polynomials.

C464 - Languages and Literacy (3 CUs)
This course focuses on the application of language and literacy skills in the teaching of English and other languages. Students will practice writing in several genres and several media, with emphasis placed on writing and revising academic arguments.

C465 - Care of the Developing Family (4 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.

C466 - 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.

C467 - 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.

C468 - 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.

C469 - 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.

C470 - Caring Arts and Science Across the Lifespan Part I Clinical Learning (2 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. The skills assessment concludes the lab series and qualifies the learner for clinical intensive. 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. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of a novice nursing student.

C471 - 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.
C472 - Caring Arts and Science Across the Lifespan Part II Clinical Learning (2 CU)
This course includes all aspects of clinical learning related to medical surgical nursing practice. Learning labs will teach and assess task skill knowledge progressing to high fidelity simulation scenarios to develop mastery of situated use of knowledge and synthesis of knowledge in clinical scenarios. Students who are successful in lab assessments will progress to live patient clinicals and will be assessed for their mastery of basic levels of the key behaviors for clinical practice of Medical Surgical nursing.

C473 - Care of Adults with Complex Illnesses (3 CUs)
This course builds on prior knowledge of Medical Surgical nursing care and common conditions. The course focuses on diseases that affect the neuromuscular system, the musculoskeletal system, the kidneys, the pancreas, and diseases such as cancer and impaired immunity, which affect every part of the body. Students will develop mastery of competencies related to advanced medical surgical nursing practice.

C474 - Clinical Learning for Complex Illnesses in Adults (3 CUs)
This course includes all aspects of clinical learning related to advanced medical surgical nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Medical Surgical nursing.

C475 - 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 will set a foundation for improving care. Students will apply health assessment skills and evidence-based standards in such a way as to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers.

C476 - Psychiatric and Mental Health Nursing (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.

C477 - Nursing Care of Children (4 CUs)
In Nursing Care of Children 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.

C478 - Critical Care Nursing Clinical Learning (1 CU)
This course includes all aspects of clinical learning related to critical care nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for critical practice of Critical Care nursing.

C479 - Web Technologies (4 CUs)
This course focuses on using and updating web client software, web page creation and programming languages, dynamic web page fundamentals: e-commerce infrastructure, and identifying suspicious network activity and selecting the appropriate strategy to counter it.

C480 - Networks (4 CUs)
This course focuses on: network topologies including: protocols, ports, addressing schemes, routing, and wireless communication standards; physical and logical topologies, including wiring standards; differentiating, installing, and configuring network devices; troubleshooting network connectivity

C482 - Software I (6 CUs)
This course focuses on skills and concepts students need to know, to understand, and to apply object-oriented concepts in the Java programming.

C483 - Principles of Management (4 CUs)
In this course students will learn about strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

C484 - Organizational Behavior and Leadership (3 CUs)
This course explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C485 - Introduction to Nursing Arts and Science (3 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.

C486 - 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.

C487 - Psych/Mental Health Clinical Learning (2 CUs)
Clinical learning in the Psychiatric Mental Health nursing course focuses entirely on live patient clinicals in acute psychiatric units, community-based mental health centers and community resource and support groups. Students will apply knowledge learned in the didactic course to demonstrate mastery of psychiatric and mental health nursing competencies including therapeutic
communication, management of psychobiological conditions and how to maintain a therapeutic milieu.

**C488 - 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.

**C489 - Organizational Systems and Quality Leadership (3 CUs)**
This course will help students to be more confident and better prepared to assume leadership roles regardless of their position in the healthcare delivery system. This advanced leadership course focuses on the concepts of Patient Safety, Improvement science, balancing cost, quality and access through the triple aim, leadership and patient/family centered care. Students will develop mastery of advanced competencies particularly in patient safety in quality improvement science.

**C490 - Professional Nursing Role Transition (3 CUs)**
In this course, students prepare for the NCLEX-RN exam. Additionally, the student will experience clinical 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.

**C491 - Nursing Clinical Practicum (4 CUs)**
Before graduating, nursing students need to experience clinical as an independent member of the nursing team who manages a standard patient load. Working under the supervision of a preceptor, the student will have an opportunity to test clinical reasoning, patient care management, delegation and organizational skills in caring for a group of patients to complete 180 hours of supervised clinical practice.

**C492 - Physical Assessment (4 CUs)**
The Physical Assessment course develops novice nursing student understanding, skill and ability to apply those skills to conduct physical assessments for patients across the lifespan. The course emphasizes patient interviewing and advanced history taking as well as primary physical assessment techniques and skills. Students will master assessment competencies through the use of virtual reality experiences as well as by demonstrating competency in all aspects of physical assessment.

**C493 - Leadership and Professional Image (2 CUs)**
Nursing is a practice discipline that includes direct and indirect care activities that affect health outcomes. Baccalaureate nursing students are developing new competencies in leadership, and in order to achieve mastery, must apply those competencies to live practice experiences and situations. In this course students will complete a Leadership Learning Experience (LLE) and develop their own personalized professional portfolio. The professional portfolio is a collection of artifacts from BSN coursework as well as a resume and personal statement.

**C494 - Advanced Standing for RN License (50 CUs)**
Each student entering the RN to BSN or RN to MSN program is awarded 50 CUs for possessing a current RN license.

**C500 - Healthcare Ecosystems (3 CUs)**
This course covers skills and competencies in relation to the organization, components, and operation of healthcare systems; licensure and accreditation, quality, and reimbursement; access to healthcare, federal legislative programs; and trends in healthcare delivery. In this course, students will investigate today’s healthcare environment and challenges.

**C501 - Healthcare Informatics (4 CUs)**
This course builds competencies in project planning, management, and evaluation, as well as the adoption of new technologies in a healthcare organization. It includes competencies in evaluating medical practice workflow and functional needs of end-users, evaluating data infrastructure and information technology processes and systems, and analyzing the fiscal and human resource commitment needed in all phases of implementing and adopting new technologies. The use of health information management in diverse settings (such as health information exchanges, the personal health record, and various types of healthcare facilities) is included, as it applies to the electronic exchange of information.

**C502 - Healthcare Statistics and Research (3 CUs)**
This course builds competencies in selecting, applying, and evaluating research methods in solving organizational problems or implementing outcome effectiveness strategies in a healthcare organization. It focuses on skills needed in daily operations for gathering statistical data used in planning and evaluating processes in the healthcare workplace. Also included is the role of the health informatics professional in biomedical research.

**C504 - Professional Practice Experience and Portfolio - Management Level (4 CUs)**
This course includes competencies students will apply in the second of two 80-hour on-site professional practice experiences. They include analyzing operational management of a healthcare organization; participating in health informatics/ information management activities at the supervisory level; and demonstrating leadership skills as a health informatics professional at a healthcare organization.

**C506 - Health Informatics Capstone Project (4 CUs)**
The Capstone Project is the culmination of the student’s degree program. It requires the demonstration of competencies through a deliverable of significant scope in the form of a research project. The capstone project consists of a technical work product applicable to the field of health informatics and information management. Students should consider creating this final product with the aim of expanding the body of knowledge within the profession. The topic of the Capstone must be presented to and approved by the Capstone Mentor before starting the project.

**C507 - Pathophysiology (3 CUs)**
This course focuses on the pathology and treatment of diseases in the human body, tissues, glands and membranes, the integumentary system, the sensory system, skeletal and muscular systems, the digestive system, blood, vessels and circulation, lymphatic system, immunity and disease, heart and respiratory system, nervous, urinary and endocrine systems, and male and female reproductive systems.

**C508 - Pharmacology (3 CUs)**
This course covers concepts in Pharmacology including drug classification and effects, and the numerous types of pharmacological interventions used to treat disease and disorders in the systems of the human body.

**C509 - Professional Practice Experience and Portfolio - Technical Level (3 CUs)**
This course includes competencies students will apply in the first of two 80-hour on-site professional practice experiences. They
include analyzing operational management of a healthcare organization and applying health informatics/information management skills.

**C540 - MS SPED Teacher Work Sample (6 CUs)**

This course consists of a supervised practicum helping students to analyze, synthesize, and apply what has been learned in the program to a school setting. Sample activities include professional readings, interviewing and/or shadowing special education professionals, attending Individual Education Plan (IEP) meetings (when permitted), and six in-class supervised teaching experiences. In addition to the practicum requirement, this course also has a Teacher Work Sample (TWS) component. The TWS serves as the final, culminating project in the degree program.

**C561 - MS, Curriculum and Instruction Capstone (6 CUs)**

This course takes the student through the steps of planning and conducting research on a topic or issue related to the students’ practice setting. Students will design, deliver, and evaluate a curriculum and instructional unit based on their content area. They will implement curriculum and instruction, and evaluate the effectiveness.

**C624 - 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.

**C626 - MED, Learning and Technology Capstone (6 CUs)**

This course takes the student through the steps of planning and conducting research on a topic or issue related to the students’ practice setting. Students will design, manage, and develop an instructional product for which there is an identified need, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

**C627 - MA, Science Education (5-9) Teacher Work Sample (6 CUs)**

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

**C630 - MA, Science Education (5-12, Chemistry) Teacher Work Sample (6 CUs)**

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

**C631 - MA, Science Education (5-12, Geo) Teacher Work Sample (6 CUs)**

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

**C632 - MA, Science Education (5-12, Physics) Teacher Work Sample (6 CUs)**

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

**C633 - MA, Mathematics Education (5-9) Teacher Work Sample (6 CUs)**

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

C634 - MA, Mathematics Education (5-12) Teacher Work Sample (6 CUs)
The Teacher Work Sample is a written project containing a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate’s ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Work Sample requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C635 - MA, Mathematics Education (K-6) Capstone (6 CUs)
This course takes the student through the steps of planning and conducting research on a topic or issue related to the students’ practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results.

C636 - MED, Instructional Design Capstone (6 CUs)
This course is the culminating assessment where learners should be able to integrate and synthesize competencies from across the degree program and thereby demonstrate the ability to participate in and contribute value to their chosen professional field.

C681 - Microbiology (3 CUs)
Clinical Microbiology focuses on microbes—both constructive and destructive—that are among the smallest living entities on earth. Students will examine how they live, reproduce, carry diseases, and develop resistance to antibiotics. This course has a clinical focus.

C682 - Mathematics for Elementary Educators (3 CUs)
Mathematics for Elementary Educators engages preservice elementary teachers in mathematical practices based on deep understanding of underlying concepts. The course covers important topics in statistics, measurement, and covers geometry from synthetic, transformational, and coordinate perspectives.

C688 - Cyberwarfare
This course introduces you to the real-world battlefield of cyberspace. It covers the history of cyberwarfare and the variety of new concerns its emergence has fostered. This course explores how cyberwarfare has become an important part of the modern military arsenal and provides strategies for protecting a threatened network, as well as strategies for dealing with specific cyber war actors and threats. It then concludes with an exploration of the future of cyberwarfare considering the evolution of cyber-related capabilities, current threats, and emerging technology.

C700 - Secure Network Design
This course provides an in-depth look at organizational challenges and threats to networks that are connected to the public Internet. Network security will be discussed in the context of how hackers gain access to networks and the use of Firewalls and VPNs to provide security countermeasures. Also covered are methods and technologies to prepare the student to disarm threats, plan for emerging technologies and future attacks.

C701 - Ethical Hacking (3 CUs)
Learner competence will be assessed through the EC-Council Certified Ethical Hacker Exam 312-50 for this course. Topics will include how to expose system vulnerabilities and learn solutions for eliminating and/or preventing vulnerabilities; and how to apply hacking skills on different types of networks and platforms.

C702 - Forensics and Network Intrusion (3 CUs)
This course focuses on identifying vulnerabilities and neutralizing threats from outside entities and on investigating and preventing lose in the cyber-domain.

C706 - Secure Software Design
This course provides students with a practical guide to establishing proactive software security. The course focuses on analyzing risks, understanding likely points of attack and proactively deciding how software will handle attacks of the future. By looking at the systemic threats in any deployment environment and discussing vulnerabilities of various applications, this course shows the student how to construct software that can deal with both known and unknown attacks preemptively.

CQC2 - Calculus II (2 CUs)
Calculus II will study another important problem that led to the development of calculus: finding the area under a curve. Students will study this problem and other applications of integration as they progress through this course, keeping in mind that calculus is not only a theoretical branch of mathematics; calculus is used by scientists, engineers, and economists and has numerous applications to daily life.

CUA1 - Culture (3 CUs)
This course covers aspects of culture and is intended to assist students in developing cultural competency as individuals and as educational professionals. The student learns about the nature and role of culture and the importance of cultural groups and cultural identity. Additional topics covered include examining the link between culture and language, the role of cultural identity in the classroom, and the impact of immigration and migration.

CWEL - Capstone Written Project in Educational Leadership (3 CUs)
The capstone project will consist of the design and implementation of a short-term data-driven school improvement initiative. Through the case study approach and during the capstone experience, students will identify one or more measurable outcome improvement areas in a case study / practicum site, propose and develop short-term school improvement initiatives and then measure the outcomes and results of the implemented improvement initiatives.

CXV2 - Mathematics: Content Knowledge (4 CUs)
This course is designed to help students refine and integrate the mathematics content knowledge and skills necessary to become a successful secondary mathematics teacher. Successful completion of the course requires a high-level of mathematical reasoning skills and the ability to solve problems.

CYV2 - Middle School Mathematics: Content Knowledge (4 CUs)
This course is designed to help refine and integrate the mathematics content knowledge and skills necessary to become a successful middle school mathematics teacher. Successful
electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPT2 - Physics: Electricity and Magnetism (2 CUs)
This course addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DAC1 - Information Systems Management (3 CUs)
This course provides an overview of the many facets of information systems applicable to businesses. As students examine the programming languages, methods of system development and implementation, networks, databases, and hardware and software used by IT professionals; they will demonstrate how these tools securely facilitate e-commerce, decision support, and communication in a global marketplace.

DZP2 - Application of Elementary Social Studies Methods (1 CU)
This course, as a continuation of Elementary Social Studies Methods, helps students apply, analyze, and reflect on effective elementary social studies instruction.

DDD1 - Community Health (1 CU)
This course develops and assesses aspects of language curriculum instruction. Students will learn how to teach physical and health education in the elementary classroom by utilizing research based instructional practices.

DDP1 - Science: Content Knowledge (6 CUs)
This course addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DDP2 - Physics: Electricity and Magnetism (2 CUs)
This course addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as: Electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DRC1 - Educational Assessment (3 CUs)
This course assists students in making appropriate data-driven instructional decisions by exploring key concepts relevant to the administration, scoring, and interpretation of classroom assessments. Topics include ethical assessment practices, designing assessments, aligning assessments, and utilizing technology for assessment.

EFP2 - Application of Elementary Visual and Performing Arts Methods (1 CU)
This course, as a continuation of Elementary Visual and Performing Arts Methods, helps students apply, analyze, and reflect on effective elementary visual and dramatic arts instruction.

EBP2 - Application of Elementary Physical Education and Health Methods (1 CU)
Students will learn how to teach physical and health education in the elementary classroom by utilizing research based instructional practices.

EFV2 - Educational Assessment and Social Studies (1 CU)
This course explores the challenges of working with students with emotional and behavioral disabilities and helps students learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success. It further helps students better be able to make decisions about how to strategize behavior adjustments for individual students.

ELO1 - Subject Specific Pedagogy: ELL (3 CUs)
This course integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). Students develop and assesses aspects of language curriculum instruction.
development including second language instruction, methods of second language assessment, and legal policy issues.

**EST1 - Ethical Situations in Business (3 CUs)**
This course explores various scenarios in business and helps students learn to develop ethical and socially responsible courses of action. Students will also learn to develop an appropriate and comprehensive ethics program for a business venture.

**EXP2 - College Geometry (2 CUs)**
This course introduces students to axiomatic systems, logical argument and formal proof, and the use of modeling and dynamic technologies in geometric investigations. Topics include construction, properties and relationships of two- and three-dimensional objects, congruence and similarity, transformations and symmetry, measurement, visualization and spacial reasoning, and coordinate geometry.

**EZC1 - Finance (3 CUs)**
The Finance course is an introduction to the theory, methods, and concerns of business finance, including financial management and maximizing shareholder wealth. Students will evaluate the performance and value of a firm, employ time value of money to solve common financial problems, and make corporate investment decisions using capital budgeting.

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**FCC1 - Introduction to Special Education, Law and Legal Issues (4 CUs)**
This course introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, the No Child Left Behind Act, FAPE (free, appropriate public education), and least restrictive environments.

**FCC2 - Introduction to Special Education, Law and Legal Issues, Policies and Procedures (3 CUs)**
This course introduces the history and nature of special education and how it relates to general education, as well as specific legal acts and concepts governing it. Topics include history of special education, the Individuals with Disabilities Education Act, the No Child Left Behind Act, FAPE (free, appropriate public education), and least restrictive environments.

**FEA1 - Field Experience for ELL (3 CUs)**
This is the field experience component of the English Language Learning program. In this experience, students are required to complete a minimum of 15 hours of observations at both elementary and secondary levels and a minimum 30 hours of supervised teaching that is face-to-face with English language learners. The purpose of this course is to assess the ability of the student including their engagement in field experience activities, ability to reflect on and then plan standards-based instruction in ELL, and their ability to locate and effectively use resources for teaching ELL to meet the needs of their individual students.

**FJC1 - Psychoeducational Assessment Practices and IEP Development/Implementation (4 CUs)**
This course prepares students to apply knowledge the IEP as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps students gain fluency in their understanding of the 13 disability categories, assessment, curriculum, and instruction.

**FJC2 - Psychoeducational Assessment Practices and IEP Development/Implementation (3 CUs)**
This course prepares students to apply knowledge the IEP as they work with students who have mild to moderate disabilities in a wide variety of possible situations, all with an emphasis on cross-categorical inclusion. It helps students gain fluency in their understanding of the 13 disability categories, assessment, curriculum, and instruction.

**FLC1 - Instructional Models and Design, Supervision and Culturally Responsive Teaching (3 CUs)**
This course helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

**FLC2 - Instructional Models and Design, Supervision and Culturally Responsive Teaching (2 CUs)**
This course helps students understand the role of special education in the development of instruction, why this field exists separate from and in conjunction with general education, where it is going, and how they can help coordinate inclusion for students. Students will gain expertise in developing instructional, curricular, and environmental interventions based on assessment data and student need.

**FPC1 - Microeconomics (3 CUs)**
The purpose of the course is for students to develop a logical, conceptual, and analytical understanding of microeconomic principles. This course introduces foundational economic principles, such as opportunity costs, supply, and demand. The course primarily focuses on microeconomic principles, including efficiency and fairness in markets, government actions and their impacts, the decisions made by consumers and producers, different market structures from perfect competition to monopoly, and factor markets and income distribution.

**FTC1 - Macroeconomics (3 CUs)**
This course introduces foundational concepts of economic principles, such as opportunity costs, supply, and demand. The course focuses on primary macroeconomic principles, including measurement, money economy in the long-run, macroeconomic fluctuations, and policy issues. In this course, real-world examples are presented that apply theory to practice, demonstrating the relevance of macroeconomic thought.

**FTC5 - Foundations of Teaching Practice Integration (4 CUs)**
This course helps students to review and synthesize foundational teaching concepts including classroom management, human development, assessment, diversity and inclusion, and the historical, legal, and philosophical foundations of education.

**FVC1 - Global Business (3 CUs)**
This course provides an introduction to global business. The advantages of global production and the benefits of trade are explored as critical aspects of global business. Factors that influence global business such as transparency, geography, corruption, intellectual property protections, outsourcing and offshoring, operation management, and generally accepted
accounting principles are examined. Additionally, this course considers various economic ideologies including trade policies, sustainability, regional integration blocs, balance of payments, standardization and adaptation, and stateless corporations. Finally, consideration is given for components of culture, the relationship between ethics and economic progress, entry strategies in emerging market economies, and the sequence for developing and managing products in international markets. This course provides a basic conceptual framework for global business; presenting students with both theory and empiric observations of global business in action.

FWT1 - Modern Physics (3 CUs)
This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

FXT2 - Disaster Recovery Planning, Prevention and Response (2 CUs)
This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management program.

GNC2 - Integrated Natural Sciences (3 CUs)
This course covers the subject area of natural sciences, including the use of the scientific method to derive conclusions based on research. Topics covered include astronomy, geology, environmental science and ecosystems, and organisms.

GRT2 - Biochemistry (2 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.

HMP1 - Cases in Advanced Human Resource Management (3 CUs)
Students apply their knowledge of human resource management by completing a case study. Students will apply critical human resource strategies in the areas of legal/regulatory compliance, recruitment and selection of personnel, performance and feedback mechanisms, and financial and benefits compensation.

IDC1 - Foundations of Instructional Design (2 CUs)
This course focuses on using learning theory research-based instructional strategies to improve learning outcomes, adapting the learning environment to the individual learners, and creatively using technology as a mind tool to help students think more effectively.

IOT2 - Introduction to Curriculum Theory (2 CUs)
This course focuses on exploring and applying one’s understanding of Scholar Academic, Social Efficiency, Learner Centered, and Social Reconstruction Ideologies in various instructional settings.

IZT2 - Learning Theories (2 CUs)
This course focuses on the complexity of the current learning environment and how behaviorism, cognitivism, constructivism, and personal learning philosophy can assist in the development of appropriate curriculum and instruction.

JIT2 - Risk Management (2 CUs)
Content focuses on categorizing levels of risk and understanding how risk can impact the operations of the business through a scenario involving the creation of a risk management program and business continuity program for a company and a business situation reacting to a crisis/disaster situation affecting the company.

JNT2 - Instructional Design Analysis (2 CUs)
This course focuses on using analysis of needs to determine the needs and interests of learners, learners’ analysis to analyze the population for whom the education program will be created, and scope and sequence for developing a logical approach for an education program to formulate appropriate and measurable program objectives.

JPT2 - Issues in Instructional Design (2 CUs)
This course focuses on learning theories, learner analysis, scope and sequence, instructional strategies, task analysis and design theories, media and technology foundations, and adaptive technologies for special populations for creating effective, well-articulated, and efficient instruction.

JIT2 - Instructional Design Production (2 CUs)
This course focuses on the application of a systematic process of instructional design, namely the concepts and procedure for analyzing, designing, developing, and evaluating successful instruction.

JQT2 - Issues in Measurement and Evaluation (2 CUs)
This course focuses on the understanding of formative and summative evaluation, quantitative and qualitative data collection tools, including rubrics and the processes of evaluation.

JRT2 - Evaluation Methodology and Instrumentation (2 CUs)
This course focuses on using qualitative and quantitative data collection tools and techniques to construct and evaluate valid and reliable measuring instruments.

JST2 - Evaluation Process and Recommendation (2 CUs)
This course focuses on implementing and interpreting an evaluation and the reporting of the results and recommendations to stakeholders.

JWT2 - Instructional Theory (2 CUs)
This course focuses on exploring instructional theory by reflecting on instructional systems, instructional delivery systems, instructional teaching, and instructional planning to meet the learning needs in instructional settings.
educational psychology to various instructional settings, and explore the areas of applied educational psychology to teaching, cognitive development, social development, and cultural development by designing, developing, modifying, and evaluating curriculum and instruction in various educational settings according to child/adolescent development.

**JYT2 - Curriculum Design (2 CUs)**
This course focuses on exploring curriculum design theory, educational standards, and design frameworks for what to teach. Together these topics will provide educators with the ability to take principles of curriculum theory and apply them when developing, designing, and modifying curriculum to meet learning needs in their instructional setting.

**JZT2 - Curriculum Evaluation (2 CUs)**
This course focuses on exploring evaluations systems and student data for the effectiveness of curriculum, as well as, the focus on differentiating curriculum based on student data.

-K-

**KAT2 - Assessment for Student Learning (2 CUs)**
This course focuses the knowledge and skills to identify, develop, and design instrument tools for evaluating student learning, and exploring the use of objective, performance-based, formative assessment, and summative assessments, including the results, in the evaluation of curriculum and instruction for student learning.

**KBT2 - Differentiated Instruction (2 CUs)**
This course focuses on developing and implementing curriculum and instructional strategies to lesson plans in order to best meet the needs of all learners in various instructional settings.

-L-

**LEC1 - Comprehensive Educational Leadership Integration (2 CUs)**
In this course, the student completes a comprehensive objective proctored assessment in Educational Leadership theory and practices, including administrative theory, school law, school finance, curriculum development and implementation, personnel management, public relations, and technology.

**LFT1 - Student, Stakeholder, and Market Focus for Educational Leaders (5 CUs)**
In this course, the student assesses the influence of the greater social, political, legal, and cultural contexts on school organizations. The student reviews principles and practices of meeting stakeholder needs and reviews the student’s case study site’s effectiveness in managing stakeholder relationships.

**LIT1 - Legal Issues for Business Organizations (3 CUs)**
This course addresses labor and employment laws found in common business scenarios. Students will analyze examples of various business activities to learn whether they violate specific labor and employment laws.

**LMT1 - Measurement, Analysis, and Knowledge Management for Educational Leaders (4 CUs)**
This course reviews principles and practices of program and curriculum effectiveness evaluation as well as best practices in technology for educational leaders. The student utilizes their school case study to complete a program, practice, or curriculum effectiveness evaluation at a case study site as well as an evaluation of technology implementation.

**LNT1 - Process Management for Educational Leaders (3 CUs)**
This course reviews best practices in process management for educational leaders. It includes an evaluation of the student’s case study site’s process management policies and practices.

**LOT2 - Hacking Countermeasures and Techniques (2 CUs)**
This course will hone denial-of-service and distributed denial-of-service hacking competence, enabling the learner to help prevent such attacks. Topics will include which countermeasures are the most appropriate for different types of DoS and DDoS attacks, as well as some industry-best practices for protection against these types of attacks.

**LPA1 - Language Production, Theory and Acquisition (4 CUs)**
This course focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, grammar, and applied phonetics.

**LPT1 - Performance Excellence Criteria for Educational Leaders (4 CUs)**
This course reviews the case study model and prepares students to complete a thorough review of the effectiveness of their case study site’s operations, outcomes, and leadership.

**LQT2 - Information Security and Assurance Capstone Project (4 CUs)**
This course serves as the culminating capstone project for the MS Information Security and Assurance program. It builds on all other topics and competencies covered throughout the program and requires learners to complete a substantial research-based project.

**LRT1 - Practicum in Educational Leadership (7 CUs)**
This practicum in Educational Leadership includes completion of assigned administrative duties to take place in both elementary (K–6) and secondary (7–12) settings under the leadership and supervision of a cooperating administrator in the student’s case study school site. The number of hours required will vary by state of intended licensure but will be between 150 and 540 and must be completed in a consecutive six month time frame. The practicum places the student in the principal’s chair, performing tasks necessary for a successful time as a principal. In this course, the student evaluates curriculum needs, informally observes staff, and engages stakeholders.

**LST1 - Strategic Planning for Educational Leaders (2 CUs)**
This course reviews principles and practices of the strategic planning process as well as a case study review of the strategic planning processes in the student’s case study site.

**LWC1 - Fundamentals of Business Law and Ethics (6 CUs)**
This course prepares students to have an understanding of business law and ethics. Topics include contractual relationship, government regulation of business, dispute resolution, labor and employment law, the Sarbanes-Oxley Act, and ethical issues in business.

**LYT1 - Workforce Focus for Educational Leaders (4 CUs)**
This course reviews best practices in human resource administration for educational leaders, as well as an evaluation of the student’s case study site’s workforce management practices.

**LYT2 - Current and Emerging Technology (3 CUs)**
This course focuses on the tools and skills to evaluate the acceptance and adoption of technology within various types of
organizational cultures. The course will address topics such as diffusion, innovation, hype theory, needs analysis, change agents, implementation planning, and adoption models. Students will demonstrate the ability to make sound judgments regarding the selection, adoption, implementation, and evaluation of technologies as they related to organizational culture, strategy, and objective.

LZT2 - Power, Influence, and Leadership (3 CUs)
This course focuses specifically on the development of the critical leadership and soft skills necessary for success in information technology leadership and management. Topics include cultivating effective leadership communication, building personal influence, enhancing emotional intelligence, generating ideas, mastering conflict resolution, and positioning oneself as an influential change agent within different organizational cultures.

-M-

MAP1 - Cases in Marketing Management (3 CUs)
This course allows students to apply the marketing concepts of segmentation, targeting, life cycle, and leadership. Students develop marketing strategies by developing knowledge of key concepts and practices associated with marketing goods and services.

MAT2 - Information Technology Management (3 CUs)
This course will prepare students to cope with information technology resources in a manner beneficial to their company. Such skill includes estimating both the cost and value of IT to the company, setting priorities for project selection, management of IT projects, and handling risk. These responsibilities imply an ability to align technology with an organization’s strategic goals. In total, students will develop the ability to effectively administer and manage current and emerging technologies within an organization.

MBT2 - Technological Globalization (3 CUs)
This course is designed to equip students to better understand the fundamental, galvanizing and transformational role of advanced IT communications, networks and services in all major industries; advanced IT is an unparalleled force multiplier in scientific research, energy production and use, health and medicine. IT is a critical resource in the global community, economically, socially, politically and culturally.

MCT2 - Technical Writing (3 CUs)
As IT professionals are frequently required to interface with customers, clients, other departments, organizational leaders, and even other institutions, strong communication skills are vital. In this course, students learn to communicate accurately, effectively, and ethically to a variety of audiences. Students design communication to fit oral, print, and multi-media contexts. They develop rhetorical sensitivity in both their writing and their design decisions.

MEC1 - Foundations of Measurement and Evaluation (2 CUs)
This course focuses on assessment validity, constructing reliable test instruments, identifying appropriate item and instrument types, qualitative data collection tools and techniques, and conducting a formative and summative evaluation for an instruction product or program.

MFT2 - Mathematics (K-6) Portfolio Oral Defense (2 CUs)
This course focuses on a formal presentation and the student answering questions during their Capstone Oral Defense. The student will present an overview of their teacher work sample (TWS) portfolio. They will talk about the challenges they faced and how they determined whether their goals were accomplished. They will explain the process they went through to develop the TWS portfolio and reflect on the methodologies and outcomes of the strategies discussed in the TWS portfolio. Additionally, they will discuss the strengths and weaknesses of those strategies and how they can apply what they learned from the TWS portfolio in their professional work environment.

MG12 - IT Project Management (3 CUs)
This course provides an overview of the Project Management Institute’s project management methodology. Topics cover various process groups and knowledge areas and application of knowledge in case studies for planning a project that has not started yet and monitoring/controlling a project that is already underway.

MKC1 - Fundamentals of Marketing and Business Communication (6 CUs)
This course addresses the topics of effective business communication and marketing principles, including variables in the marketing environment, consumer behavior and marketing, market opportunities, marketing strategies and plans.

MKT2 - IT Strategic Solutions (4 CUs)
In the course the learner will have the opportunity to identify strategic opportunities and emerging technologies as they research and decide on a system to support a growing company. Topics will include technology strategy; gap analysis; researching new technology; strengths, opportunities, weaknesses, and threats; ethics; risk mitigation; data security, communication plans; and globalization.

MZC1 - Fundamentals of Educational Psychology (3 CUs)
Students will learn the major theories of typical and atypical physical, social, cognitive, and moral development of children and adolescents. Information processing, brain research, memory, and metacognition will also be covered.

-N-

NBT1 - Classroom Management, Engagement, and Motivation (3 CUs)
Students will learn the foundations for effective classroom management as well as strategies for creating a safe, positive learning environment for all learners. Students will be introduced to systems that promote student self-awareness, self-management, self-efficacy, and self-esteem.

NC11 - Introduction to Instructional Planning and Presentation (3 CUs)
Students will develop a basic understanding of effective instructional principles and how to differentiate instruction in order to elicit powerful teaching in the classroom.

NC11 - Fundamentals of Diversity, Inclusion, and Exceptional Learners (3 CUs)
Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of
learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

**NIC2 - Diversity, Inclusion, and Exceptional Learners (2 CUs)**
Students will learn the history of inclusion and develop practical strategies for modifying instruction, in accordance with legal expectations, to meet the needs of a diverse population of learners. This population includes learners with disabilities, gifted and talented learners, culturally diverse learners, and English language learners.

**NMA1 - The Professional Role of the ELL Teacher (2 CUs)**
This course focuses on issues of professionalism for the English Language Learning teacher and leader. This includes program development, ethics, engagement in professional organizations, serving as a resource, and ELL advocacy.

**NNA1 - Planning, Implementing, Managing Instruction (4 CUs)**
This course focuses on a variety of philosophies and grade levels of English Language Learner (ELL) instruction. It includes the study of ELL listening and speaking, ELL reading and writing, specially designed academic instruction in English (SDAE), and specific issues for various grade level instruction.

**-O-**

**OBC1 - Strategy, Change and Organizational Behavior Concepts (7 CUs)**
This course addresses complex material in the areas of organizational behavior and strategic quality management. Topics include change and innovation theories, organizational design, conflict management, strategic planning, and competitive advantage.

**OOT2 - Mathematics History and Technology (2 CUs)**
This course introduces students to a variety of technological tools for doing mathematics, and helps them develop a broad understanding of the historical development of mathematics. They will learn to evaluate and apply technology and history in order to create a student-centered mathematical learning environment.

**OPT2 - Mathematics Learning and Teaching (2 CUs)**
In this course, students will develop the knowledge and skills necessary for becoming a prospective and practicing educator. Graduates will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. The focus will be on selecting appropriate resources, using multiple strategies, and instructional planning. Methods will be based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator.

**ORT2 - Science Teaching and Learning (2 CUs)**
This course focuses on how to teach science and on preparing preservice science educators to teach science in a way that is accurate, current and engaging. Topics include models for teaching science through inquiry, evaluation of alignment to standards, effective use of learning communities, formative assessment strategies, and safety responsibilities.

**-P-**

**PFHM - Business - HR Management Portfolio Requirement (3 CUs)**
Students prepare a culminating professional portfolio to demonstrate the competencies they have learned throughout their program. The portfolio includes a strengths essay, a career report, a reflection essay, a résumé, and exhibits demonstrating personal strengths in the work place.

**PFIT - Business - IT Management Portfolio Requirement (3 CUs)**
This course of study is designed to help the learner complete the culminating Undergraduate Business Portfolio assessment; it focuses on developing a business portfolio containing a strengths essay, a career report, a reflection essay, a résumé, and exhibits that support one’s strengths in the work place.

**PTSM - Sales and Sales Management Portfolio (3 CUs)**
Students prepare a culminating professional portfolio to demonstrate the competencies they have learned throughout their program. The portfolio includes a strengths essay, a career report, a reflection essay, a résumé, and exhibits demonstrating personal strengths in the work place.

**-Q-**

**QAT1 - Quantitative Analysis for Business (6 CUs)**
This course explores various decision-making models, including simulation models, linear programming models, and inventory models. In addition, students develop project schedules using the PERT/CPM (Program Evaluation and Review Technique / Critical Path Method).

**QDC1 - Quality, Operations and Decision Science Concepts (8 CUs)**
This course focuses on the operations function of a business organization. Topics include quality management, process improvement teams, cost-quality relationship, ISO, auditing, systems design, supply chain management, and decision-making tools.

**QDT1 - Abstract Algebra (3 CUs)**
This course introduces students to important number theory principles and structures, includes groups, rings, and fields.

**QDT2 - Abstract Algebra (2 CUs)**
This course introduces students to important number theory principles and structures, includes groups, rings, and fields.

**QET1 - Business - HR Management Capstone Project (4 CUs)**
Students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that offers HR products or services. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

**QFT1 - Business - IT Management Capstone Project (4 CUs)**
Students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.
analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

**RJT1 - Principles of Biology (5 CUs)**
This course provides a broad overview of cellular biology, evolution, organisms, and ecology.

**QXT1 - Business Management Capstone Written Project (4 CUs)**
Students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

**QHT1 - Business Management Tasks (3 CUs)**
This course addresses important concepts needed to effectively manage a business. Topics include the cost-quality relationship, the use of various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

**QQT1 - Business Marketing Management Capstone Written Project (4 CUs)**
Students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that provides some type of marketing product or service. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

**QJT2 - Calculus I (2 CUs)**
This course addresses the principles, techniques, and applications of differential calculus, including limits, continuity, differentiation, and applied differentiation.

**QQT1 - Earth and Space Science (5 CUs)**
This course provides a broad overview of the basic concepts in astronomy, geology, meteorology, and oceanography.

**QQT2 - Earth and Space Science (3 CUs)**
This course provides a broad overview of the basic concepts in astronomy, geology, meteorology, and oceanography.

**QTT2 - Finite Mathematics (2 CUs)**
This course addresses the fundamental ideals of finite mathematics, including logic, set theory, graph theory, real-number systems, and number theory.

**QXT1 - Interdisciplinary Biological Sciences (6 CUs)**
This course includes the study of six main topics of biological science, including cellular biology, heredity, evolution, diversity of life, interdependence of life, and ecology.

**QXT2 - Interdisciplinary Biological Science (5 CUs)**
This course includes the study of six main topics of biological science, including cellular biology, heredity, evolution, diversity of life, interdependence of life, and ecology.

**RJT2 - Principles of Biology (3 CUs)**
This course provides a broad overview of cellular biology, evolution, organisms, and ecology.

**RKT1 - Linear Algebra (3 CUs)**
This course addresses systems of equations, matrix operations and characteristics, vector spaces, and linear transformations.

**RKT2 - Linear Algebra (2 CUs)**
This course addresses systems of equations, matrix operations and characteristics, vector spaces, and linear transformations.

**RMT2 - Mathematical Modeling and Connections (2 CUs)**
This course invites students to apply knowledge or discuss connections among already-learned topics, given less detailed and specific guidance; and it demands a greater degree of independence and sophistication from the student in applying and connecting mathematical knowledge.

**RNT1 - General Physics (5 CUs)**
This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

**RNT2 - General Physics (3 CUs)**
This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

**ROT2 - Pre-Calculus (2 CUs)**
This course introduces the principles of complex numbers and trigonometric concepts. Topics include algebraic, geometric and polar understanding of complex numbers, principles of trigonometry, and trigonometric functions, graphs, equations, identities, and proofs.

**RST2 - Modern Physics (2 CUs)**
This course provides a broad overview of foundational concepts of modern physics such as relativity and quantum theories and their applications, including atomic physics, nuclear physics, solid-state physics, and particle physics. Students will also cover the application of modern physics to cosmology.

**RXT2 - Pre-Calculus and Calculus (2 CUs)**
This course provides instruction in pre-calculus and calculus and applies them to examples found in both mathematics and science. Topics in pre-calculus include principles of trigonometry, mathematical modeling, and logarithmic, exponential, polynomial, and rational functions. Topics in calculus include conceptual knowledge of limit, continuity, differentiability, and integration.

**RZT1 - Sales and Sales Management Capstone Written Project (4 CUs)**
This course provides students with the opportunity to utilize the knowledge and skills obtained through their entire program to demonstrate competence in sales management. A case study is provided and students will evaluate company performance and make recommendations to improve sales and sales management. Topics include sales force training, organization, technology integration, managing sales performance, and handling conflict and ethical situations.
SJT2 - Advanced Networking Technology (3 CUs)
This course prepares students to support the ever growing interconnectivity needs of organizations. Students will learn about advanced networking concepts, devices and strategies to provide superior network connectivity to organizations. A review of common yet critical network devices and technologies will be provided such as switches, routers, hubs, firewalls, T-1s, ATM, fiber and others. Students will also be prepared to review existing network environments and provide specifications to upgrade and enhance such networks.

SLO1 - Theories of Second Language Learning Acquisition and Grammar (3 CUs)
This course covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. Students will explore the role of dialect in the classroom, the connections between language and culture, and the theories of first and second language acquisition.

SPT2 - Social Science Pedagogy (2 CUs)
This course helps students develop the knowledge and skills required as a beginning teacher of social studies in a secondary school. The activities help students develop the knowledge about planning and teaching social studies lessons and assessing the academic progress of secondary school students in social studies.

SRT1 - Calculus III and Analysis (3 CUs)
This course extends the students' calculus knowledge and ability to solve problems into three dimensions and helps them learn to analyze surfaces and solids and tackle infinite sequences and series.

SRT2 - Calculus III and Analysis (2 CUs)
This course extends the students' calculus knowledge and ability to solve problems into three dimensions and helps them learn to analyze surfaces and solids and tackle infinite sequences and series.

TAT2 - Technology Production (4 CUs)
This course focuses on the foundations of media and technology, integrated technology development, and the integration of technology into appropriate instructional uses of productivity, and applying different research applications in the learning environment.

TDT1 - Technology Design Portfolio (2 CUs)
This course focuses on gaining a broad overview of the field of technology integration with a fundamental understanding of some key concepts and principles, and enhancing technology skills to enable the producing of exportable instructional and professional products using various integrated application programs.

TET1 - Issues in Technology Integration (2 CUs)
This course focuses on the legal and ethical practice of technology, some personal uses of electronic resources, the need for protection of information, the foundations of media and technology, what electronic learning communities are, and the adaptive technologies for special populations.

TFT2 - Cyberlaw, Regulations and Compliance (3 CUs)
The Cyberlaw, Regulations and Compliance area of study prepares students to participate in legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Students will conduct a security risk analysis for an enterprise system. In addition, students will determine cyber requirements for third-party vendor agreements. Students will also evaluate provisions of both the 2001 and 2006 USA PATRIOT Acts.

TOC2 - Probability and Statistics I (2 CUs)
This course provides students with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning. It is the first course in a two-course sequence, covering summarizing and analyzing distributions and relationships, sampling methods and study design, and an introduction to the principles of probability.

TPV1 - Project Management (6 CUs)
This course focuses on skills and concepts students need to know to plan and implement projects. The project initiation and planning process is covered in-depth, culminating in the creation of a project schedule. Learning how to manage business concerns such as cost and risk is balanced by thorough coverage of best practices in managing people and resources. Students will also learn how to manage change and the steps necessary in closing a project.

TQC1 - Probability and Statistics II (3 CUs)
This course is designed to provide the student with a broad overview of the field of probability and statistics with a fundamental understanding of key concepts and principles. This course delves more deeply into topics studied during Probability and Statistics I and introduces new topics such as estimating population parameters and hypothesis testing.

TQC2 - Probability and Statistics II (2 CUs)
This course provides students with a broad overview of the field of probability and statistics, and a fundamental understanding of statistical reasoning. It is the second course in a two-course sequence, covering discrete and continuous random variables, point and interval estimation, and hypothesis testing.

TSC2 - General Chemistry I (2 CUs)
This is the first course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

TSP1 - General Chemistry Laboratory I (1 CU)
This is the first course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond.
Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

**TSP2 - General Chemistry Laboratory I (1 CU)**
This is the first course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include measurement, elements and compounds, properties of matter and energy, the periodic table and chemical nomenclature, quantities in chemistry, chemical reactions, the modern atomic theory, and the chemical bond. Laboratory work focuses on using effective laboratory techniques to examine the physical and chemical characteristics of matter.

**TUC2 - General Chemistry II (2 CUs)**
This is the second course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

**TUP1 - General Chemistry Laboratory II (1 CU)**
This is the second course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

**TUP2 - General Chemistry Laboratory II (1 CU)**
This is the second course of a two-course sequence in general chemistry. Students will attain a solid understanding of fundamental chemistry concepts and a reasonable ability to solve chemical problems. Topics include the gaseous state, the solid and liquid states, aqueous solutions, acid-base models, oxidation-reduction reactions, reaction rates and equilibrium, nuclear chemistry, organic chemistry, and biochemistry. Laboratory work focuses on using effective laboratory techniques to analyze chemical processes in real-world contexts.

**UFC1 - Managerial Accounting (3 CUs)**
This course focuses on identifying, gathering, and interpreting information that will be used for evaluating and managing the performance of a business. Students will also study cost measurement for producing goods and services and how to analyze and control these costs.

**UQT1 - Organic Chemistry (3 CUs)**
This course focuses on the study of compounds that contain carbon, much of which is learning how to organize and group these compounds based on common bonds found within them in order to predict their structure, behavior, and reactivity.

**UVC2 - Cryptography (3 CUs)**
This course introduces cryptography and its application in the enterprise as it related to maintaining confidentiality, integrity and availability. Cryptography will also be discussed in the context of: network security, email system security, web-based systems, and financial systems. Methods and technologies for encrypting electronic communications and transactions are also covered.

**VLT2 - Security Policies and Standards - Best Practices (3 CUs)**
This course focuses on the practices of planning and implementing organization-wide security and assurance initiatives as well as auditing assurance processes.

**VUT2 - Vulnerability Assessment (2 CUs)**
This course will prepare learners to evaluate system and network penetration. Topics include system and network penetration testing; penetration analysis; and advanced social engineering.

**VYC1 - Principles of Accounting (4 CUs)**
This course focuses on ways in which accounting principles are used in business operations. Students will learn about the basics of accounting, including how to use Generally Accepted Accounting Principles (GAAP), ledgers, and journals. Students will also be introduced to the steps of the accounting cycle, concepts of assets and liabilities, and general information about accounting information systems. This course also presents bank reconciliation methods, balance sheets, and business ethics.

**VZT1 - Marketing Applications (3 CUs)**
This course allows students to apply their knowledge of core marketing principles by creating a comprehensive marketing plan. Their plan will apply their knowledge of the marketing planning process, market analysis, and the marketing mix (product, place, promotion, and price).
Course Mentor Directory

General Education

Adams, William; M.A., Savannah College of Art and Design
Akens, Jonne; Ph.D., Texas A&M University
Baker, Sara; M.A., San Diego State University
Barnes, Lauri; Ph.D., Indiana University of Pennsylvania
Baty, Amanda; Ph.D., Texas Tech University
Benson, Bryan; Ph.D., Boston College
Billery, Joshua; Ph.D., Texas State University
Borden, Anne; Ph.D., Emory University
Brewer, Craig; Ph.D., University of Notre Dame
Brown, Bonnie; Ph.D., Stephen F. Austin State University
Browning, Ellen; Ph.D., University of Texas, Arlington
Bruno, Robert; Ph.D., Purdue University
Buchanan, Tenielle; Ed.D., Lipscomb University
Card, Laura; Ph.D., University of Utah
Carney, Charity; Ph.D., University of Alabama
Carrol, Nicole; Ph.D., Clark Atlanta University
Chittick, Shari; Ph.D., University of Stirling
Condt, Lorna; Ph.D., University of Missouri
Crawford, Nathan; Ph.D., University of Tennessee-Knoxville
Crooks, Kathleen; Ph.D., University of Akron
Cutler, Ned; Ph.D., Duke University
Davis, Calandra; Ph.D., Emory University
Deaver, Linda; Ph.D., University of Texas-Dallas
Dorre, Gina; Ph.D., Tulane University
Douglas, Katherine; M.A., University of California, San Diego
Drost, Bob; Ph.D., Michigan State University
Dungar, Michael; MA, Boston College
Evans, Robin; Ph.D., Oklahoma State University
Fernald, Daniel; Ph.D., Emory University
Franco, Heidi; Ph.D., University of Utah
Frusciante, Denise; Ph.D., University of Miami
Galindez, Dahlia; MA, Western Governors University
Gangaram, Jitendra; Ph.D., North Central University
Gee, Christine; M.A., Western Governors University
Goethals, Susanne; Ph.D., Vanderbilt University
Gordon, Kelley; Ph.D., Indiana University of Pennsylvania
Gravitte, Kristen; Ph.D.; University of Tulsa
Gradzielewski, Andrew; Ph.D., University of Washington
Handlon, Russell; Ph.D., Capella University
Harris, Steven; Ph.D., Indiana University
Hartwick, Andromeda; Ph.D., University of Michigan
Hayne, Victoria; Ph.D., University of California - Los Angeles
Hillyer, Aaron; Ph.D., University of Nebraska
James, Robin; Ph.D., University of New Mexico
Jensen, Kimberly; M.A., Western Governors University
Jensen, Taylor; Ph.D., Montana State University
Johnson, Kristi; Ph.D., Louisiana State University
Jones, Lee; Ph.D., Clark Atlanta University
Joseph, Esther; Ph.D., Florida International University
Joseph, Jon; Ph.D., University of Wisconsin
Kelley, Matthew; Ph.D., University of Nevada-Las Vegas
Kelly, Lynn; Ed.D., Argosy University
Knieps, Linda; Ph.D., Vanderbilt University
Knous, Helen; Ph.D., Texas A&M University-Commerce
Kuzmak, Nan; Ph.D., Capella University
Landry, Stan; Ph.D., University of Arizona
Latham, Kary; Ph.D., University of Tennessee
Lauren, Jennifer; Ph.D., Duquesne University
Leep, Matthew; Ph.D., University of Connecticut
Lettau, Lisa; Ph.D., University of Delaware
Little, David; Ph.D., University of Kentucky
Lockman, Allison; Ph.D., Ohio State University
Lukin, Kara; Ph.D., University of Colorado
Lurie, Kristie; Ph.D., University of Memphis
Mammen, John; Ed.D., University of Phoenix
Mantooth, Stacy; Ph.D., University of Nevada – Las Vegas
Martin, Jonathan; M.A., West Virginia University
Mathis, Sara; Ph.D., University of Utah
McCoy, Amanda; Ph.D., Emory University
McCune, Timothy; Ph.D., Youngstown State University
McDonnell, Lana; Ph.D., Emory University
McNeal, Kimberly; M.A., Western Governors University
Mersfelder, John; Ph.D., Ohio State University
Meyer, Nicholas; Ph.D., Southern Illinois University
Miller, Don; Ph.D., Morehouse School of Medicine
Miller, Kathleen; Ph.D., University of Delaware
Morishima, Emily; Ph.D., University of California-Los Angeles
Mosgrove, Sharon; Ph.D., University of Iowa
Moss, Meg; Ph.D., University of Tennessee-Knoxville
Nelson, Angela; Ph.D., Cornell University
Nicely, Erin; M.S., Florida State University
Norton, Ann; Ph.D., University of Louisville
Norton, Cindy; Ed.D., Grand Canyon University
Olson, Nels; Ph.D., Michigan State University
Oulette, David; Ph.D., Virginia Commonwealth University
Palmer, Michael; M.F.A., University of Utah
Pankowski, Peg; Ed.D., Duquesne University
Parish, Anca; Ph.D., University of Memphis
Parton, Sabrena; Ph.D., University of Southern Mississippi
Pavin, Kathleen; Ph.D., Purdue University
Porter, Katherine; Ph.D., Cornell University
Potter, Christine; Ph.D., University of Iowa
Redkey, Elizabeth; Ph.D., University at Albany, State University of New York
Remington, Theodore; Ph.D., University of Iowa
Rhodes, Kristofer; Ph.D., University of California-Irvine
Robinson, Amy; Ph.D., Southern Illinois University
Robinson, Jeffery; Ph.D., Drew University
Rosenblatt, Heather; Ph.D., Ohio State University
Rossi, Cynthia; Ph.D., University of Maryland
Sanchez, Melvin; Ph.D., University of California-Irvine
Scheib, Douglas; Ph.D., University of Miami
Scotce, Shannon; Ph.D., State University of New York - Albany
Seymour, Celeste; Ph.D., Duquesne University
Shahi, Kimberly; Ph.D., University of Texas at Arlington
Simeon, Patricia; Ed.D., Grambling State University
Simmons, Nathaniel; Ph.D., Ohio University
Springfield, Derrill; Ed.D., East Tennessee State University
Stambaugh, Nathaniel; Ph.D., Brandeis University
Starr, Neil; Ed.D., Nova Southeastern University
Taylor, Felicia; Ph.D., University of Florida
Thrippleton-Hunter, Kelley; Ph.D., University of California-Riverside
Tweedy, Joanna; Ph.D., Benedictine University
Vela, Lori; Ph.D., West Virginia University
Verber, Jason; Ph.D., University of Iowa
Vida, Anna; M.A., Arizona State University
Walker, Hope; M.A., Courtauld Institute of Art
Weaver, Matthew; Ph.D., Washington State University
Wellinghoff, Lisa; Ph.D., University of Tulsa
Westmoreland, Brandi; Ph.D., Texas A&M University-Commerce
Whennen, Tonya; M.M., University of Utah
Whiting, Robert; Ph.D., University of Illinois
Woolridge, Mary; Ph.D., University of Central Florida
Young, Michael; Ph.D., University of Missouri at Saint Louis
Zasadny, Jill; Ph.D., Kansas University

Teachers College

Aafif, Amal; Ph.D., Drexel University
Affleck, Alisa; M.A., Western Governors University
Aranda, Christina; M.A., University of Utah
Aulnderhaar, Carolyn; Ed.D., University of Cincinnati
Barret, Amy; Ed.D., Oakland City University
Baxter, Marissa; Ph.D., Southern Illinois University
Betts, Anastasia; Ph.D., Regent University
Blanks, Dorothy; Ph.D., University of Tennessee
Boen, Laurie; Ph.D., University of Arkansas
Boyd-Bradwell, Natasha; Ph.D., Capella University
Branan, Daniel; Ph.D., University of Denver
Branch, Leah; Ed.D., Bethel University
Brogan, Lynn; Ed.D., Columbia University
Brooks, Marlaina; Ed.D., Texas A&M University-Commerce
Bunting, Tia; Ed.D., University of Delaware
Canaday, Corrie; M.A., University of Phoenix
Cartwright, Nancy; Ph.D., Gonzaga University
Cohen, Kimberly; Ph.D., University of Iowa
Constanza, Michele; Ph.D., University of Kansas
Covey, Nicole; Ed.D., University of Memphis
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Dove, Teresa; Ed.D., Nova Southeastern University
Eienhouri, Melanie; Ed.D., Nova Southeastern University
Feng, Suiping; Ph.D., City University of New York
Fillpot, Elsie; Ph.D., University of Iowa
Flavin, Kathryn; Ph.D., University of Illinois
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Harbin, Lesley; Ed.D., Nova Southeastern University
Hardin, Bridgette; Ed.D., Texas A&M University-Corpus Christi
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Henry, Joanna; M.E., Lamar University
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Hudon-Miller, Sarah; Ph.D., Purdue University
Hughes, Amy; Ed.D., University of Montana
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McAllister, Janice; M.A., Western Governors University
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Patterson, Jennifer; Ph.D., Alabama A&M University
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Rogers, Carmelle; Ph.D., Kansas State University
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Russell-Fry, Nancy; Ph.D., Ohio University
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Silver, Jennifer; Ph.D., New York University
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Thompson, Julie; Ph.D., University of Rochester
Traub-Metlay, Suzanne; Ph.D., University of Pittsburg
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Weinstein, Gideon; Ph.D., Indiana University-Bloomington
Whitmire, Jane; Ph.D., University of Montana
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College of Business

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Conner, Martin; J.D., University of North Dakota
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Duran, Anthony; DBA, Grand Canyon University
Ennis, Erica; J.D., Quinipiac University
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Fisher, Paul; Ph.D., Oregon State University
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Gunn, Linda; Ph.D., Union Institute and University
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Kelly, Christopher; Ed.D., University of Nevada-Las Vegas
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Kushniroff, Melinda; Ed.D., Liberty University
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Lamer, Maryann; Ph.D., Oklahoma State University
Langdon, Debra; MBA, Denver University
LePelley, Douglas; Ph.D., Fielding Graduate University
Lutter-Cooper, Victoria; Ph.D., Capella University
Marshall, Mario; Ph.D., Florida Atlantic University
McClesky, Jamie; Ph.D., Capella University
McNulty, Peggy; Ph.D., University of Colorado-COLORADO SPRINGS
Melton, Rebecca; Ph.D., Chicago School of Professional Psychology
Mills, Colleen; Ph.D., Capella University
Moore, Detria; J.D., Liberty University
Neely, Ceci; MBA, University of North Carolina at Greensboro
Nelms, Linda; Ph.D., Capella University
Nelson, Camille; Ph.D., Gonzaga University
O’Brien, Joseph; Ed.D., George Washington University
Openshaw, Matthew; Ph.D., University of Texas at Dallas
Patterson, Julie; Ph.D., University of Illinois at Urbana-Champaign
Pawarski, Richard; Ph.D., Northcentral University
Phillips, Patti; J.D., Stetson University
Raimo, Steve; DSL, Regent University
Roberts, Tracia; M.S., University of Phoenix
Roberts, Wade; Ph.D., University of Utah
Rogers, Katie; MBA, University of Utah
Sawant, Gauri; Ph.D., Lehigh University
Shah, Rob; MBA, DeVry University
Shepherd, Tracie; Ph.D., Northcentral University
Sigeti, Ronald; Ph.D., University at Buffalo
Skinner, Susan; Ph.D., Tulane University
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Spicer, Ronald; Ph.D., Capella University
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Tapp, Timothy; M.H.A., Washington University
Venkateswar, Sankaran; Ph.D., University of Georgia
Wachter, Eddie; Ph.D., Nova Southeastern University
Wade, Keith; MBA, University of Detroit
Wang, Xiaofei; Ph.D., University of Kentucky
Williams, Pegeen; J.D., Quinnipiac University
Williams, Rian; MPA, University of Utah
Wood, Carrie; M.S., Strayer University

College of Information Technology

Alberici, Mary; Ph.D., University of Missouri-St. Louis
Allen, Candice; M.A., Capella University
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Beverley, Charles; Ph.D., University of South Carolina
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Farmer, Jaynee; M.A., University of Arkansas at Little Rock
Ferdinand, Jeff; M.S., Trident University International
Garza, Brian; M.S., Western Governors University
Heiner, Jenny; M.S., Capitol College
Jensen, Bryan; M.S., Bellvue University
Kornwebel, Norma; M.S., Monmouth University
Kowalski, Christine; Ed.D., National Louis University
LaMolinare, Deana; M.S., Duquesne University
Lang, Cynthia; MSCHe, University of Maryland
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McLaughlin, Mike; M.S., University of Maine
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Ozmer, Connie; M.A., University of Phoenix
Paddock, Charles; Ph.D., University of Houston
Peterson, Michael; Ph.D., Capella University
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Ph.D., University of Phoenix
Paddock, Charles; Ph.D., University of Houston
Peterson, Michael; Ph.D., Capella University
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Rawlins, David; J.D., South Texas College of Law
Saiko, Walter; MBA, West Virginia University
Schafer, Brett; MBA, DeVry University
Shenk, Maria; M.S., City University of Seattle
Scitro, Rebecca; M.S., Saint Joseph's University
Sher-DeCusatis, Carolyn; M.A., State University of New York at Stony Brook
Shields, Jessica; MFA, Savannah College of Art and Design
Stromberg, Scott; M.S., Nova Southeastern University
Travis, Susan; M.A., University of Phoenix

College of Health Professions

Abdur-Rahman, Veronica; Ph.D., Texas Woman's University
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Adkins, Dee; Ph.D., Nova Southeastern University
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Ashby, Shelley; DNP, University of Southern Indiana
Austgen, Donna; M.S., University of Indianapolis
Barber, Kendar; M.S., Indiana University
Benoit, Heidi; M.S., Western Governors University
Benson, Johnett; DNP, Kent State University
Bergfeld, Marcia; M.S., Lourdes College
Berlinger, Robin; M.S., Case Western Reserve University
Bhatt, Ami; MSN and MBA, University of Phoenix
Bogdan, Bette; DNP, American Sentinel University
Burns, Vicki; Ph.D., University of Missouri - Columbia
Chau-Nguyen, Thao; MPH, Tulane University
Dahdal, Kimberly; M.S., Western Governors University
Dantzler, Barbara; Ph.D., Trident University
Davis-Dick, Lorrie; Ed.D., Walden University
Diaz, Constance; Ph.D., University of Northern Colorado
Doria, Jenneth; DNP, University of Utah
Dush, Curtis; M.S., East Tennessee State University
Elmer, Justine; M.S., Kaplan University
Faker, Brandy; M.S., University of Phoenix
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Gabel, Ann; M.S., University of Kansas
Gayol, Marcos; M.S., Aspen University
Gee, Julie; M.S., Regis University
Giaquinto, Elisa; M.A., Brown University
Golden, Christina; MBA, University of Phoenix
Gwys, Elizabeth; M.S., Winston Salem State University
Hacker, Lorie; M.S., University of Indianapolis
Hadsell, Christene; Ph.D., University of Kansas
Hartley-Clanton, Patricia; M.S., University of Utah
Hawkins, Shannon; M.S., Walden University
Heyer-Schmidt, Theres-Ann; ND, University of Colorado-Denver
Hill, Dana; Ph.D., Walden University
Hunt, Eleanor; M.S., Duke University
Kangas, Sandra; Ph.D., Georgia State University
Kirkland, Michael; M.S., Virginia Commonwealth University
Langer Atkinson, Heidi; Ph.D., University of Albany
Lashlee, Marilyn; DNP, Northeastern University
Liske, Carole; Ph.D., University of Phoenix
Long, Jennifer; M.S., Indiana University
Lookingbill, Tracy; M.S., Western Governors University
Lujan, Josefina; Ph.D., University of Texas
Matheson, Rebekka; M.D., University of Rochester
McGuckin, Maureen; M.S., Gonzaga University
Mclaren, Melissa; DNP, University of Minnesota
Michalski, Melissa; DNP, Capella University
Miller, Michele; Ed.D., Valdosta State University
Nerud, Kimberly; Ph.D., South Dakota State University
Nimez, Murphy; M.D., University of Vienna
Northrup, Dolores; M.S., Western Governors University
Penick, Julie; DNP, University of Missouri-St. Louis
Perez, Susan; DNP, Chatham University
Peters, Tamara; M.S., Walden University
Poor Bear, Audrey; Ph.D., South Dakota State University
Pritchard, Paula; Ph.D., University of Florida
Purcell-Houck, Kimberly; Ph.D., University of Phoenix
Querales, Carolyn; DNP, University of Minnesota
Randall, Rebecca; Ed.D., University of South Dakota
Richards, Kimberly; MBA, Western Governors University
Rumsey, Shannon; M.S., University of Colorado at Colorado Springs
Sauls, John; M.S., Western Governors University
Schmidt, John; DNP, Walden University
Schreffler, Karen; DNP, Carlow University
Shaw Hoopingarner, Diana; Diana, Regis University
Sizemore, Mary; M.S., Indiana Wesleyan University
Slagle, Tara; M.S., Western Governors University
Starkey, Traci; Ph.D., Barry University
Steighner, Tammy; M.S., University of Phoenix
Stubblefield, Angelique; Ph.D., Case Western Reserve University
Tersigni, Christopher; M.S., Chamberlin College of Nursing
Thompson, Mindy; M.S., Northeastern State University
Truong, Huyen; Pharm D, University of Nebraska
Uluk, Eme; Ph.D., University of Alabama
Von Holdren, Sophia; Ph.D., University of Houston
Ward, Billie; M.S., University of South Alabama
Williams, Deborah; M.S., University of Alabama at Birmingham