Program Guidebook

Bachelor of Science, Health Science

The Bachelor of Science in Health Sciences is a comprehensive and interdisciplinary program that prepares students with a strong foundation in the biological, social, and behavioral sciences. The program is designed to provide students an entry point into the healthcare industry. Graduates will be equipped with the skills and knowledge needed to contribute positively to the ever-evolving field of healthcare and make a meaningful impact on individual and community. Graduates will be prepared to communicate with a variety of professionals in different settings. Graduates of the Bachelor of Science in Health Sciences program are prepared for diverse career opportunities or additional educational programs.

Understanding the Competency-Based Approach

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

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

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

Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in February 2020. The WGU Teachers College is accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association for Advancing Quality in Educator Preparation (AAQEP). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Degree Plan

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

Students vary widely in the specific skills and information they need to learn. For example, some students s in

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

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

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

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

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

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

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

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

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

Courses

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

Learning Resources

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

Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning

Standard Path *for* Bachelor of Science, Health Science

Course Description	CUs	Term
Learning Strategies in Higher Education	4	1

Areas of Study for **Bachelor of Science, Health Science**

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

Foundations of Success

Learning Strategies in Higher Education

Learning Strategies in Higher Education provides students with a toolbox of skills that will support student academic growth as they advance in their academic journey. Students will be introduced to the WGU Library; how to use it and best practices for research strategies. Students will learn how to be professional in written communication and how to correctly use current APA format. In this course, students also will learn about setting goals, time-management, study strategies, making and keeping appointments, professional decorum, and test-taking skills. Learning these skills, strategies, and methods will establish an academic foundation for students to be successful in higher education. There are no prerequisites for this course.

This course covers the following competencies:

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

The learner applies self-directed strategies to advance organizational skills and lifelong learning.

The learner applies research strategies and technology literacy for gathering information from reliable sources.

The learner applies critical thinking and cultural awareness in writing.

The learner applies professionalism to problem-solving strategies in a given context.

General Education

Critical Thinking: Reason and Evidence

In this course you will learn key critical thinking concepts and how to apply them in the analysis and evaluation of reasons and evidence. The course examines the basic components of an argument, the credibility of evidence sources, the impact of bias, and how to construct an argument that provides good support for a claim. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the four competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

This course covers the following competencies:

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

The learner evaluates the quaBT0 0 report with your instructor and creating yt8a1i8635.297461 Td/R20 9 Tf[(")]TJETBT0 0 0 rg78.95i8

to gain proficiency in the seven competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

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

The learner writes with purpose for a given context and target audience.

The learner incorporates writing strategies and techniques for written communication.

The learner constructs a written document with correct format, style, structure, and grammar.

The learner formulates a strategy for editing and revising written text.

The learner composes constructive feedback of written texts.

Integrated Physical Sciences

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

This course covers the following competencies:

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

The learner describes the nature and process of science.

The learner examines applications of physics including fundamental concepts such as forces, motion, energy, and waves.

The learner examines applications of key chemistry concepts including the structure of matter and the behavior and conservation of matter in chemical reactions.

The learner describes the underlying organization, interactions, and processes within the Earth system including the Earth's structure and atmosphere, and Earth's interactions within the solar system.

Introduction to Communication: Connecting with Others

Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completion, you will have a deeper understanding of both your own and others' communication behaviors, and a toolbox of effective behaviors to enhance your experience in the workplace.

This course covers the following competencies:

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

The learner implements appropriate communication styles based on audience and setting.

The learner uses communication strategies for managing conflict.

The learner uses communication strategies to influence others.

Global Arts and Humanities

This is a Global Arts and Humanities course that contains three modules with corresponding lofglti -529.9 cm/R24 fy.8sn7.83]TJETBT0 0 0

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

The learner analyzes diverse voices, ideas, perspectives, and cultural interactions through the lens of the humanities.

The learner analyzes the humanities during the Information Age.

The learner analyzes how music shapes and is shaped by diverse cultures and perspectives.

Introduction to Chemistry

In Introduction to Chemistry, learners will discover the impact of chemistry on everyday life. They'll learn about the structure of the atom, study periodic trends, analyze the structure of molecules and their properties, and describe the importance of common functional groups within the periodic table. They'll identify balanced chemical equations, describe types of chemical reactions and predict their products, and examine intermolecular forces and describe their impact on the properties of substances. Finally, they'll study the properties of acids, bases, and buffer systems, and properties unique to liquids and gases.

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This course covers the following competencies:

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

The learner records measured numbers following scientific standards.

The learner describes the arrangement of the periodic table and the electronic structure of atoms.

The learner explains how chemical bonds are formed.

The learner calculates quantities associated with a balanced chemical equation.

The learner estimates the quantitative properties of solutions and gases.

The learner describes the behavior of acids, bases, and gases.

Anatomy and Physiology I with Lab

This is Anatomy and Physiology I, a six-section, 4 CU course that enables students to develop an understanding of the relationships between the structures and function of the integumentary, skeletal, muscular, nervous and endocrine systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

This course covers the following competencies:

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

The learner describes the structural and basic functional organization of the human body and the terminology used to describe the orientation of bodily structures.

The learner describes the structures and physiological functions of the integumentary system and the connections to complex systems in the human body.

The learner describes the structures and physiological functions of the skeletal system and the connections to complex systems in the human body.

The learner analyzes the structures and physiological functions of the muscular system and the connections to complex systems in the human body.

The learner analyzes the structures and physiological functions of the nervous system and sensory organs and the connections to complex systems in the human body.

The learner describes the structures and physiological functions of the endocrine system and its regulation of complex systems in the human body.

well as general applications of the science of psychology in society (such as personality typing and counseling).

This course covers the following competencies:

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

The graduate explains the biological perspectives of psychology.

The graduate explains the theories of learning and memory.

The graduate explains the concepts of personality development and social psychology.

The graduate identifies psychological disorders and treatment methods.

The graduate explains the foundations of psychology.

World History: Diverse Cultures and Global Connections

This is World History: Diverse Cultures and Global Connections. In this course, you will focus on three main topics—cultural and religious diversity; pandemics; and the relationship of empires and nation states—as well as the skills of identifying root causes, explaining causes and effects, and analyzing complex systems. This course consists of an introduction and four major sections. Each section includes learning opportunities through reading, images, videos, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check how well you understand the content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

This course covers the following competencies:

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

The learner differentiates among diverse cultural and religious customs and practices.

The learner analyzes the role of human actions in the spread of disease.

The learner explains the factors that contributed to the rise and fall of empires.

The learner explains the factors that contributed to the development of nation states.

Applied Healthcare Statistics

Applied Healthcare Probability and Statistics is designed to help develop competenceg62.25 -fndati s6w

The graduate applies principles and methods of probability-based mathematics to explain and solve problems.

Anatomy and Physiology II with Lab

This is Anatomy and Physiology II, a six section, four CEU course that enables students to develop an understanding of the relationships between the structures and functions of the cardiovascular, respiratory, digestive, urinary, reproductive, and lymphatic systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

This course covers the following competencies:

Begin your course by discusg3474l coursplannscus0fencies:

This course covers the following competencies:

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

The graduate explains how societies are stratified across various social statuses.

The graduate explains reciprocal relationships between social institutions and individuals.

The graduate explains major perspectives and key contributors to the development of sociology.

The graduate identifies components of culture and socialization as they relate to individuals in society.

The graduate explains the constructs of conformity to and deviance from social norms.

Applied Algebra

Applied Algebra is designed to help you develop competence in working with functions, the algebra of functions, and using some applied properties of functions. You will start learning about how we can apply different kinds of functions to relevant, real-life examples. From there, the algebra of several families of functions will be explored, including linear, polynomial, exponential, and logistic functions. You will also learn about relevant, applicable mathematical properties of each family of functions, including rate of change, concavity, maximizing/minimizing, and asymptotes. These properties will be used to solve problems related to your major and make sense of everyday living problems. Students should complete Applied Probability and Statistics or its equivalent prior to engaging in Applied Algebra.

This course covers the following competencies:

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

The learner interprets the real-world meaning of various functions based on notation, graphical representations, and data representations.

The learner applies linear functions and their properties to real-world problems.

The learner applies polynomial functions and their properties to real-world problems.

The learner applies exponential functions and their properties to real-world problems.

The learner applies logistic functions and their properties to real-world problems.

The learner analyzes graphical depictions of real-world situations using functional properties.

The learner verifies the validity of a given model.

Human Growth and Development

This is Human Growth and Development, a three-module course that examines the entire human lifetime, from conception to death. Presented chronologically, the course focuses on three key areas: physical, cognitive, and psychosocial growth, along with other important issues such as cultural influences, emotions, and resilience. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

This course covers the following competencies:

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

The learner explains physical, cognitive, and psychosocial development from conception through early childhood.

The learner explains the influence of emotions and cultural perspectives and practices on psychosocial development and behavior from birth through early childhood.

The learner explains physical, cognitive, and psychosocial development from middle childhood through adolescence.

The learner explains the influence of emotions on psychosocial development and behavior from middle childhood through adolescence.

The learner explains physical, cognitive, and psychosocial development from early adulthood to the end of life.

The learner explains the influence of emotions on psychosocial development and behavior from early adulthood to the end of life.

Pathophysiology

Pathophysiology is an overview of the pathology and treatment of diseases in the human body, tissues, glands and membranes, the integumentary system, the sensory system, skeletal and muscular systems, the digestive system, blood, vessels and circulation, lymphatic system, immunity and disease, heart and respiratory system, nervous, urinary and endocrine systems, and male and female reproductive systems. Prerequisites include all prior courses in this programmatic sequence.

This course covers the following competencies:

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

The learner describes basic cellular responses and adaptation related to genetics, injury, aging and congenital anomalies.

The learner describes pathogenesis, manifestations, complications and variations of the muscular, skeletal, and integumentary systems.

The learner describes pathogenesis, manifestations, complications and variations of the neurologic systems.

The learner describes pathogenesis, manifestations, complications and variations of the cardiovascular and lymphatic systems.

The learner describes pathogenesis, manifestations, complications and variations of the respiratory systems.

The learner describes pathogenesis, manifestations, complications and variations of the gastrointestinal and renal systems.

The learner describes pathogenesis, manifestations, complications and variations of the endocrine and reproductive systems.

Introduction to Research Methods

Introduction to Research Methods familiarizes learners with the foundations of research, walking learners through selecting topics, forming research questions, engaging relevant and reliable literature, and how to design a research project. This course provides an overview of how researchers form questions and hypotheses, what different types of methodologies can be used to address these questions, and how existing literature and data are used to support or reject hypotheses. The methods presented in this course can be applied to many fields and disciplines and provide a baseline for learners to use in their chosen area of study and future work.

This course covers the following competencies:

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

The learner analyzes empirical studies related to a research topic.

The learner identifies ethical and sociocultural considerations in research practices.

The learner applies knowledge of research methods to design a research project.

Health, Fitness, and Wellness

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

This course covers the following competencies:

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

The graduate identifies the influence of disease, fitness, and lifestyle on the body.

The graduate identifies the principles of nutrition and the components of a healthy diet.

The graduate identifies factors that influence mental, emotional, and social wellness.

The graduate identifies the application of the core competencies of social and emotional learning.

Psychology

Career and Lifelong Learning

Career and Lifelong Learning supports students in taking their first steps in a lifelong journey of development as a professional. Students will explore career pathways, plan how best to achieve their desired professional future, and take tangible steps toward that future by creating career growth materials that adhere to today's best practices. There are no prerequisites for this course.

This course covers the following competencies:

The learner proposes strategies for promoting cultural awareness and ethical responsibility.

This course covers the following competencies:

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

The learner explains the determinants of diseases and conditions and their implications among individuals, groups, and communities from an epidemiological perspective.

The learner applies logical reasoning for collecting evidence to solve epidemiological problems.

The learner analyzes disease outbreaks and the impact on public health.

Health Sciences

Health Sciences Capstone

The Health Sciences Capstone is a culminating experience for the BS in Health Sciences program. In this project-based course, students will apply their skills obtained through the program to an issue of personal interest in the health sciences. This course requires students to think deeply and use their creative problem-solving skills and understanding of diverse perspectives to identify a research topic and conduct research on it. Upon completion of the capstone, students will have proposed an evidence-based strategy to address a real-world issue related to the health sciences. Students must complete all other courses in this program before attempting the capstone.

This course covers the following competencies:

The learner identifies a real-world issue related to health sciences and connects this issue to their personal or professional interests.

The learner evaluates literature to inform potential solutions related to a research topic.

The learner proposes a research-based solution to a real-world problem.

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback.

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

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) or e-mail servicedesk@wgu.edu. The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at http://my.wgu.edu.