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pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

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 \RX WR WDNH DGYDQWDJH RI WKLV VXSSRUW ,W LV NH\ WR \RXU S

Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular FDOOV \RXU SURJUDP PHQWRU LV DYDLODEOH WR KHOS \RX UHVR

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

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

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

The WGU orientation course focuses on acquainting you with WGU’s competency-based model, distance

'Requirement Satisfied' (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. In most cases, WGU does not accept college transfer credits at the graduate (master's) level. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific requirements.

Click here for the Student Handbook

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content U H O H Y D Q W D Q G F X U U H Q W

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 S R V V H V V P D \ K H O S \ R X D F F H O H U D W H W K H W L P H L W W D N H V W R F R

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- P R Q W K W H U P

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

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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 G H W D L O H G L Q I R U P D W L R Q D E R X W H D F K D V V H V V P H Q W L V S U R Y L G H G

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

6 R P H states have specific licensure requirements that are not part of WGU programs that you will have to fulfill in addition to the degree requirements of your program. These state licensure requirements might include, but are not limited to: subject-specific licensure exams, state-specific teacher performance assessments, course work related to state history, basic skills exams, and background clearances. The WGU Student Handbook outlines the credentialing requirements of each state. Teacher candidates should consult the applicable section to become familiar with their state's expectations regarding andbook oa3l /Layout P <</MCID 4 >>BDC /TT1 1 Tf 14 0 0428 39.75 -1LckgnionsResessceRequirements Wexa

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Elementary Science and Engineering Methods	3	9
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Elementary Social Studies Methods	3	10
Elementary Health and Physical Education Methods	3	10
Elementary Fine Arts Methods	3	10
Elementary Disciplinary Literacy	3	11

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. WGU may modify requirements and course offerings within the program to maintain the currency and relevance of WGU's competencies and programs.

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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.

The Professional Educator prepares WGU students to excel in the exciting and impactful profession of being an educator. Additionally, the course addresses the importance of continuous professional development and ethical considerations in teaching through the School of Education (SOE) Professional Dispositions and Ethics. Upon completion of the course, WGU students will be equipped with the tools and insights needed to continue their professional journey of becoming effective, inspiring, and adaptive educators, capable of making a significant impact in the lives of their students and the broader educational community. (This is not a transferable course.)

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

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Personalized Learning for Inclusive Classrooms empowers educators to create more inclusive and effective learning environments. This course focuses on the principles and strategies of personalized learning, emphasizing the need to value and support the unique needs, interests, and abilities of each learner. The course provides a foundation for learner characteristics of learners with exceptionalities and other unique learning needs. This course helps candidates develop skills for partnering with parents and families to advocate for all students with exceptionalities, including those impacted by provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Multitiered systems of support are addressed to prepare candidates for their future classrooms as they seek to select appropriate instructional practices and interventions to best serve their learners. These factors are also addressed in relation to online and hybrid learning environments.

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

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

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

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American Politics and the U.S. Constitution examines the evolution of representative government in the United States and the changing interpretations of the civil rights and civil liberties protected by the Constitution. This course will give candidates an understanding of the powers of the branches of the federal government, the continual tensions inherent in a federal system, the shifting relationship between state and federal governments, and the interactions between elected officials and the ever-changing electorate. This course will focus on such topics as the role of a free press in a democracy, the impact of changing demographics on American politics, and the debates over and expansion of civil rights. Upon completion of the course, candidates should be able to explain the basic functions of the federal government, describe the forces that shape American policy and politics, and be better prepared to participate in America’s civic institutions. This course has no prerequisite.

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

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Assessment for Special Education prepares special education teachers to use multiple methods of assessment and data sources in making educational decisions concerning the student and their learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making.

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Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff prepares special education teachers to collaborate effectively with parents, school staff, and other professionals to plan programs and access services for students with exceptionalities. This includes applying culturally responsive communication strategies within school, educational settings, and the community. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Plan (IEP) and transition planning processes. The learner will create an IEP and then engage in a simulated IEP annual review where they will practice effective communication and collaboration skills key to the program's development and implementation. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied.

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

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

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

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

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Literacy Assessment and Interventions is an essential course for candidates to enhance their skills in identifying and addressing literacy challenges in all student populations, including students with dyslexia, through Tier1, Tier 2, and Tier 3

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

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

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

and implement effective interventions for diverse learner needs. Emphasis is placed on constructing a classroom environment that promotes mathematical curiosity, problem-solving, meaningful discourse, and a growth mindset. Students acquire the skills to build authentic mathematics experiences that caters to the varied needs of all students, setting a firm foundation for their future academic success in mathematics.

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"Elementary Science Curriculum" is a comprehensive course that provides an in-depth look at the development and implementation of a robust, inquiry-based science curriculum that aligns with current educational standards and best practices. Participants explore key concepts in teaching science to young learners, including major concepts within the Earth, life, and physical sciences. The curriculum emphasizes the importance of cross-cutting concepts, science and engineering practices, and disciplinary core ideas in elementary science education to support students’ conceptual

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

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

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Western Governors University is committed to providing equal access to its academic programs to all qualified students. WGU's Accessibility Services team provides support, 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.

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 remediate information for improving policy and practice.

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. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time.

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 focused on resolving issues during university holidays.

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

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