The Master of Arts in English Language Learning (PreK-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.

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 demonstrat

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 t

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 o

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

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 you to take advantage of

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

'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 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 acce

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.

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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 detailed information abou

Western Governors University requires that candidates pass the state-mandated content exam that aligns

for

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 understands various issues of IQ assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect ELL student learning.*
- *The graduate knows and uses a variety of standards-based language proficiency instruments to inform instruction and understands the use of these instruments for identification, placement, and demonstration of language growth of ELL students.*
- *The graduate knows and uses a variety of performance-based assessment tools and techniques to inform instruction of ELL students.*

Planning, Implementing, Managing Instruction 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 (SDAIE), and specific issues for various grade level instruction.

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 knows, understands, and applies concepts, research, and best practices to plan classroom instruction in a supportive learning environment for English language learner (ELL) students.*
- *The graduate knows, develops, manages, and implements a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum.*
- *The graduate is familiar with a wide range of standards-based materials, resources, and technologies, and chooses, adapts, and can use them in effective ELL and content teaching.*

The Professional Role of the ELL Teacher 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.

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 demonstrates knowledge of history, legal decisions, research, and current practice in the field of ELL teaching and applies this knowledge to improve teaching and learning.*
- *The graduate collaborates with and is prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELL students.*
- *The graduate demonstrates knowledge of design and implementation of ELL programs and models as well as the regulations affecting them.*

Subject Specific Pedagogy: ELL integrates aspects of pedagogy, assessment, and professionalism in English Language Learning (ELL). A student develops and assesses aspects of language curriculum development including second language instruction, methods of second language assessment, and legal policy issues.

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 understands various issues of IQ assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of*

overall mastery) as they affect ELL student learning.

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educational research.

- *The graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.*
- *The graduate develops clear research questions that can be investigated and hypotheses that can be tested with empirical data.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*
- *The graduate analyzes ethical issues and identifies appropriate procedures for educational research.*
- *The graduate completes a research proposal.*
- *The graduate analyzes the key aspects of quantitative research and characterizes the major approaches to quantitative research.*
- *The graduate analyzes the key aspects of qualitative research and characterizes the major approaches to qualitative research.*
- *The graduate analyzes the key aspects of mixed methods research and characterizes the major approaches to mixed methods research.*
- *The graduate analyzes the key aspects of action research and characterizes the major approaches to action research.*
- *The graduate analyzes different measurement scales and differentiates between reliability and validity, and their subtypes, as they relate to assessments.*
- *The graduate analyzes the characteristics of research quality and the potential threats to the quality of results in qualitative, quantitative, mixed methods, and action research studies.*
- *The graduate applies and justifies appropriate research methods and design in quantitative, qualitative, mixed methods, and action research scenarios to address the research question(s).*
- *The graduate evaluates and selects appropriate basic data analysis techniques for quantitative, qualitative, mixed methods, and action research scenarios.*

The Research Questions and Literature Reviews 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. Research Foundations is a prerequisite 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 graduate describes the purpose for a literature review and develops an organized literature review relevant to educational research topics, problems, and questions.*
- *The graduate develops clear research questions that can be investigated and hypotheses that can be tested with empirical data.*
- *The graduate differentiates among the major methods of data collection, including their strengths and limitations in the selection of an appropriate method of data collection.*

The Teacher Work Sample is a culmination of the wide variety of skills learned during your time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, you will showcase a collection of your content, planning, instructional, and reflective skills in this professional assessment.

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 evaluates the teaching context to accommodate student differences to plan for instruction and*

assessment.

Western Governors University is committed to providing equal access to its academic programs to all qualified