



Program Guidebook

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 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 calls, your program mentor is available to help you resolve questions and concerns as they arise.

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 and allow you to advance.

Connecting with Other Mentors and Fellow Students

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 students.

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 problems that may arise.

Orientation

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. WGU undergraduate programs may accept transfer credits or apply a

'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 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.

External Content & Basic Skills Exams

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.

State Licensure Requirements

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 licensure.

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 resources at WGU.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 competency units each term. A standard plan for a student for this program who entered WGU without

any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

Course Description	CUs	Term
Elementary Disciplinary Literacy	3	9
Advanced Clinical in Elementary Education	3	9
Student Teaching I in Elementary Education	8	9
Student Teaching II in Elementary Education	8	10

Changes to Curriculum

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 FRPSOLD and relevance of WGU's competencies and programs ZKLFK PD\ UHTXLUH VWXGHQWV WR FRPSOHWH WKH PRVW FXUUHQW YHUVLRQ RI WKH S OLFHQVH XSRQ JUDGXDWLRQ

Areas of Study for Bachelor of Arts, Elementary Education - WA

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.

Professional Core

The Professional Educator

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.)

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 reflects on professional dispositions and ethics in their own education and career.

The learner analyzes the impact of professional dispositions and ethics in engaging with others and making decisions.

The learner examines program requirements, regulations, and the utilization of tools to navigate through the program.

Learners and Learning Science

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.

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 examines how principles of neuroscience are applied in instructional practices.

The learner examines how theories of learning science and learner growth and development influence educational practices.

The learner recommends instructional techniques based on principles of learning science that will positively impact learning.

Personalized Learning for Inclusive Classrooms

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.

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 various assessment types to monitor progress and actively engage students in their own learning.

The learner aligns standards, objectives, and assessments within their instructional practices.

The learner analyzes assessment results to determine student learning and inform instructional decisions for a classroom.

The learner provides appropriate feedback to increase student learning.

Instructional Technology and Online Pedagogy

Technology for Instruction and Online Pedagogy is an innovative course designed to equip educators with the skills to effectively integrate technology in their teaching practices. The course also covers best practices for online pedagogy, assessment and feedback, collaborative learning, and the use of multimedia and interactive elements to enhance learning experiences. With a focus on practical application, educators will leave the course ready to create and facilitate compelling, high-quality online learning experiences that meet the needs of today's learners. This course also provides a foundation for supporting digital literacy in K-12 education. In addition, this course prepares candidates to use technology to improve professional productivity and effectiveness in areas like data analysis and data representations. Candidates will apply evidence-based practices to adapt instruction to meet student needs.

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.

Composition: Successful Self-Expression

Welcome to Composition: Successful Self-Expression! In this course, you will focus on four main topics: professional writing for a cross-cultural audience, narrowing research topics and questions, researching for content to support a topic, and referencing research sources. 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 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. You will demonstrate competency through a performance assessment. There is no prerequisite for this course and there is no specific technical knowledge needed.

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.

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The learner writes in a professional manner for a given scenario.

The learner researches valid and reliable sources.

The learner writes a reference list.

The learner incorporates research to support a position or idea.

The learner writes a message using an effective communication approach for a given situation.

The learner incorporates self-expression in written communication.

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 Systems Thinking and Applications

Introduction to Systems Thinking and Applications provides learners with the skills required to engage in a holistic systems-based approach to analyzing complex problems and solutions. This course introduces the foundational concepts and principles of systems thinking and provides opportunities to use a systems thinking approach to analyze and evaluate real-world case studies. The course will culminate with using systems thinking to develop a solution to an authentic complex problem. This course has no prerequisites, but general education math (C955 or C957) is preferred. Because the course is

The graduate analyzes different types of cells based on their structures and biological functions.

The graduate analyzes the biological basis for and patterns of heredity and gene expression.

The graduate analyzes inter-dependencies of organisms and their environments.

Statistical Data Literacy

Statistical Data Literacy utilizes concepts in statistics, research, data, and data representation to explore the interpretation and application of data to decision making. The foundational principles of data collection and description are built upon usprIT

Native Histories of the Pacific Northwest

The Native Histories of the Pacific Northwest course explores the cultures, traditions, and governments of the region as told by Native peoples. In this course, learners will explore the long, early histories of the region's diverse tribes and how the environment shaped practices and beliefs. Learners will also discover how contact with European colonists disrupted tribal societies and how Native peoples responded to imperialism and colonization. This course emphasizes the resistance of Native peoples to assimilation efforts, the fight for and preservation of tribal sovereignty, and the continuing activism of Native communities in areas of civil and environmental rights.

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 the histories, cultures, and governments of Native Peoples, as told by Native peoples, before and

The learner applies theories and research related to the science of reading to instructional decisions.

The learner analyzes literacy instructional practices at the PK-3 level by designing experiences to meet rigorous learning goals for all learners.

Elementary Literacy Methods

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.

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 components of reading acquisition and writing acquisition and the development progression of those components for elementary grades.

The learner plans literacy instruction and assessment at the 4-6 level by designing experiences to meet rigorous learning goals for all learners.

Foundations of Literacy Through Literature

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.

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 key features of varied texts to evaluate text selection.

The learner develops learning experiences that integrate children's literature with various representations.

The learner demonstrates strategies based on the science of reading to deepen student understanding of varied texts.

Literacy Assessment and Interventions

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 Tier 1, 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.

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 assesses literacy skills through various diagnostic tools.

The learner interprets assessment results to plan interventions for student success in literacy.

The learner provides feedback and communication on student progress in literacy development.

Elementary Mathematics Curriculum

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.

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 elementary content standards and resources in mathematics.

The learner explains major concepts in numbers, operations, and algebraic thinking.

The learner explains major concepts in geometry and measurement.

The learner explains major concepts in data, statistics, and probability.

Early Mathematics Methods and Interventions

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.

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 the science of math for developing mathematical understanding in students grades PK–3.

The learner intentionally integrates digital and nondigital resources and manipulatives for enhancing mathematics instruction.

The learner analyzes interventions and differentiation methods to support learning in mathematics.

Elementary Mathematics Methods and Interventions

Elementary Mathematics Methods and Interventions is an engaging course crafted for educators who are dedicated to strengthening and enriching the mathematics education of elementary students. This course focuses on practical, research-supported strategies for teaching essential mathematical concepts, including number operations, geometry, measurement, and data analysis. This course includes resources for all elementary grade levels with a significant focus on grades 3 to 6. Participants learn to identify and assess students' mathematical understanding, create differentiated learning experiences, 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.

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 the science of math for developing mathematical understanding in grades K–6.

The learner analyzes math progress for providing feedback and differentiating learning.

The learner implements learning activities to engage students in mathematical thinking.

Elementary Science Curriculum

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 understanding. By the end of the course, educators are prepared with the foundational knowledge and tools necessary to inspire a lifelong interest in science among their students.

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 elementary content standards and resources in science.

The learner explains major concepts within the earth sciences.

the complexities of history, geography, civics, economics, and culture. It emphasizes creating engaging, meaningful, and developmentally appropriate learning experiences that foster critical thinking, empathy, and a deeper understanding of the world. This in-depth view of civic engagement fosters effective collaboration and dialogue surrounding the influence of these concepts on our world today. Students learn how to design instruction using themes, concepts, and modes of inquiry throughout the social studies disciplines. By the end of this course, educators gain the skills necessary to inspire a passion for social studies and prepare students to be informed, thoughtful citizens.

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 designs instruction using themes, concepts, and modes of inquiry throughout the social studies disciplines.

The learner demonstrates effective instructional strategies that draw upon knowledge of social studies content, curriculum, cross-disciplinary skills, and pedagogy to provide an equitable and inclusive learning experience.

The learner analyzes strategies for promoting civic dialogue of authentic social studies experiences.

Elementary Health and Physical Education Methods

Elementary Health and Physical Education Methods is a course designed to provide educators with the knowledge and techniques to deliver effective and comprehensive health and physical education (PE) experiences in elementary schools. This course covers a spectrum of topics, from fundamental movement skills to the promotion of lifelong health and wellness habits among young learners. Students engage with current pedagogical approaches that emphasize the integration of health and physical education across various subjects. The curriculum aims to address the needs of all students, fostering an inclusive environment that supports physical, mental, emotional, and social health. Future educators also learn how to assess student progress in physical education and incorporate technology to enhance learning experiences. By the end of this course, participants are prepared to inspire and motivate elementary students to lead active, healthy lifestyles and to implement a health and PE curriculum.

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 concepts in health and physical education.

The learner integrates learning about physical, cognitive, emotional, and social health with intentional instructional decisions.

The learner develops instructional activities related to physical and health education.

Elementary Fine Arts Methods

Elementary Fine Arts Methods is a vibrant course designed for educators who wish to integrate the fine arts into the elementary classroom. This course examines the best practices for teaching elements of the fine arts to young learners. Educators explore a variety of instructional strategies to engage all learners, including activities developmentally appropriate and culturally responsive. The curriculum also involves using the creative process and integrating with other content areas. By the end of the course, educators are equipped to foster an enriching arts environment that encouraged students to explore their creativity and express themselves through various art forms.

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.

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 designs learning activities that incorporate literacy to increase learning across disciplines.

The learner analyzes integrated learning experiences that incorporate Native perspectives.

Student Teaching

Student Teaching I in Elementary Education

Student Teaching I is the first part of a two-part series and is a mandatory course for all candidates seeking initial licensure. This course provides a supervised classroom experience in a real-world setting, allowing candidates to demonstrate and reflect upon professional ethics and dispositions, collaborate with experienced teachers, and implement instructional strategies rooted in students' learning and developmental patterns. Building on the responsibilities and skills developed in Advanced Clinical, candidates will receive ongoing feedback through observations and evaluations. Feedback will encourage candidates to reflect on their commitment to professional practices as educators, analyze and adjust teaching methods, and explore new teaching materials and methods that are culturally relevant. Additionally, the course features synchronous learning sessions that delve into communication and collaboration, accepting feedback, creating positive learning environments, and technology and online learning. Candidates must attend the required synchronous learning sessions in addition to their classroom placement.

This course covers the following competencies:

The learner demonstrates effective instructional strategies and assessments that draw upon knowledge of content and pedagogy.

The learner demonstrates knowledge of their students' learning and developmental patterns in their instructional practices.

The learner demonstrates effective practices that support professional and instructional improvement through reflection and collaboration.

The learner demonstrates professional dispositions and ethics.

The learner reflects on their instructional practice.

Student Teaching II in Elementary Education

Student Teaching II is the final part of a two-part series and is a mandatory course for all candidates seeking initial licensure. The course offers a supervised classroom experience in a real-world setting, allowing candidates to demonstrate professional ethics and dispositions, collaborate with experienced teachers, and implement instructional strategies. Building on the responsibilities and skills developed in Student Teaching I, candidates receive ongoing feedback through observations and a final evaluation. This evaluation assesses activities' relevance and cultural engagement, the effectiveness of teaching each student, the ability to analyze and adjust teaching methods, and the willingness to explore new materials and methods. Successful completion of Student Teaching II is a crucial step in the licensure process, as it determines eligibility for licensure as a professional educator. Additionally, the course features synchronous learning sessions that delve into professional development topics such as professional growth opportunities, ethical decision making, and self-care. Candidates must attend the required synchronous learning sessions in addition to their classroom placement.

This course covers the following competencies:

The learner implements effective instructional strategies and assessments that draw upon knowledge of content and pedagogy.

The learner implements knowledge of their students' learning and developmental patterns.

The learner demonstrates an ongoing commitment to effective practices that support professional and instructional improvement through reflection and collaboration.

The learner reflects on their practice to create a professional development plan.

The learner implements professional dispositions.

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>.