



## Program Guidebook

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### Bachelor of Science, Science Education (Secondary Physics) - WA

*The Bachelor of Science, Science Education (Secondary Physics) - WA is a competency based degree program that prepares students in the state of Washington to be licensed as secondary physics teachers. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepare teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations of classroom instruction to prepare candidates for an authentic, collaborative, pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. The program consists of work in General Education, Foundations of Teaching, General Science Content, Mathematics Content, Physics Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.*





'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.

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## Standard Path for Bachelor of Science, Science Education (Secondary Physics) - WA

Course Description	CUs
Composition: Writing with a Strategy	3
The School as a Community of Care	3
Introduction to Communication: Connecting with Others	3
Integrated Physical Sciences	3
Introduction to Biology	3
Applied Probability and Statistics	3
Composition: Successful Self-Expression	3
US History: Stories of American Democracy	3
Educational Foundations	2
Concepts in Science	2
Educational Psychology and Development of Children and Adolescents	4
Fundamentals of Diverse Learners	4
College Algebra	4
Natural Science Lab	2
Chemistry with Lab	4
Trigonometry and Precalculus	4
Managing Engaging Learning Environments	3
Global Arts and Humanities	3
Introduction to Curriculum, Instruction, and Assessment	3
Conceptual Physics	5
Assessing Impact on Student Learning	3
Calculus I	4
Physics: Mechanics	3
Educational Technology for Teaching and Learning	3
Calculus II	4
Physics: Waves and Optics	3
Physics: Electricity and Magnetism	3
Science, Technology, and Society	5
Space, Time and Motion	4
Science Methods—Secondary Physics	4
Physics: Content Knowledge	2
Native Histories of the Pacific Northwest	2
Pacific Northwest K-12 Integrated Methods	1
Secondary Reading Instruction and Interventions	3

Course Description	CUs
Secondary Disciplinary Literacy	3
Preclinical Experiences in Science	3
Student Teaching I in Secondary Education	6
Teacher Performance Assessment in Science	3
Professional Portfolio	2
Cohort Seminar	3
Student Teaching II in Secondary Education	6

## Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to re-enter into the most current catalog version of the program.



## **Areas of Study for Bachelor of Science, Science Education (Secondary Physics) - 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.

### **General Education**

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#### **Composition: Writing with a Strategy**

Welcome to Composition: Writing with a Strategy! In this course, you will focus on three main topics: understanding purpose, context, and audience, writing strategies and techniques, and editing and revising. In addition, the first section, will offer review on core elements of the writing process, cross-cultural communication, as well as working with words and



*The learner incorporates self-expression in written communication.*

## **US History: Stories of American Democracy**

This course presents a broad survey of U.S. history from early colonization to the mid-twentieth century. The course explores how historical events and major themes in American history have affected diverse populations, influenced changes in policy and established the American definition of democracy. This course consists of an introduction and five 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 five 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 analyzes secondary sources to understand events and processes in American History.*

*The learner analyzes primary sources to understand events or processes in American history.*

*The learner explains the effect of the actions of individuals in U.S. History.*

*The learner explains the effect of institutions on society.*

*The learner describes how economic, political, and social factors affect communities*

## **College Algebra**

This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include: real numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.

*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 classifies and performs operations on real numbers; solves linear equations and inequalities; connects a linear equation to its graph; and identifies a function.*

*The graduate solves systems of linear equations and their related applications.*

*The graduate simplifies and factors polynomial expressions, and solves polynomial equations.*

*The graduate simplifies rational, radical, and quadratic expressions, solves corresponding equations, and extends this knowledge to the study of functions.*

*The graduate combines functions, finds inverse functions, solves exponential and logarithmic equations and functions.*

## **Natural Science Lab**

This course provides students an introduction to using the scientific method and engaging in scientific research to reach conclusions about the natural world. Students use the scientific method and perform experiments to test hypotheses and draw conclusions about the natural world. Students use the scientific method and perform experiments to test hypotheses and draw conclusions about the natural world. Students use the scientific method and perform experiments to test hypotheses and draw conclusions about the natural world. Students use the scientific method and perform experiments to test hypotheses and draw conclusions about the natural world.

*The graduate combines functions, finds inverse functions, solves exponential and logarithmic equations and functions. take the three*



issues, and professional responsibilities to ensure student wellbeing. Additionally, crosscutting themes of technology and diversity are interwoven for further development.

*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 plans for learning environments that meet all students' cultural, social, and emotional learning needs by incorporating knowledge of individual learners, diverse cultures, and communities.*

*The graduate develops strategies to address the social and emotional learning (SEL) needs of students, including the incorporation of trauma-informed or restorative instructional practices.*

*The graduate identifies appropriate resources and processes to support the mental health and emotional well-being of students.*

*The graduate collaborates with families, caretakers, and the larger community to identify partnerships that facilitate learner growth.*

## **Educational Foundations**

Educational Foundations is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. The course provides candidates with early classroom experience where they observe multiple school settings at three different levels of schooling and interview an educator to learn how state standards and various legal and ethical issues affect classrooms today. The course also provides candidates with opportunities to gain foundational knowledge about what it means to be a teacher in the current educational context while exploring their future role within the larger landscape of historical and cultural influences. This course ensures candidates have a firm grasp on important issues affecting educators including state standards-based curriculum, legal and ethical requirements affecting educational opportunities, and professionalism, preparing them for subsequent coursework within the Professional Core and their content area major courses. Five preclinical hours are interwoven throughout this course, and cross-cutting themes of technology and diversity are introduced for further development throughout the candidate's programs.

*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 analyzes the role of historical and cultural influences, including issues of federal and state governance, in determining standard educational practices and ensuring equal access to educational opportunities.*

*The graduate examines the impact of standards-based curriculum on students and teachers to determine how it supports a school's goals.*

*The graduate evaluates the application of educational best practices in diverse learning settings to inform teaching practice.*

*The graduate explores pathways and opportunities for professional development to grow as an educator.*

## **Educational Psychology and Development of Children and Adolescents**

Educational Psychology and Development of Children and Adolescents is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to support classroom practices grounded in research-validated principles from the areas of educational psychology and child/adolescent development. Candidates will be introduced to learning theories that equip them with the knowledge and skills necessary to support the diverse populations of students with whom they will interact. This course addresses theories of human development, spanning early childhood through adolescence, and candidates completing this course will be able to explain and analyze the guiding perspectives on linguistic, physical, cognitive, and social development. This course will also cover appropriate

*The graduate recommends instructional strategies that will positively impact learning, based on principles of learning theories.*

*The graduate evaluates classroom practices to determine how theories of child and adolescent psychology, learning, and development are applied in the classroom environment.*

## **Fundamentals of Diverse Learners**

Fundamentals of Diverse Learners is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to consider and address the wide range of learning needs in the classrooms of today. This course teaches candidates to identify and support the needs of diverse populations of learners, including, for example, students with disabilities (Including Dyslexia), students who are English language learners, and students who are gifted and talented. Practical strategies for differentiating instruction while creating a safe, inclusive, and culturally responsive learning environment are explored. This course helps candidates develop skills for partnering with parents and advocating for all students, particularly those impacted by provisions of 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 students. Candidates will engage in four hours of preclinical experiences that include a simulated teaching experience in which skills learned can be applied. Cross-cutting themes of technology and diversity are interwoven for further development.

*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 analyzes the application of policies, practices, and legal requirements to inform teaching practice.*

*The graduate creates inclusive learning environments featuring multitiered systems of supports to address the needs of all students, including exceptional learners and English learners.*

*The graduate creates learning experiences that accommodate the needs of students with exceptionalities, including gifted and talented students, in order to facilitate the success of all learners.*

*The graduate integrates equity pedagogy to address the needs of multicultural learners.*

*The graduate plans learning experiences that accommodate linguistic diversity to facilitate the success of all learners.*

*The graduate recommends strategies to engage with students, families, administrators, and other stakeholders in ways that are effective, legal, and ethical.*

## **Managing Engaging Learning Environments**

Managing Engaging Learning Environments is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to establish and contribute to safe and productive learning environments that support the success of all learners by ensuring student engagement and motivation for learning. Candidates will learn strategies, such as incorporating consistent routines and expectations, to provide positive behavior supports, increase learner motivation, promote active learning and self-direction, and ensure a safe and productive classroom setting that fosters a sense of community through collaborative educational practices. The course will culminate in evidence-based, practical application of current strategies, theories, or philosophical perspectives related to motivating and engaging all students in a learning community. Candidates will engage in seven hours of preclinical experiences that include both virtual observations of classroom settings and time in a simulated classroom environment where theory can be put into practice. Cross-cutting themes of technology and diversity are interwoven for further development.

*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 establishes norms and routines to create a safe and productive learning environment that encourages positive social interactions, individual and collaborative learning, and appropriate classroom behaviors.*

*The graduate interacts with each student in a way that builds positive relationships by using knowledge of individual learners, diverse cultures, and communities.*

*The graduate analyzes the theoretical foundations and application of classroom management strategies, including behavior support and conflict management, to inform teaching practice.*

*The graduate recommends strategies that are motivating and encourage active engagement from all students.*

## **Introduction to Curriculum, Instruction, and Assessment**

Introduction to Curriculum, Instruction, and Assessment is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course provides candidates with the knowledge and skills necessary to create engaging and standards-aligned lessons that meet the needs of all learners. Candidates will learn to analyze learner needs

*The graduate analyzes how research-based applications of technology facilitate student learning.*

*The graduate evaluates the application of technology in the classroom, including its impact on learning for all students and potential equity or access issues.*

*The graduate promotes a technology-enabled classroom culture that is equitable, ethical, and socially responsible.*

*The graduate applies curricular and instructional design principles to create effective digital learning environments.*

*The graduate recommends technology as an assessment tool to encompass multiple learner needs, provide in the moment feedback, and inform instruction.*

*The graduate fosters student self-directedness and independent learning through the use of technology.*

## General Science Content

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### Introduction to Biology

This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

*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 analyzes the characteristics and classifications of living organisms.*

*The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*

*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.*

## Science

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### Concepts in Science

Concepts in Science for undergraduates provides students seeking a bachelor's degree and initial teacher licensure in science education with an introduction to essential science themes present within and across all science disciplines, including chemistry, physics, biology, and the geosciences. These themes include comprehending the magnitude of the physical and natural world,6 >>BDCg a bache\_0 1lgnTfrias the 4 <<4usDTd learne ql/T1\_0 1 Tahe sts teeking a bachelor's degree and ini science education with an introd5eehaviT\*1\_0m Tf-isms and tod5ain in,/T1amijEMCato /-1.439 -1, iintrifinyinitial namijgon with271ID 0.271 M course plan together.

*The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*

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that studies the composition, structure, properties, and behavior of matter. Designed for those not majoring in chemistry education, this course highlights how the topics covered can be applied within various branches of science. This course provides students with opportunities to examine the electronic structure of atoms, study periodic trends, name chemical compounds, write chemical formulas, determine the structure of molecules, balance chemical reactions, and discover the changing states of matter. Laboratory experiences facilitate the study of matter and the application of laboratory safety and maintenance procedures. Concepts in Science for undergraduates 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 explains how chemistry is applied within other sciences to understand its relevance within the physical and natural world.*

*The graduate conducts safe and effective investigations to test hypotheses and draw conclusions.*

*The graduate determines the electronic structure of atoms and periodic trends to compare the properties of various substances.*

*The graduate names basic compounds, using the periodic table and IUPAC rules, to identify their composition.*

*The graduate explains how chemical bonds and electron orientation impact the structures and behavior of molecules to understand the composition of matter.*

*The graduate balances chemical equations to follow the Law of Conservation of Matter.*

*The graduate determines quantities of heat released or absorbed during chemical reactions to examine relationships between heat and other forms of energy.*

*The graduate explains how matter changes from one state to another to determine the causes and effects of such transformations.*

## Mathematics Content

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### Trigonometry and Precalculus

Trigonometry and Precalculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, sequence and series, and to use appropriate technology to model and solve real-life problems. Topics include degrees; radians and arcs; reference angles and right triangle trigonometry; applying, graphing and transforming trigonometric functions and their inverses; solving trigonometric equations; using and proving trigonometric identities; geometric, rectangular, and polar approaches to complex numbers; DeMoivre's Theorem; systems of linear equations and matrix-vector equations; systems of nonlinear equations; systems of inequalities; and arithmetic and geometric sequences and series. College Algebra 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 applies trigonometric ratios and triangle formulas to model and solve real-life problems.*

*The graduate uses a unit circle to define trigonometric functions and applies these functions to model and solve real-life problems.*

*The graduate proves trigonometric identities and solves trigonometric equations.*

*The graduate applies various representations of complex numbers to solve problems.*

*The graduate uses systems of equations, systems of inequalities, and matrices to model and solve real-life problems.*

*The graduate explores arithmetic and geometric sequences and uses them to model and solve real-life problems.*

### Calculus I

Calculus I is the study of rates of change in the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and technology to solve basic problems. Topics include graphing functions and finding their domains and ranges; limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, and sum rules applied to polynomial and exponential functions, position and velocity; and L'Hopital's Rule. Precalculus 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 demonstrates a conceptual understanding of limits and finds limits of functions.*

*The graduate demonstrates a conceptual understanding of and solves problems involving continuity, and defines the relationship of continuity to differentiability and integrability.*

*The graduate demonstrates a conceptual understanding of differentiation and applies differentiation techniques to solve problems and aid in function graphing.*

*The graduate applies differentiation in various ways to solve problems.*

*The graduate applies integration techniques to solve problems.*

## **Calculus II**

Calculus II is the study of the accumulation of change in the area under a curve. It covers the knowledge and skills necessary to apply integral calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include antiderivatives; indefinite integrals; the substitution rule; Riemann sums; the Fundamental Theorem of Calculus; definite integrals; acceleration, velocity, position, and initial values; integration by parts; integration by trigonometric substitution; integration by partial fractions; numerical integration; improper integration; area between curves; volumes and surface areas of revolution; arc length; work; center of mass; separable differential equations; direction fields; growth and decay problems; and sequences. Calculus I 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 demonstrates a conceptual understanding of integration techniques and correctly applies them.*

*The graduate applies integration in various ways in order to solve problems, including differential equations.*

*The graduate demonstrates a conceptual understanding of sequences. g3st T4>TjubscurvT1\_0 1 Tmagnetals /P0 0 0 -sEMC / rev*

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*The graduate applies concepts of momentum and impulse to solve problems.*

*The graduate analyzes the concept of time and the special theory of relativity.*

*The graduate interprets concepts of space, space-time, and the general theory of relativity.*

*The graduate incorporates knowledge of quantum mechanics and wave-particle duality in problem-solving and teaching.*

*The graduate evaluates data, research, and theory to draw conclusions about kinetic energy, potential energy, nuclear energy, and relativity.*

*The graduate appraises emergent research in superstring theory, dark energy, and the grand unified theory.*

## **Physics: Content Knowledge**

Physics: Content Knowledge covers the advanced content knowledge that a secondary physics teacher is expected to know and understand. Topics include nature and impact of science and engineering, principle and models of matter and energy, mechanics, electricity and magnetism, waves, and science teaching and pedagogy.

*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 synthesizes concepts and processes from across physics to generate a comprehensive understanding of the field.*

*The graduate verifies that they possess the requisite physics knowledge and skills by passing the physics content knowledge test required to become a beginning teacher of secondary school physics.*

## **Science Education**

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### **Science, Technology, and Society**

Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. Science is a humanistic and social endeavor and serves the needs of ever-changing societies by providing methods for observing, questioning, discovering, and communicating information about the physical and natural world. This course prepares educators to explain the nature and history of science, the various applications of science, and the scientific and engineering processes used to conduct investigations, make decisions, and solve problems. 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 graduate analyzes the relationships among themes that appear across multiple scientific ideas.*

*The graduate analyzes the nature of science, including how science distinguishes itself from other ways of knowing.*

*The graduate analyzes the historical development of science, including how scientific knowledge evolves.*

*The graduate analyzes the various ways in which science, technology, and society are interrelated.*

*The graduate analyzes socially relevant scientific issues to make informed decisions based on data and context.*

*The graduate analyzes the principles, processes, and assumptions of investigations in science to engage students in the nature of inquiry.*

*The graduate uses technology tools and mathematics to improve investigations and the communication of results.*

*The graduate formulates testable hypotheses for scientific investigations.*

*The graduate conducts investigations in science to solve open-ended problems using appropriate scientific methods.*

### **Science Methods—Secondary Physics**

Science Methods—Secondary Physics provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary physics. Course content focuses on the design and teaching of standards-based lessons using the three dimensions of science (science and engineering practices, crosscutting concepts, and disciplinary core ideas) and the appropriate integration of technology into those lessons. Students in this course work within their content areas to evaluate, enhance, and plan appropriate science instruction. This course includes laboratory safety training and certification, which includes safe laboratory practices and procedures for science classrooms and the proper use of personal protective equipment. A prerequisite for this course is Curriculum, Instruction, and

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 analyzes connections among the three dimensions of science instruction—disciplinary core ideas, crosscutting concepts, and science and engineering practices—to prepare and plan for instruction.*

*The graduate integrates technology into science activities to support student engagement and content mastery.*

*The graduate develops assessment strategies that measure three-dimensional science learning to determine the effectiveness of teaching and learning experiences.*

*The graduate develops lessons that integrate the three dimensions of science with applicable technologies to connect scientific concepts and phenomena.*

*The graduate develops plans for the use, storage, and maintenance of science materials and protective equipment and*

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and how successful each candidate is in teaching each student. Each candidate is also evaluated on the ability to think about, analyze, and modify classroom actions as needed, and on a willingness to take risks and experiment with materials and methods that may be new or that may challenge your cultural knowledge.

*This course covers the following competencies:*

*The learner implements the full cycle of teaching while exhibiting professional dispositions and ethics.*

*The learner analyzes feedback and data from observations and evaluations to identify opportunities for improvement.*

## **Student Teaching II in Secondary Education**

Student Teaching II in Secondary Education is the second of two culminating experiences and is a required course for all initial licensure candidates. Student Teaching II is a supervised classroom-based activity in an authentic setting, which enables the candidate to demonstrate professional dispositions and ethics while collaborating with a practicing teacher and applying instructional strategies using co-teaching models. The candidate assumes increasing responsibilities while developing the skills and confidence necessary to be an effective teacher. Each candidate receives formative feedback through observations and a final evaluation on the relevance of required activities, how culturally engaging the activities are, and how successful each candidate is in teaching each student. Each candidate is also evaluated on the ability to think about, analyze, and modify classroom actions as needed, and on a willingness to take risks and experiment with materials and methods that may be new or that may challenge your cultural knowledge. The final evaluation in Student Teaching II is the determining factor in applying for licensure as a professional educator.

*This course covers the following competencies:*

*The learner engages in a continual improvement process in order to advance learner outcomes and personal professional practice.*

*The learner plans content-based instruction that supports student learning objectives.*

*The learner integrates instructional strategies to address the needs of all students and meet the learning goals and objectives.*

*The learner assesses student learning to monitor progress, engage learners in their own growth, and guide decision-making.*

## **Demonstration Teaching**

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### **Teacher Performance Assessment in Science**

Teacher Performance Assessment in Science course is a culmination of the wide variety of skills learned in the Teachers

and artifacts with commentary on academic language, systems of student support, education technology, and professional communication with families) developed and acquired during Demonstration Teaching.

This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

*This course covers the following competencies:*

*The graduate recommends improvements for instruction and professional practice through personal reflection.*

*The graduate integrates technology into classroom learning experiences to enhance student learning and monitor academic progress.*

*The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*

*The graduate recommends strategies that support the development of academic language for all students.*

*The graduate integrates a variety of strategies and resources to differentiate instruction and meet the needs of diverse learners.*

*The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

## **Cohort Seminar**

Cohort Seminar provides mentoring and supports teacher candidates during their demonstration teaching period by providing weekly collaboration and instruction related to the demonstration teaching experience. It facilitates their demonstration of competence in becoming reflective practitioners, adhering to ethical standards, practicing inclusion in a diverse classroom, exploring community resources, building collegial and collaborative relationships with teachers, and considering leadership and supervisory skills.

This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

*This course covers the following competencies:*

*The graduate demonstrates the ability to positively impact student learning through work samples, student artifacts, assessment results, and reflection.*

*The graduate recommends improvements for instruction and professional practice through personal reflection.*

*The graduate demonstrates ethical responsibilities and appropriate teaching dispositions, including those outlined in the Western Governors University Teachers College Code of Ethics.*

*The graduate recommends strategies for effectively collaborating with colleagues, parents, and community professionals to support student development, learning, and well being.*

*The graduate selects community resources that support students' non-instructional needs in and out of the classroom.*

*The graduate recommends strategies that support the development of academic language for all students.*

*The graduate integrates a variety of strategies and resources to differentiate instruction and meet the needs of diverse learners.*

*The graduate recommends effective strategies to maintain high levels of student engagement.*

*The graduate recommends best practices for classroom management, effective transitions, and pacing to maximize instructional time.*

*The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*



## **Accessibility and Accommodations**

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