WESTERN GOVERNORS UNIVERSITY®

Institutional Catalog

Western Governors University
2024 University Catalog
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Undergraduate and Graduate Programs

School of Business
Leavitt School of Health
School of Technology
School of Education

The electronic catalog—the WGU public website—is available at any time by accessing the following URL:
www.wgu.edu

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About Western Governors University

Why are we called Western Governors University? Our name tells the story of our founding—a story that dates back to 1997, when a group of U.S. governors came up with an innovative answer to a question of growing concern: How can we ensure more of our residents have greater access to a college education that fits their schedule? That meeting of the Western Governors' Association marked the beginnings of a new national university.

From the beginning, we were designed to be different. The U.S. governors who founded WGU knew that the college student of the 21st century would be very different from students in the past. For millions of working adults, the dream of pursuing a college education could only become a reality once the boundaries of time and place could be removed. Overcoming this challenge was at the heart of the WGU idea.

It was the mid-1990s, and a new technology was quickly emerging: the internet. As more and more Americans were able to get online, the possibility of an "anywhere, anytime" education became a reality. And more than simply delivering traditional, lecture-based learning via modem and monitor, our founders recognized that technology could be used to fundamentally change the way college students learn. Harnessing the power of the internet and our innovative new learning model—competency-based education—WGU revolutionized the way students learn, master concepts, and progress to a degree.

As a nonprofit, online university founded by governors, WGU is different. But even beyond the unique story of our founding and the foresight of our founders, WGU is different for a more fundamental reason: *We do education differently.*

WGU is mission-driven. Created to expand access to higher education through online, competency-based degree programs, WGU's mission has remained one of helping hardworking adults meet their educational goals and improve their career opportunities. Our mission is **to change lives for the better by creating pathways to opportunity.**

Core Academic Commitments

WGU Core Academic Commitments support our mission to create pathways to opportunity by ensuring students receive an education with value, integrity, relevancy, transparency, and personalization.

- *Value:* Advance the value of WGU's competency-based education model and credentials.
- *Integrity:* Base each credential on a relevant assessment of competence that is psychometrically sound and assessed with integrity.
- *Relevance:* Align every competency to skills that can stack to high-value marketable skills, applicable knowledge, and respected credentials.
- *Transparency:* Design skills, competencies, and credentials to be surfaced on a sharable learner-owned record.
- *Personalization:* Personalize pathways, pace, and support to ensure equitable access and attainment of credentials.

WGU equips students with the skills employers want, backed by credentials employers trust.

Competency-Based Education

Colleges and universities traditionally require attendance in a classroom, conferring degrees based on completion of a certain set of courses for a given number of credit hours. As an online institution that provides its students the convenience of studying and completing coursework outside the classroom, WGU provides competency-based courses to complete its degree and non-degree requirements. Competency-based programs allow students to demonstrate that they have acquired the competencies (levels of knowledge, skill, or ability) required for a particular degree or certificate. Students have often acquired many of the skills necessary for a degree through life or work experience. WGU's system enables students to utilize previously learned skills in proving their competencies.

A team of faculty have identified the required competencies for each program offered at WGU. Competencies summarize the critical knowledge and skill levels essential for mastery of a particular field. WGU students demonstrate mastery of competencies by completing assessments. An assessment may be a test, a project, an essay, or another practical demonstration of a required skill. Therefore, assessments might look like:

- Assignments involving problem-solving in science or information technology.
- Computerized math examinations consisting of multiple-choice, matching, and other question types.
- Projects requiring the student to design a lesson plan about American history.
- Reflection essays about case studies.
- Research papers on particular topics within the student's field.

Each assessment measures knowledge and skill in a given area through appropriate means. Assessments are developed using a rigorous process that conforms to professional testing standards. This process yields high-quality exams, reliable results, and supports valid conclusions about each student's level of competence. Students can be confident that all their assessments, whether computerized exams or performance tasks, align to and demonstrate specific competencies in their individual degree programs.

Accreditation

Accreditation provides external, expert evaluation of WGU's programs and policies, eases the transfer of credits to other accredited institutions, and legitimizes degree credentials for employers and colleges.

NWCCU

Western Governors University is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact: Northwest Commission on Colleges and Universities; 8060 165th Avenue NE, Suite 100; Redmond, WA 98052; (425) 558-4224; www.nwccu.org.

CAEP

The Teachers College at Western Governors University has been granted advanced-level accreditation (effective fall 2021 to fall 2025) from CAEP, the Council for the Accreditation of Educator Preparation; 1140 19th St NW, Suite 400; Washington, DC 20036; (202) 223-0077.

AAQEP

The teacher licensure programs offered through the WGU Teachers College have been awarded full accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP) through June 30, 2026. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and that the program has demonstrated the commitment and capacity to continue to do so.

CCNE

The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Western Governors University are accredited by the Commission on Collegiate Nursing Education. CCNE: 655 K Street NW, Suite 750; Washington, DC 20001; (202) 887-6791; http://www.ccneaccreditation.org.

CAHIIM

The Health Information Management accreditor of Western Governors University is the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's accreditation for the baccalaureate degree in health information management has been reaffirmed through 2030. All inquiries about the program's accreditation status should be directed by mail to CAHIIM; 200 East Randolph Street, Suite 5100; Chicago, IL 60601; by phone at (312) 235-3255; or by email at info@cahiim.org.

ACBSP

The baccalaureate and master's degree programs offered by the School of Business at Western Governors University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP); 11520 W 199th St; Overland Park, KS 66213; (913) 339-9356.

ABET

The B.S. in Computer Science program is accredited by the ABET Computing Accreditation Commission. ABET is the global accreditor of college and university programs in applied and natural science, computing, engineering, and engineering technology.

University Governance

Western Governors University is governed by a Board of Trustees consisting of educators, industry leaders, and state governors. In addition, WGU continues to draw support from the governors of the member states that were instrumental in the founding of WGU.

The following link provides information about the Board of Trustees, National Advisory Board, and other university officials: https://www.wgu.edu/about/university-governance.html

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Academic Program Governance

Academic programs are developed and guided by WGU administrators working through several councils comprised of academicians and industry experts in the various fields of knowledge. Each programmatic area (e.g., undergraduate nursing, initial licensure for teaching) has a program council which is the faculty governing body for the degree or non-degree program. Program councils, along with the program coordinator, are responsible for overseeing the development of the curriculum (including competence descriptions, subdomains, and domains), overseeing all assessments, and updating the curriculum.

In addition to program councils, an Assessment Council is responsible for working with program leaders, assessment development vendors, and WGU assessment staff to ensure that WGU's assessments are appropriate tests of the competencies identified by the program leaders.

For a listing of members of each Council, see https://www.wgu.edu/about/university-governance.html.

Faculty Composition

WGU employs a disaggregated faculty model across the university. The aggregated roles and tasks performed by traditional university professors (e.g., meeting with and advising students, course or curriculum design, instruction, assessment) are distributed among faculty members. Consequently, the jobs of individual WGU faculty members focus on single aspects of the academic experience, and students are supported by a team of faculty. Within WGU, there are several faculty roles and associated tasks:

Assessment Faculty – An individual with expertise in assessment theory and practice who is responsible for the design, development, and continuous improvement of assessments that support a competency-based curriculum in accordance with industry best practices.

Curriculum Faculty – An individual with expertise in curriculum theory and practice who is responsible for the design, development, and evaluation of competency-based curricula to provide relevant, robust learning experiences.

Clinical Faculty – Professional experts who provide clinical instruction and evaluation to students in individual or group settings to support students in meeting the practice requirements for licensure.

Instructors – Subject-matter experts who provide direct instruction to students in individual and/or group settings, and who are responsible for providing course-specific student support that is effective, engaging, and appropriately personalized.

Program Mentors – An individual with professional or domain expertise in program competencies who provides academic guidance and personalized programmatic instruction and support to students.

Evaluators – Subject matter experts responsible for providing robust, personalized feedback on performance assessments and evaluating student competency.

Faculty Leaders – Individuals with academic or professional expertise who manage teams of faculty and are accountable for ensuring faculty provide timely, appropriately personalized student instruction or support that develops student competency and supports student success. Faculty leaders are responsible for collaborating with Program Chairs to make academic decisions that ensure program quality and strong student outcomes.

Honorary Faculty – An individual who is a recognized expert, nationally or internationally renowned in their field, or a highly reputed scholar in their field and is thereby, uniquely qualified based on exceptional academic or professional expertise. Honorary faculty may not necessarily meet stated minimum qualifications for other faculty positions.

Program Chairs – An individual with academic or professional expertise in the program domain who is accountable for the integrity, excellence, national reputation, and continuous improvement of a portfolio of relevant educational programs through leadership, innovation, fiscal efficiency, partnerships, and the advancement of the discipline. This administrative faculty person is accountable for the quality, relevance, and performance of one or more academic programs. Chairs are responsible for the financial, academic, and reputational health of the program(s) they lead and work closely with faculty leaders to produce strong student outcomes.

Academic Calendar

The traditional academic calendar with limited enrollment periods, holidays, and other significant dates is not applicable. In WGU's continuous-enrollment model, new groups of degree-seeking students start on the first day of every month. Students can access learning resources, schedule assessments, and complete performance assessments anytime.

WGU's academic calendar divides a student's academic year into two, six-month semesters called "terms." The six months that make up a term are based on when the student begins the program. For example, if a student begins the program on February 1, the first term will last from February 1 through July 31. The second term would begin August 1.

Learning Resources

WGU students use a variety of learning resources, included in the cost of attendance, to acquire the skills and knowledge needed to complete assessments. These learning resources come in a variety of forms (e.g., e-textbooks, web-based tutorials, simulations, online labs).

Student Services

Students enrolling at WGU become part of our community of faculty and staff who are united under one goal: student success. The Student Services office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team helps students resolve issues, listens to student issues and concerns, and makes recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

The Student Services team assists students with unresolved concerns to find equitable resolutions. Prior to contacting the Student Services office with a complaint, students should work with their Program Mentor. Mentors have the expertise to guide students toward goals and direct them to resources to be successful. If, however, students have an issue or problem that cannot be resolved by their Program Mentor, they are invited to contact the Student Services office. Student Services can also assist students who wish to request to be assigned to a different Program Mentor.

To contact the Student Services team, please call 877.435.7948 or email studentservices@wgu.edu. Representatives are available Monday through Friday from 6 AM to 10 PM MT and Saturday from 7 AM to 7 PM MT (closed Sunday).

Financial Services

WGU's award-winning Financial Services team guides students through the process of paying for their educational journeys. The Financial Aid Office can be reached by email at financialservices@wgu.edu or by calling 877.435.7948. Hours of operation are weekdays 7 AM to 7 PM MT (closed on weekends).

Service Desk

WGU's Service Desk is available to help students resolve any technology problem by calling 877.435.7948 or emailing servicedesk@wgu.edu. The Service Desk is open Monday through Friday from 6 AM to 10 PM MT and from 10 AM to 7 PM MT on Saturday and Sunday.

Student Wellness

WGU offers each student WellConnect™, a free, voluntary, and confidential service which offers counseling and support services to students. WellConnect™ provides support with a live clinician by phone 24 hours a day, 7 days a week. Due to WGU's online presence and lack of a physical campus, the WellConnect student assistance program constitutes the extent of healthcare services available to WGU students.

Commencement

WGU hosts virtual and live commencement weekends over the course of the year, with new cities and events each year. WGU's Alumni Relations team provides these opportunities for students, graduates, and families to come together to celebrate their accomplishments and achievements. Visit www.wgu.edu/commencement for details.

Alumni Engagement

WGU's Alumni Community of graduates is quickly growing. To help support these graduates, the Alumni Engagement team is constantly seeking new ways to provide alumni with the tools and resources they need to succeed in the next phase of their lives. Graduates have free access to these tools and resources on the alumni community website: www.wgu.edu/alumni.

Connect with other graduates using WGU's Night Owl Network, a state-of-the-art networking platform developed specifically for fostering mentorship experiences, or the WGU Alumni LinkedIn Group. These are both closed groups, as graduates and students must request to be added as a member.

WGU Night Owl Network: www.wgu.edu/alumni/stay-involved.html
WGU Alumni LinkedIn Group: https://www.linkedin.com/groups/51112

WGU is eager to provide leadership opportunities to alumni who are dedicated to representing the university by hosting a networking event, working with a student or prospective student who could use advice from someone who's "been there," helping at commencement, facilitating corporate and school district partnerships along with WGU, etc. This dedicated group of alumni is called WGU's Ambassadors Club. Please contact the Alumni Engagement team if you are interested in joining WGU's Ambassadors Club.

Career and Professional Development

WGU provides career assistance and resources to students and graduates. Career and Professional Development (CPD) Specialists are available to educate students and graduates on how to develop a career plan, implement job- search strategies, and assist with the creation of marketing tools such as resumes, cover letters, and professional portfolio profiles. Additionally, students and graduates have exclusive 24/7 self-service access to professional career resources, such as resume development and practice interview software, self-assessments, and job banks. For more information, visit the Career and Professional Development Website: www.wgu.edu/careerservices.

Please Note: WGU does not guarantee employment upon degree completion or provide placement services.

Library

The WGU Library's mission is to provide access and delivery of information resources independent of time and place. The fully online digital library serves students, faculty, and staff around the clock, with library resources available to users 24 hours a day, 365 days a year. The library collection includes hundreds of thousands of ebooks, full text journals, and licensed academic databases. WGU librarians work with vendors to provide seamless access to information resources and to ensure patron expectations are met when using library resources. Our main search uses EBSCO Discovery Service, allowing students to search across the majority of WGU subscriptions via a single platform. Students can also search individual databases and ebook collections, and have access to a variety of subject-specific research guides.

For materials not immediately available in our collection, the WGU Library provides document delivery and hardcopy book loans through the University of Michigan and Reprints Desk document delivery. Students and faculty can also suggest titles they feel would be a valuable addition to our existing library collections. The WGU Alumni Library is available to students upon graduation and includes alumni subscription packages and, dependent on licensing restrictions, some content from our main library collection.

WGU librarians work with university faculty and administration to integrate library resources and information literacy instruction directly into WGU coursework. Library staff collaborate with subject matter experts, learning resource specialists, instructional designers, and other content selectors to ensure WGU collections align with program needs, and to help create tailored information literacy instruction.

Students have multiple options for working with librarians for reference and research support. They can email, schedule a phone appointment, or chat live with a librarian. The chat service is available 24/7, including holidays. The library offers general and college-specific live webinars. Information on library use and policies may be accessed at https://cm.wgu.edu/t5/Academic-Requirements/Library-Services/ta-p/48.

Facilities

As an online university, WGU does not have a physical campus for students. Prospective students are informed of the computer capacity requirements for successful access to all WGU systems and learning resources. WGU has various administrative offices placed throughout the United States with the headquarters located in Utah.

Utah Headquarters: 4001 S 700 E, Suite 700; Salt Lake City, UT 84107 (with nursing lab)

Arizona: 432 N 44th St, Suite 400; Phoenix, AZ 85008

Indiana: 333 N Alabama St, Suite 250; Indianapolis, IN 46204

Missouri: 12200 N Ambassador Dr, Kansas City, MO 64163 (with nursing lab)

North Carolina: 1009 Slater Rd, Suite 310; Durham, NC 27703

Ohio: 325 John H. McConnell Blvd., Suite 375; Columbus, OH 43215

Tennessee: 501 Corporate Centre Dr, Suite 390; Franklin, TN 37067

Texas (Austin): 12515 Research Blvd, Building 8, Suite 250; Austin, TX 78759

Texas (Houston): 2051 S Greenhouse Rd, Suite 375; Houston, TX 77084 (with nursing lab)

Admissions

General Admission Requirements

WGU seeks to admit individuals who have the capacity and determination to complete a rigorous WGU certificate or degree program. The admission process is designed to help students and the university reach an informed decision about an applicant's likelihood of success.

http://www.wgu.edu/admissions.html

Admissions Criteria
For each student who applies, WGU will evaluate previous academic history to include high school or college coursework and/or work history as required.

Students may also meet admissions requirements by completing the relevant program of study at WGU Academy, a pre-enrollment alternative pathway to regular enrollment at WGU.

To be considered for enrollment into a bachelor's degree program, applicants must possess a high school diploma or its equivalent. Depending upon the program of interest, other specific admission requirements may also apply. See the program-specific admission requirements below.

Applicants seeking admission to WGU must be no less than 14 years of age. Applicants seeking admission to WGU programs leading to professional licensure must be at least 18 years of age at the time of clinical or field placement requirements. Furthermore, applicants may not be incarcerated in a state or federal penal institution. Applicants must also meet all other general and specific degree program admission requirements on the WGU website. For more information on admissions policies, see https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Admission-Requirements/ta-p/79.

For convenience, *WGU starts new groups of students in most degree programs every month*. Currently, WGU programs do not require a specific score on either the SAT or ACT.

English Language Requirement (TOEFL): WGU students are expected to communicate clearly in writing and during conversations with WGU faculty and staff. If English is not a student's native language, they must submit proof of a qualifying score on the Internet-based Test of English as a Foreign Language (TOEFL iBT). WGU requires a qualifying score of 80 or higher. Please see https://cm.wgu.edu/t5/Admission/English-Language-Requirement-TOEFL/ta-p/40.

Steps and Deadlines for Enrollment

1. Apply for admission and pay the application fee. The application fee is $65 and can be paid online using a credit card or by mailing a check or money order. The application fee must be paid before an application will be fully processed. *WGU does not profit from application fees, as they help offset only a small portion of enrollment and admissions costs*.

2. Send in official transcripts. Depending on the program, students may need to have a transfer evaluation or degree verification. Students with prior college experience should send in their transcripts to help with a transfer evaluation and admissions decision. Official copies of transcripts must arrive by the 5th of the month prior to the intended start date for evaluation.

Official transcript copies can be submitted by mail or email (transcriptinfo@wgu.edu):
Western Governors University
ATTN: Transcripts Department
4001 South 700 East, Suite 300
Salt Lake City, UT 84107-2533

3. Complete the financial aid application process. If intending to use federal financial aid to cover tuition expenses, students will need to complete WGU's financial aid application process and be certified as eligible to receive aid no later than the 22nd of the month prior to the intended start date. An Enrollment Counselor can answer any questions.

4. Complete the Commit to Start documents. Once official transcripts have been received, an admission decision will be made. At this point students will complete a self-guided, web-based experience or speak with a WGU Enrollment Counselor to submit their Commit to Start documents. This process will finalize enrollment and officially set the program

start date. This process will likely take 20 to 30 minutes.

5. Make tuition payment arrangements. Tuition payment arrangements must be made by the 22nd of the month prior to the intended start date. WGU strongly encourages students to make tuition arrangements or finish the financial aid process sooner.

6. Complete orientation. Once the other steps are completed, students will be ready to begin WGU orientation. The orientation course is designed to help students: understand WGU's competency-based approach to education, identify their learning style, gain skills in online research, review time management and study skills, gain practice using online communication tools such as threaded discussions and chat, and connect with peers and mentors online.

School of Business Admission Requirements

Degrees from the School of Business emphasize mastery of the skills and knowledge that are essential for continued advancement. Below are admissions requirements specific to School of Business programs that are in addition to WGU's general admissions requirements.

http://www.wgu.edu/admissions/business_requirements

Special requirements for WGU's Undergraduate Business Programs:

- Applicants to undergraduate School of Business programs must possess a high school diploma or its equivalent AND demonstrate program readiness through one of the following options:
  - Option 1: Submit transcripts documenting completion of college-level coursework with a cumulative GPA of 2.0 or higher.
  - Option 2: Possess a bachelors or associates degree (A.A or A.S. acceptable) from an accredited post-secondary institution.
  - Option 3: Submit high school transcripts for review with a GPA of 2.0 or higher.

Special Requirements for WGU's MBA Programs and M.S. Programs:

- Submit a transcript verifying receipt of a bachelor's, master's, or doctoral degree from an accredited institution.

Special Requirements for WGU's MS Accounting Program:

- Submit a transcript verifying receipt of a bachelor's degree from an accredited institution.
- Demonstrate accounting experience through at least one of the following methods:
  - A bachelor's degree in accounting.
  - A Certified Public Accountant (CPA) license.

Leavitt School of Health Admission Requirements

All of the degrees offered by WGU's Leavitt School of Health focus on mastery of the skills and knowledge that are essential to success in this vital and high-demand field. Below are admissions requirements specific to Leavitt School of Health programs that are in addition to WGU's general admissions requirements.

https://www.wgu.edu/admissions/nursing-health-requirements.html

Special requirements for WGU's Non-Nursing Undergraduate Programs:

- Applicants must possess a high school diploma or its equivalent AND demonstrate program readiness through one of the following:
  - Option 1: Submit transcripts documenting completion of college-level coursework with a cumulative GPA of 2.0 or higher.
  - Option 2: Possess a bachelors or associates degree (A.A or A.S. acceptable) from an accredited post-secondary institution.
  - Option 3: Submit high school transcripts for review with a GPA of 2.5 or higher.

Special requirements for WGU's B.S. in Nursing Program:

- Possess an associate's degree or diploma in nursing from an accredited institution or state board of nursing

approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com).

Special requirements for WGU's M.S. in Nursing Education, Informatics, or Leadership and Management (RN to MSN Option) Programs:

- Possess an associate's degree or diploma in nursing from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com) and provide proof of current immunizations. Additional fees apply.

Special requirements for WGU's M.S. in Nursing Education, Informatics, or Leadership and Management (BSN to MSN Option) Programs:

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (though you are not required to be working as an RN at the time of enrollment). Some license holders may be granted a waiver if they are not licensed in their state of residence or employment. RN licensure in your state of residence or employment is required to successfully complete clinical experiences. Compact licenses must be endorsed by your state of residence.
- Submit to and pass a criminal background check through American Databank (www.wgucompliance.com) and provide proof of current immunizations. Additional fees apply.

Special Requirements for WGU's Master of Healthcare Administration Program:

- Possess a bachelor's degree from an accredited university and experience in healthcare or healthcare-related industry. OR
- Possess a bachelor's degree from an accredited university and obtain MHA department chair professional coaching.

Special Requirements for WGU's Master of Public Health Program:

- Possess a bachelor's degree with a minimum 2.5 GPA from an accredited university and experience in healthcare or healthcare-related industry. OR
- Possess a bachelor's degree with a minimum 2.5 GPA from an accredited university and obtain M.S. Public Health department chair professional coaching.

Special requirements for WGU's Post-Master's Certificates in Nursing Programs:

- Possess an M.S. in Nursing from an accredited institution or state board of nursing approved program.
- Possess an active, unencumbered RN license in your state of residence or your state of employment (some license holders may be granted a waiver if they are not licensed in their state of residence or employment). You must be licensed in the state in which you will complete your clinical experience.

Special requirements for WGU's MSN Family Nurse Practitioner Program:

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution or state board of nursing approved program. Students that hold an MSN will not be eligible to apply for the MSN-FNP pathway.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The FNP is currently not available for students in California, District of Columbia, Louisiana, Maryland, Massachusetts, New

York, North Dakota, Oregon, and Washington.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a cover letter and professional resume or CV* outlining your academic, professional, and service history.
- Submit an application essay.* You must submit a 3 to 4 page student statement detailing your experience in nursing and explaining why you want to become an FNP. This document helps us understand your unique situation and personal goals.
- Provide three letters of recommendation from:**
    - A supervisor or manager who directly supervised you in a clinical setting.
    - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
    - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- Have earned a 3.0 cumulative grade point average* (on a 4.0 scale) in the following 5 courses OR hold a BSNU degree from WGU. All courses must be awarded a C- or above to meet this requirement. At this time, WGU is not accepting transfer credit for the MSN Famlily Nurse Practitioner program.
    - Anatomy / Physiology I w/lab (equivalent to 4 semester hours)
    - Anatomy / Physiology II w/lab (equivalent to 4 semester hours)
    - Statistics (equivalent to 3 semester hours)
    - Human Growth and Development Across the Lifespan (equivalent to 3 semester hours)
    - Pharmacology (equivalent to 2 semester hours)
- It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

*Additional information is available at https://www.wgu.edu/admissions/nursing-health-requirements.html.
**Access the Letter of Recommendation request form through your enrollment portal.

Special requirements for WGU's MSN Psychiatric Mental Health Nurse Practitioner Program:

- Possess a bachelor of science in nursing degree (BSN) from an accredited institution. Students that hold an MSN will not be eligible to apply for the BSN-PMHNP pathway.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The PMHNP is currently not available for students in Arizona, California, District of Columbia, Louisiana, Maryland, Massachusetts, New York, North Dakota, Oregon, Tennessee, Washington, and Wisconsin.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a professional resume or CV* outlining your academic, professional, and service history.
- Submit an application essay.* You must submit a 3 to 4 page student statement detailing your experience in nursing and explaining why you want to become a PMHNP. This document helps us understand your unique situation and personal goals.
- Provide three letters of recommendation from:**
    - A supervisor or manager who directly supervised you in a clinical setting.
    - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
    - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- Have earned a 3.0 cumulative grade point average* (on a 4.0 scale) in the following 5 courses OR hold a BSNU degree from WGU. All courses must be awarded a C- or above to meet this requirement. At this time, WGU is not accepting transfer credit for the MSN Psychiatric Mental Health Nurse Practitioner program.
    - Anatomy / Physiology I w/lab (equivalent to 4 semester hours)
    - Anatomy / Physiology II w/lab (equivalent to 4 semester hours)
    - Statistics (equivalent to 3 semester hours)
    - Human Growth and Development Across the Lifespan (equivalent to 3 semester hours)
    - Pharmacology (equivalent to 2 semester hours)
- It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

*Additional information is available at https://www.wgu.edu/admissions/nursing-health-requirements.html.
**Access the Letter of Recommendation request form through your enrollment portal.

Special requirements for WGU's Post-Master's Certificate Family Nurse Practitioner Program:

- Possess an M.S. in Nursing or Terminal Nursing Degree (e.g., DNP, PhD) from an accredited institution or state board of nursing approved program.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The FNP Post-Master's Certificate is currently not available for students in Arizona, California, District of Columbia, Louisiana, Maryland, Massachusetts, New York, North Dakota, Oregon, Tennessee, and Washington.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a professional resume or CV* outlining your academic, professional, and service history.
- Submit an application essay.* You must submit a 3 to 4 page student statement detailing your experience in nursing and explaining why you want to become an FNP. This document helps us understand your unique situation and personal goals.
- Provide three letters of recommendation from:
    - A supervisor or manager who directly supervised you in a clinical setting.
    - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
    - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

*Additional information is available at https://www.wgu.edu/admissions/nursing-health-requirements.html.

Special requirements for WGU's Post-Master's Certificate Psychiatric Mental Health Nurse Practitioner Program:

- Possess an M.S. in Nursing or Terminal Nursing Degree (e.g., DNP, PhD) from an accredited institution or state board of nursing approved program.
- Possess a current, active, unencumbered registered nurse (RN) license from AND a permanent residence in an approved state. Students must complete the internships in their state of residence/license and intend to obtain initial APRN licensure in that state. Compact licenses must be endorsed by your state of residence. The PMHNP is currently not available for students in Arizona, California, District of Columbia, Louisiana, Maryland, Massachusetts, New York, North Dakota, Oregon, Tennessee, Washington, and Wisconsin.
- Submit to a criminal background check through American Databank* (www.wgucompliance.com).
- Submit a professional resume or CV* outlining your academic, professional, and service history.
- Submit an application essay.* You must submit a 3 to 4 page student statement detailing your experience in nursing and explaining why you want to become a PMHNP. This document helps us understand your unique situation and personal goals.
- Provide three letters of recommendation from:
    - A supervisor or manager who directly supervised you in a clinical setting.
    - A professor, faculty member, or academic advisor who can provide meaningful input regarding your academic record.
    - A Board Certified practicing healthcare provider (APRN, NP, PA, MD, DO) who has served as a mentor or whom you have shadowed, preferably in the specialty to which you are applying. A registered nurse cannot serve as the practicing provider for this recommendation source.
- It is strongly preferred that applicants have one year of clinical experience and be actively working as an RN at the time of application as these will be competitive factors in the admission decision-making process.

*Additional information is available at https://www.wgu.edu/admissions/nursing-health-requirements.html.

Special requirements for WGU's B.S. Nursing (Prelicensure) Program:

Admission Requirements Include:

- HESI A2 Nursing Exam

- Background Check
- Nursing Application Essay
- Active Nursing Prelicensure File

For more information on these requirements, please visit https://www.wgu.edu/admissions/nursing-health-requirements.html and refer to the sections below on this page.

Admission Requirements for the B.S. Nursing Prelicensure Program:

The Leavitt School of Health at Western Governors University is committed to student success and partners with the WGU Office of Admissions to determine academic eligibility for the Prelicensure Nursing program. Applicants who submit all admission requirements will be reviewed through a weighted evaluation system that considers several factors. The Office of Admissions reviews all applicants based on their academic experience and nursing entrance exam scores.

- Admission is competitive and not guaranteed; additional factors important to student success in the nursing program may also be considered.
- Admission to and enrollment in the Prelicensure Nursing program does not guarantee acceptance into the clinical nursing portion of the program.
- Only residents of the following states are eligible to apply to this program - Florida, Idaho, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, Nevada, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, or Utah. Any applications from residents outside of these states will not be accepted.

To be considered for enrollment into the Prelicensure Nursing Program, applicants must possess a high school diploma or its equivalent, be at least 16 years of age, and complete the following admission requirements:

- Complete the HESI A2 nursing exam within the last five years with an overall score of at least 75%, and at least a 75% in each of the following sections: Vocabulary, Reading, Math, and Grammar. WGU will only consider two attempts at passing the HESI A2 exam per 12-month period. The 12-month period begins with the first attempt.
- Submit to a criminal background check through American Databank.
- Submit a Prelicensure Nursing Application Essay.
- Activate their Prelicensure Nursing File which includes a declaration of: the date and location an applicant is applying to, completed certifications, completed licenses, and military service and training.

Requirements that must be satisfied in pre-nursing terms to be eligible to progress to the clinical nursing program:

There are costs outside of tuition and fees involved with creating your compliance account early in your pre-nursing terms and purchasing uniforms and supplies by the end of your last pre-nursing term. These costs will vary based on each item along with geographic location/provider.

Students who are successful in the pre-nursing terms will be eligible for progression into the nursing portion of the program. The following must be completed to be considered for progression into the nursing portion of the program:

- Proof of health insurance.*
- Proof of successfully passing of a criminal background check (also may require a state background check to be completed per state regulatory requirements for nursing programs).
- Proof of successfully passing a urine drug test.
- Proof of a current immunization record and current negative TB test. To see which immunizations are required, please visit https://www.wgu.edu/admissions/nursing-health-requirements.html.
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. For examples, please visit https://www.wgu.edu/admissions/nursing-health-requirements.html.
- Participation in the Nursing Progression Committee process.

* Student malpractice insurance will be provided by WGU at no cost.

School of Technology Admission Requirements

Degree programs from WGU's School of Technology focus on providing the skills, knowledge, certifications, and credentials students need to be a successful IT pro. Below are admissions requirements specific to School of Technology programs that are in addition to WGU's general admissions requirements.

http://www.wgu.edu/admissions/it_requirements

Special Requirements for WGU's B.S. Computer Science Program:

Students must be able to use key Calculus principles, rules, and applications while in the B.S. Computer Science program. Students must meet the following admission requirements for admittance to this program:

- Possess a high school diploma or its equivalent.
- Demonstrate readiness through completion of one of the following:
  - Option 1: Submit transcripts documenting completion of college-level coursework with a minimum of 2.75 GPA or higher, AND successful and verifiable completion of a pre-calculus course from a WGU approved third-party provider with a grade "C" or better.*
  - Option 2: A high school GPA of 3.0, or higher, AND a B grade, or better, in a high school honors, IB, or AP level advanced mathematics course.

*If no previous Pre-Calculus course has been completed by the time of application, students can complete this course through WGU Academy, prior to matriculation.

Special Requirements for WGU's IT bachelor's degree programs:

To be considered for enrollment into a School of Technology bachelor's degree program, students must possess a high school diploma or its equivalent and demonstrate program readiness through one of the following:

- Option 1: Submit transcripts documenting completion of college-level coursework with a minimum of 2.75 GPA or higher.
- Option 2: Possess a bachelors or associate degree (A.A, A.S. or A.A.S. acceptable) from an accredited post-secondary institution.
- Option 3: Submit official record of completion of a transferable IT certification, some of which may provide transfer credit into various programs.
- Option 4: Submit high school transcripts with a minimum GPA of 3.0
- Option 5: Submit transcripts documenting completion of previous IT coursework (must be 300 level or higher).

Special Requirements for WGU's M.S. Cybersecurity and Information Assurance Program:

- Possess a bachelor's degree in a STEM field, Business degree +Quantitative Analysis, Accounting, Economics, Finance, or degree with similar quantitative focus+. OR
- Possess any bachelor's degree PLUS one of the following:
  - Two years of related work experience
  - Relevant and current IT certification
  - Related IT coursework

Special Requirements for WGU's M.S. IT Management Program:

- Possess a bachelor's degree from an accredited institution.

Special Requirements for WGU's M.S. Data Analytics Program:

- Possess a bachelor's degree in a STEM field. OR
- Possess any bachelor's degree PLUS one of the following:
  - Completed college-level coursework in statistics and computer programming with a grade of B- or better.
  - At least two years of work experience in a data analytics, data science, data engineering, or database administration role.
  - A current and active third-party certification in data analytics, data science, or data engineering from the list available at http://www.wgu.edu/admissions/it_requirements.

School of Education Admission Requirements

The WGU School of Education is a recognized national leader in online teacher education. Below are admissions requirements specific to School of Education programs that are in addition to WGU's general admissions requirements.

https://www.wgu.edu/admissions/teaching-requirements.html

Special Requirements for Undergraduate Programs Leading to Initial Licensure:

Applicants to undergraduate initial licensure programs must possess a high school diploma or its equivalent AND demonstrate program readiness through one of the following options:

- Option 1: Submit transcripts documenting completion of college-level coursework for review of GPA.
- Option 2: Possess a bachelors or associate degree (A.A or A.S. acceptable) from an accredited institution.
- Option 3: Submit high school transcripts for review of GPA.

Special Requirements for Programs Leading to Endorsement:

If enrolled in a program that also includes a special endorsement (for example, the M.A. in Mathematics Education, with an endorsement to teach secondary mathematics) and the student plans to eventually apply for the endorsement, the following are required:

- A copy of a valid teaching license (an Enrollment Counselor will instruct students when and how to submit their teaching license prior to or during their program).
- Official transcripts demonstrating that a bachelor’s degree was earned from a recognized, accredited university.

Additional Requirements for Entry into the M.S. Educational Leadership Program:

Prior to entry into the M.S. Educational Leadership degree program, students will be required to complete a candidate interview and provide the following:

- Evidence of a bachelor's degree from an accredited institution.
- Proof of a state issued, valid, and unexpired standard professional license.
- A resume showing three years of licensed professional experience in a P-12 setting (excluding probationary, temporary, and substitute teaching experience).
- A confidential recommendation.
- Recent annual summative performance evaluation.

Additional Requirements for Entry into M.A. in Teaching Programs:

To be considered eligible for enrollment into a M.A. in Teaching English Education, Mathematics Education or Science Education degree programs, students must provide official transcripts that demonstrate they have earned a bachelor’s degree from a recognized, institutionally accredited (also known as regionally accredited) university AND demonstrate readiness through one of the following:

- Option 1: Content-related undergraduate or graduate degree with GPA of at least 2.5 (or higher, depending upon your state).
- Option 2: Undergraduate or graduate degree with GPA of at least 2.5 (or higher, depending upon your state) and 24-30 hours of content specific coursework, equivalent to a major.
- Option 3: Undergraduate or graduate degree with GPA of at least 2.0 (or higher, depending upon your state), a passing score on the WGU program required basic skills test (e.g., Praxis CORE) and demonstrate content competency via one of the following pathways 1) 24-30 hours of content specific coursework, equivalent to a major OR 2) an undergraduate or graduate degree in a content-related area to which area of program you are seeking admission.

The M.A. in Teaching, Elementary Education and M.A. in Teaching, Special Education degree programs requires a 2.5 minimum GPA (or higher, depending upon your state), or the competency-based equivalent, in your bachelor's program. Applicants with a GPA lower than a 2.5 but a 2.0 or above may seek admission by submitting passing scores from the WGU program required basic skills test (e.g. Praxis CORE). An Enrollment Counselor can help students best determine whether they have the sufficient background for entry into their program of choice.

State Regulatory Information

Western Governors University monitors developments in state rules and regulations to maintain pathways to opportunities where students reside. If changes to the pathways occur while a student is enrolled, WGU works with the state and notifies the affected students to potential alternative pathways.

Professional Licensure

WGU regularly verifies licensure requirements in each state for programs that lead to a professional license. For a current listing of licensure information, please see the links below.

Teacher Licensure - https://www.wgu.edu/online-teaching-degrees/state-licensure.html

Nursing Licensure - https://www.wgu.edu/online-nursing-health-degrees/state-licensure.html

Business Licensure - https://www.wgu.edu/online-business-degrees/state-licensure.html

NC-SARA

Western Governors University is a participating institution of the National Council for State Authorization Reciprocity Agreements ("NC-SARA" or "SARA"), allowing WGU to operate in a number of states/territories based on its approval in the State of Utah. For additional information on NC-SARA, visit http://nc-sara.org. After exhausting WGU's Student Complaint Process, the Utah System of Higher Education ("USHE") handles complaints from individuals in states/territories where the university operates (see https://ushe.edu/office-of-commissioner/state-authorization-ut-sara/); however, USHE will only consider complaints that were previously unresolved by WGU and may refer a complaint to an agency in another state for investigation.

Complaint Process: https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Consumer-Complaint-Process/ta-p/160

If a state or territory is not included below, WGU educates students in those jurisdictions through participation in SARA.

American Samoa

American Samoa does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in American Samoa is not required.

Arizona

Western Governors University is approved by the Arizona State Board for Private Postsecondary Education. If a student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details: 1740 W. Adams Street, Suite 3008; Phoenix, AZ 85007; (602) 542-5709; Website: https://ppse.az.gov

California

The California Bureau for Private Postsecondary Education does not regulate out-of-state private nonprofit institutions. Therefore, approval for WGU to offer distance education programs to students located in California is not required.

Guam

The Guam Council on Post-Secondary Institution Certification does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in Guam is not required.

Indiana

Western Governors University, known in Indiana as "Western Governors University Indiana" or "WGU Indiana" was chartered by Executive Order 10-04 of Mitchell E. Daniels, Jr., Governor of the State of Indiana, on June 11, 2010.

Missouri

Western Governors University, known in Missouri as "Western Governors University Missouri" or "WGU Missouri" was established by Executive Order 13-04 of Jay Nixon, Governor of the State of Missouri, on February 15, 2013.

Western Governors University is approved to operate online degree programs by the Missouri Department of Higher Education. Additional information regarding this institution may be obtained by contacting the Department at 301 W. High Street, P.O. Box 1469; Jefferson City, MO 65102-1469; info@dhewd.mo.gov.

Nebraska

Western Governors University is approved to operate in Nebraska by Nebraska's Coordinating Commission for Postsecondary Education. Additional information regarding this institution may be obtained by contacting the Commission at P.O. Box 95005; Lincoln, NE 68509-5005; (402) 471-2847.

Nevada

Western Governors University, known in Nevada as "Western Governors University Nevada" or "WGU Nevada" was established by an Executive Proclamation of Brian Sandoval, Governor of the State of Nevada, on June 16, 2015.

North Carolina

Western Governors University, known in North Carolina as "Western Governors University North Carolina" or "WGU North Carolina" was established on October 5, 2017 through approval by The University of North Carolina System.

The UNC System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603
Website: https://www.northcarolina.edu/contact

Student complaints with the state may be submitted online at https://studentcomplaints.northcarolina.edu/form or for more information use the following contact information:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
919.962.4550
Website: https://www.northcarolina.edu/post-secondary-education-complaints

The State Board of Education has also established a process for student complaints concerning an Education Preparation Program (EPP). For more information, refer to the North Carolina Department of Public Instruction (NCDPI) website - https://www.dpi.nc.gov/documents/epp/epp-complaint-process/download?attachment

A Tuition Guarantee Bond for North Carolina is held at the office of the president in Salt Lake City, UT and is reviewable upon request to those wishing to see it during business hours.

Northern Mariana Islands

The Commonwealth of the Northern Mariana Islands does not regulate distance education. Therefore, approval for WGU to offer distance education programs to students located in the Northern Mariana Islands is not required.

Ohio

Western Governors University, known in Ohio as "Western Governors University Ohio" or "WGU Ohio" was established on June 21, 2018 through approval by the Ohio Department of Higher Education. Additonal information regarding this institution may be obtained by contacting the Department at 25 South Front Street; Columbus, OH 43215; (614) 466-6000; https://highered.ohio.gov/.

Tennessee

Western Governors University, known in Tennessee as "Western Governors University Tennessee" or "WGU Tennessee" was established through a Memorandum of Understanding between Bill Haslam, Governor of the State of Tennessee, and Robert W. Mendenhall, President of Western Governors University, on July 9, 2013.

Texas

Western Governors University, known in Texas as "Western Governors University Texas" or "WGU Texas" was established by Executive Order RP 75 of Rick Perry, Governor of the State of Texas, on August 3, 2011.

Western Governors University is authorized to conduct courses and grant degrees by the Texas Higher Education Coordinating Board. Additional information regarding this institution may be obtained by contacting the Board at 1200 E Anderson Lane; Austin, TX 78752; (512) 427-6101.

Utah

Western Governors University has met the requirements of Utah Code Ann. §13-34a-203 to be a registered postsecondary school, legally authorized by the State of Utah.

Washington

Western Governors University, known in Washington as "Western Governors University Washington" or "WGU Washington" was established by the passing of Substitute House Bill 1822, effective on July 22, 2011, with the approval of Christine Gregoire, Governor of the State of Washington.

Tuition and Financial Aid

Tuition and Fees for Degree Programs (Effective September 1, 2024)

WGU charges tuition at a flat rate every term. The more courses a student completes each term, the more affordable their degree program becomes. For more information, visit https://www.wgu.edu/financial-aid-tuition.html. All prices below are in U.S. Dollars.

Applicable to All Programs

Resource Fee: $200 Per Term
Application Fee: $65 (One Time)

Note: WGU does not "profit" from application fees, as they help offset only a small portion of enrollment and admission costs. WGU charges a $200 Resource Fee each term. This fee helps cover the use of the online library, e-textbooks, and many other learning resources. With few exceptions, required textbooks are available as e-textbooks, so students won't have to purchase hard copy textbooks.

Transcript order and other potential fees - https://cm.wgu.edu/t5/Financial-Services/Tuition-and-Fees-Amount/ta-p/57

Costs for standalone courses and certificates are listed on page 47 of the catalog.

School of Business

Undergraduate Program Tuition: $3,755 Per Term
Graduate Program Tuition: $4,755 Per Term

Leavitt School of Health

Bachelor of Science, Nursing (RN to BSN) Tuition: $5,325 Per Term**
Bachelor of Science, Nursing (Prelicensure) Tuition: $8,755 Per Term + Other Fees*
Bachelor of Science, Health Information Management Tuition: $4,210 Per Term
Bachelor of Science, Health and Human Services Tuition: $4,210 Per Term
Bachelor of Science, Health Science Tuition: $4,210 Per Term
Bachelor of Science, Psychology Tuition: $4,085 Per Term
Bachelor of Science, Public Health Tuition: $4,210 Per Term
Master of Science, Nursing (RN to MSN) Tuition: $5,325 Per Term (Undergraduate), $5,035 Per Term (Graduate)**
Master of Science, Nursing (BSN to MSN) Tuition: $5,035 Per Term
Master of Science or Post-Master's Certificate, Nursing - Family Nurse Practitioner Tuition: $6,850 Per Term
Master of Science or Post-Master's Certificate, Nursing - Psychiatric Nurse Practitioner Tuition: $6,955 Per Term
Master of Healthcare Administration Tuition: $4,955 Per Term
Master of Public Health Tuition: $4,995 Per Term
All Other Post-Master's Certificates Tuition: $5,035 Per Term

*B.S. Nursing (Prelicensure) Fees:

- Uniforms: approx. $150 (plus shipping, handling, and applicable taxes)
- Lab kit fees: approx. $250
- Drug Screen, Background Check, and Immunization Tracking System: $94 - includes one alias search. Additional information is available on the degree webpage.
- Compliance fees will vary depending on the compliance items a student needs for placement. Additional information is available on the degree webpage, including other potential fees.

**Effective October 1, 2024

School of Education

Undergraduate Program Tuition: $3,825 Per Term
Graduate Program Tuition: $4,125 Per Term

School of Technology

Bachelor of Science, Cybersecurity & Information Assurance Tuition: $4,365 Per Term
Bachelor of Science, Cloud Computing Tuition: $4,085 Per Term
Bachelor of Science, Computer Science Tuition: $4,085 Per Term
Bachelor of Science, Software Engineering Tuition: $4,085 Per Term
Bachelor of Science, Information Technology Tuition: $3,725 Per Term
Bachelor of Science, Data Analytics Tuition: $3,835 Per Term
Bachelor of Science, Network Engineering and Security Tuition: $3,835 Per Term
Master of Science, Cybersecurity & Information Assurance Tuition: $4,655 Per Term
Master of Science, Data Analytics Tuition: $4,520 Per Term
Master of Science, IT Management Tuition: $4,040 Per Term
Accelerated Information Technology Bachelor's and Master's Tuition: $3,725 Per Term (Undergraduate), $4,040 Per Term (Graduate)

Tuition Payment and Financial Policies

The Financial Aid Office can be reached by email at financialservices@wgu.edu or by calling 877.435.7948. Hours of operation are weekdays 7 AM to 7 PM MT (closed on weekends). Please see the student handbook for an overview of financial aid: https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Financial-Aid-Overview/ta-p/195.

WGU Financial Policy

Western Governors University is dedicated to providing the best possible education and service to our students. A complete understanding of financial responsibilities is an essential element of a student's education. The WGU Financial Services office is committed to assisting all student account needs. However, students have the primary responsibility to make sure their tuition is paid on time each term.

Payment is Required at the Beginning of Each Term

Tuition for the full term is due by the 1st day of each term. Financial clearance is due for new students on or before the 22nd of the month proceeding the first day of the first term. Acceptance of term registration confirms agreement to pay tuition in full. For a small enrollment fee, WGU offers a payment plan for those who cannot pay in full by the required date. To enroll in a payment plan, select the "View Payment Plans" link in the Financial Services section on the Student Support tab of the student portal. Payment or payment plan participation is required by the first day of each new term. Students in an active bankruptcy, prior collection agency placement for a balance due to WGU, or who have a prior payment plan default, are not eligible for a WGU payment plan.

Payment Deadlines

Payments received or payment arrangements must be completed on the student portal by:

- New student with first term tuition - On the 22nd day of month prior to term start.
- Renewal term tuition - First day of the term.

Financial Aid

Students have the responsibility to apply for and submit all forms required by the Financial Aid office and be aware of deadlines for submission. Application for financial aid is not a guarantee of funding. In the event students are approved for financial aid and are under-funded or students become ineligible for financial aid funds they are responsible for the financial obligation on their account. Regardless of the status of their financial aid file, it is the responsibility of students to ensure that tuition and fees are paid by the appropriate deadline.

In accordance with federal guidelines, WGU applies funds to student accounts in the following order, as available:

- Federal Pell grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- State grants
- Scholarships/Tuition Assistance
- Direct subsidized loans
- Teach grant

- Americorps
- Direct unsubsidized loans
- PLUS loans
- Private loans

Payment Methods

WGU accepts cash, checks, and web checks/EFT at no additional cost to students. Credit/Debit cards (Visa, MasterCard, Discover, and American Express) are accepted, but a 2.85% card processing fee applies. WGU does not accept post-dated checks. WGU will not hold any check for deposit past the date of the receipt of the check. WGU is not responsible for bank fees associated with the deposit of said check. More information about paying by check is available at https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Tuition-Payment-and-Financial-Policies/ta-p/145.

To protect students' financial records, WGU does not accept payments over the phone, under any circumstance.

Refunds

Once eligibility for a refund is calculated, the Financial Services office processes tuition charges and refunds within 30 days, as applicable. Funds reimbursed to students are reimbursed via the original payment method; i.e., payments received via credit card are refunded (less non-refundable convenience fee) to the card used for payment, and payments received via check are refunded via check or direct deposit. To set up your preferred check refund method, please access the ‘Select Refund Method’ link available on the ‘My Account’ page in the Student portal. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the Return of Title IV Financial Aid funds calculation, and as a result of this calculation, students may owe WGU a portion of tuition and fees not covered.

All funding sources (i.e., internal and external scholarships, waivers, discounts and grants) will be reviewed and may be subject to a proration calculation. In the case of third-party funds (i.e., employer contributions, government funding, military payments, etc.), if the payment exceeds tuition and fees, WGU will follow any instructions provided by the original payer for the appropriate handling of the refund. If no instructions are provided, the refund will be processed to the original payer. Students are responsible for any portion of the tuition and fees owed, after refunds to all payers.

Note: For Missouri residents, the application fee is refundable if the applicant terminates the admission process by notifying the Enrollment or Admissions Department within three business days of paying the application fee. The resource fee is billed at the beginning of each term and is refundable if the student terminates enrollment within three business days of the start of the term. After three business days, these fees are non-refundable.

Billing and Account Statements

A WGU student account billing notice is generated each time a charge or a charge adjustment is applied to a student account. Billing notices are delivered to myWGU student email accounts. Students may download account statements via the student portal by visiting the Student Support tab in the student portal. Select Financial Services on the left and click "My Account." Scroll to the bottom of the My Account screen to download a term account statement, cumulative account statement, or course cost breakdown.

Past Due Accounts

Tuition for the full term is due by the first day of each term. Any account not paid in full, awarded financial aid funding or other third-party guarantor, or on an authorized Payment Plan is past due on the second day of the term. Past due accounts may be placed on financial hold for non-payment. Failure to complete payment or payment arrangements with WGU or make payment in full may result in administrative withdrawal.

Automatic Enrollment Confirmation/Not Attending Cancellation for Renewal Term Students

Students' tuition for renewal terms is automatically charged on the first day of the term. Thus, if a student will not be attending a subsequent term, *it is necessary for the student to notify their Program Mentor* by telephone or email prior to enrollment for the term. Once the student has completed term enrollment with the Program Mentor, the student will be liable for charges incurred.

Final Term Students

Students in their final term may be eligible for part time enrollment if they do not have enough required units remaining to

be full-time. All Students will have their tuition adjusted by the number of competency units enrolled in a term, not by time attended within a term. For an estimate of prorated tuition, please refer to the student handbook article - https://cm.wgu.edu/t5/Financial-Services/Tuition-Information-for-Part-Time-Enrollment/ta-p/107

Returned Checks

Payment of tuition or fees with a check that is subsequently returned as unpaid from the bank results in a returned check fee. A student may not satisfy a returned check obligation with a personal check. After two returned checks, WGU will no longer accept a personal check for payment on a student's account. All future payments must be made via credit card (which will incur a 2.85% convenience fee) or money order. Failure to clear a returned check taken in payment for tuition or fees results in administrative withdrawal from WGU. Once this action is taken, students cannot be reinstated for the term, but will owe prorated portion of the charges for tuition in addition to other collection costs and charges necessary for the collection of the returned check. A student may apply for re-enrollment for the following term when all balances are resolved.

Delinquent Accounts

Failure to meet financial obligations of any kind to the university may result in a financial hold and suspension of future services including enrollment for subsequent terms. In addition, delinquent accounts may be referred to a collection agency. Students are responsible for additional late payment charges, interest, attorney's fees, other reasonable costs, and charges necessary for the collection of any amount not paid when due.

Student Financial Aid Requirements

http://www.wgu.edu/tuition_financial_aid/financial_aid

WGU is approved by the U.S. Department of Education to offer federal student aid in most of our programs. Because of our more affordable tuition, WGU students are able to graduate without large amounts of student debt to repay. If students qualify for and accept federal student aid, it will cover most, if not all, direct education expenses. Financial aid can be used for tuition and fees (including electronic learning materials), textbooks, technology, room and board. A complete list of allowable expenses is listed in the Cost of Attendance Policy.

To receive consideration for any federal student aid program, students must first file the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa. When students fill out the FAFSA, they are applying for aid for a specific year; therefore, they will need to renew the FAFSA application each award year.

Most WGU students qualify for at least one type of federal aid. To be eligible for federal student aid (grants, loans, and work-study funds), students must meet the following requirements established by the U.S. Department of Education:

- demonstrate financial need (for most programs);
- be a U.S. citizen or an eligible noncitizen;
- have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau);
- be enrolled or accepted for enrollment as a regular student in an eligible program;
- be enrolled at least half-time to be eligible for Direct Loan Program funds;
- maintain satisfactory academic progress;
- sign the certification statement on the *Free Application for Federal Student Aid (FAFSA®)* form stating that you are not in default on a federal student loan, you do not owe money on a federal student grant, and you will use federal student aid only for educational purposes; and
- show you're qualified to obtain a college education by
    - having a high school diploma or a recognized equivalent such as a General Educational Development (GED) certificate;
    - completing a high school education in a homeschool setting approved under state law (or—if state law does not require a homeschooled student to obtain a completion credential—completing a high school education in a homeschool setting that qualifies as an exemption from compulsory attendance requirements under state law); or
    - enrolling in an eligible career pathway program and meeting one of the "ability-to-benefit" alternatives described at https://studentaid.gov/understand-aid/eligibility/requirements#ability-to-benefit.

Satisfactory Academic Progress

https://cm.wgu.edu/t5/Academic-Requirements/Satisfactory-Academic-Progress-SAP/ta-p/140

Federal regulations require that all students who receive federal student aid funds maintain satisfactory academic progress (SAP). It is a measure of student progress toward the completion of a degree and is assessed by qualitative (grade-based) and quantitative (time-based) measures. WGU evaluates these measures at the end of each completed payment period or term in the student's academic program and at the time of withdrawal from the university.

The university defines demonstrating a competency (a grade of "pass") as a grade equivalent to a "B" or better (3.0 on a 4-point scale). WGU does not calculate a GPA. Students receive a mark of "pass" or "not passed" on their permanent academic record for any courses for which they enroll in a term, regardless of whether they attempt an assessment. A course with a grade of "not passed" or "withdrawn" is considered as a failed course and is counted against SAP.

A quantitative measure is the completion of 66.67% of all competency units attempted. This percentage is determined by dividing the number of competency units completed by the total number of units for which a student enrolled cumulatively over the student's academic career at WGU. Completing at least 66.67% of all competencies means the student is on track to complete the program within the required 150% of the published length of the program measured in competency units.

Maintaining Satisfactory Academic Progress

To maintain good standing for SAP, students must complete at least one course in each term and achieve an overall minimum cumulative pass rate of 66.67% for all competency units attempted and completed.

The Higher Education Act requires a specific qualitative review at the end of the student's second academic year. Students enrolled in a program of more than two academic years must have at least a "C" or its equivalent, or have an academic standing consistent with WGU's graduation requirements. In addition, a student is ineligible when it becomes mathematically impossible for the student to complete their program within 150% of the length of the program.

Transfer Credits from Other Institutions

Students who are granted transfer credits to WGU that count toward the student's current grade level are included in both attempted and completed when measuring SAP.

First-Term Critical Actions

New students at WGU who do not complete one of the defined "first-term critical actions" within 45 days from the first term start date will be administratively withdrawn. WGU excludes this term from the SAP calculation. For more information on first-term critical actions, see the student handbook - https://cm.wgu.edu/t5/Academic-Technical-Requirements/First-Term-Critical-Actions/ta-p/11989.

Program and Catalog Change

A change in the program of study will not affect a student's SAP standing. If the new program is in the same credential level as the old program and there are no changes to the number of transfer credits applied to the new program of study, SAP standing remains the same. If WGU awards additional or removes transfer credits to align with the new program of study, the student's SAP status may be affected. If the credential level of the new program is different from the old program (e.g., bachelor's degree program into master's degree program or vice versa), the student will begin as a first term student with a new SAP history. A change in program of study will not affect a student's SAP standing provided the new program is in the same grade level as the old program and transfer credit is not added or removed.

For catalog changes, the SAP standing remains the same if the latest version does not increase the number of required CUs to complete the program. Changes to the number of CUs required to complete the program may affect the SAP standing.

Students requesting readmission into WGU will return with the SAP status calculated at the time of withdrawal unless the program change or catalog change policy applies.

For more information on program changes, catalog changes, grade changes, multiple programs, and stacked degree and credential programs, please refer to the student handbook using the SAP link above.

Financial Aid Warning

Students are required to complete at least one course and achieve a cumulative completion rate of at least 66.67% at the end of each term.

Students who fail to maintain SAP are placed on warning and may be terminated from federal financial aid eligibility according to the following criteria:

- Students who finish their term with a cumulative SAP of less than 66.67% and do not complete at least one course for the first time are placed on a warning status for the subsequent term but remain eligible for financial aid.
- Students in a warning term who complete at least one course and achieve a cumulative completion rate of at least 66.67% are returned to good academic standing.

Students who are terminated from financial aid eligibility may continue their studies at WGU but are required to self-pay and make payment arrangements through the Student Accounts office.

In the case of extenuating circumstances, students may appeal their termination status to the Financial Aid Appeal Committee. Please refer to the student handbook (see SAP link above) for instructions regarding financial aid termination and appeal, financial aid probation, and financial aid reinstatement.

Student Notification

The university notifies students of the results of any SAP evaluation affecting the eligibility for FSA funds for the entire payment period.

Scholarship and Grant Recipients

Most scholarships and grants do not allow for a warning term. Failure to meet SAP in any given term can result in termination of scholarship or grant funds. Please refer to the scholarship or grant materials or contact the scholarship department at scholarships@wgu.edu for additional information.

Scholarships

Scholarship awards issued by Western Governors University are financial awards provided to students to help them meet a portion of their tuition costs. Awards are limited to the amount of each scholarship, and depending on the amount, the scholarship may or may not cover all tuition and fees. Students are responsible for paying any tuition charges not covered by their scholarship. Unused scholarship monies will not be refunded to students.

Scholarship terms - https://cm.wgu.edu/t5/Financial-Services/Scholarship-Terms-and-Conditions/ta-p/67
Scholarship list - https://www.wgu.edu/financial-aid-tuition/scholarships.html

Refund and Cancellation Policy

https://cm.wgu.edu/t5/Registration-Student-Records/Institutional-Withdrawal-Refund-Policy/ta-p/87

Students who withdraw within three business days from their first term start date are eligible for a full refund including all tuition and fees paid, minus the student's application fee.

The following students are eligible for a refund of a prorated portion of tuition:

- Students who have an effective withdrawal date after three business days from their first term start date, but before the completion of 60% of a term.
- Students who are in any term other than their first term and have an effective withdrawal date before completion of 60% of a term.

Students with a withdrawal date occurring after 60% of the term is completed are not eligible for a refund. The admission application fee, resource fee, and program specific fees are non-refundable for effective withdrawal occurring after the first three business days of a student's first term start date.

Determining Withdrawal Dates

Withdrawal dates are determined in two ways, either through official withdrawal or through administrative withdrawal.

Official withdrawal is a student's voluntary withdrawal due to inability to continue their studies at WGU regardless of the cause of such inability. Administrative withdrawal is the involuntary dismissal from WGU due to failure to meet academic or other requirements.

Official withdrawal: The withdrawal date is the date a student notifies the university of their final decision for withdrawal. Administrative withdrawal: The withdrawal date is the last date of the student's academic activity within an enrolled term.

Calculating the Refund

WGU will calculate the refund for students who withdraw pursuant to the policies listed above in this section using the following formula:

- The number of calendar days from the official term start date to the withdrawal date, divided by the total number of calendar days in the term.
- WGU calculates the amount of the tuition refund by multiplying tuition billed for the term (less any tuition discounts) by the percentage of the term the student was not enrolled, and subtracting the amount of tuition already paid. For example, a student who withdraws halfway (50%) through a term and has paid $2000 of a $3000 total tuition charge would be entitled to a refund of $500 (($3000 * 50%) - $2000 = $500)).
- The resource fee and other program specific fees are non-refundable.

Refunds

Once WGU calculates tuition charges and determines eligibility for a refund, the Bursar office processes refunds within 30 days as applicable. In the case of financial aid recipients, WGU is required to return unearned financial aid to the appropriate grant or loan program based on the Return of Title IV Financial Aid funds calculation. As a result of this calculation, students may owe WGU a portion of tuition and fees. Refund methods default to a mailed check. Students are encouraged to set up their preferred refund method.

All funding sources (i.e., internal and external scholarships, waivers, discounts and grants) will be reviewed and may be subject to a proration calculation. In the case of third-party funds, i.e., employer contributions, government funding, military payments, etc., if the payment exceeds tuition and fees, WGU will follow any instructions provided by the original payer for the appropriate handling of the refund. If no instructions are provided, the refund will be processed to the original payer. Students are responsible for any portion of the tuition and fees owed, after refunds to all payers.

Tuition Appeal

In the case of exceptional circumstances where students are not entitled to a refund under the policies outlined above, students may make an appeal for tuition considerations by submitting a formal complaint containing a written explanation of circumstances that warrant an exception to the published refund policy. Exceptional circumstances might include incapacitating illness or injury. Supporting documentation to verify exceptional circumstances is required. Disciplinary action imposed on a student due to violations of the Code of Student Conduct is not considered valid grounds for tuition appeal. For more information, visit https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Student-Complaint-and-Grievance-Policy/ta-p/194.

Academic Policies

Credit Transfer Guidelines

https://www.wgu.edu/admissions/transfers.html

WGU does not grant credit for prior training or experience. However, students who enter with significant experience in their field of study may be able to pass some of the required WGU assessments on an accelerated schedule. Transfer guidelines are described below in excerpts from the WGU website and Student Handbook.

General Transfer Guidelines

Students that have taken courses or received a degree from a community college or another college or university are likely already well on their way to a WGU degree. Students can almost always transfer credits when they send accredited bachelor's or associate degree transcripts.

WGU offers a free transcript service to help students gather and submit transcripts. During the application, students will be asked if they would like to opt-in to this service, and have their transcripts gathered and sent from participating institutions.

For applicants that opt out of the free transcript service or if a school does not participate, official transcripts should be mailed directly from transferring colleges to the WGU Transcripts Department. A student's copy of their transcript is not considered official unless it is sealed. Applicants should order official transcripts promptly, as they can take a few weeks to arrive. Transcripts should be received by the fifth of the month prior to the intended start date.

The process for requesting and sending transcripts from previously attended institutions is described on the WGU website: https://www.wgu.edu/admissions/transfers/transfer-to-wgu.html.

In order to have WGU complete an official transcript evaluation, applicants must complete the online application form, pay the application fee, have a WGU issued ID, and WGU must have received official transcripts from the institution(s) at which the applicant earned the credit or applicants must work with their Enrollment Counselor to mark their previously attended institutions as not expected/excluded.

In order to ensure that WGU grants all transfer credit that the applicant is due and places the applicant appropriately in their program, WGU recommends that applicants submit all transcripts from their previously attended institutions. WGU does not perform unofficial evaluations or accept unofficial transcripts. WGU does not award transfer credit after the student's initial term start date, once a student begins studies at WGU.

Applicants may transfer credit up to and not exceeding 75 percent of their program. WGU determines the maximum amount of credit an applicant may be able to transfer on a programmatic basis.

WGU conducts official transcript evaluations during the month prior to the applicant's start date. WGU processes transcripts in the order it receives them. Applicants should contact their Enrollment Counselor if it has been more than 15 business days since WGU received their transcripts and the applicant does not have a completed evaluation.

For more information on transfer policies, see https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Undergraduate-Transfer-Credit/ta-p/49140.

For specific program transfer guidelines, see https://partners.wgu.edu/general-transfer-guidelines.

Transferring from a Community College

WGU maintains relations with many community colleges throughout the United States. Students transferring from a U.S. community college can expect a comprehensive transfer policy. Information about community college transfers is available at https://www.wgu.edu/admissions/transfers/transfer-to-wgu.html and https://partners.wgu.edu.

Transferring from WGU

WGU students who may be interested in transferring to another institution, either before or after completing their studies at WGU, should keep in mind the following points:

- All institutions reserve the right to determine their own transfer policies, and not all academic work completed at one institution may transfer to another.
- Students should check the transfer policies at the institution or institutions they are considering by consulting with the admissions or registrar office at those institution(s).
- Students who transfer should request that the WGU registrar send an official academic transcript of their WGU transfer credits and academic work to the institution(s) where they are applying for admission.
- The WGU academic transcript will note subject areas (domains) that were successfully completed. WGU transfer credits and equivalencies for the completed domains will be listed.

For more information, see https://www.wgu.edu/admissions/transfers/wgu-transcript-request.html.

Term Registration and Enrollment

WGU starts a new term on the first day of every month and the duration is six calendar months in length. Students may only be enrolled in a single term and are considered enrolled and active once term enrollment has been established. Students register prior to a term by working with their Program Mentor to set a plan of courses to be completed. Students then accept enrollment for the term on or after the first day of the new term. The term enrollment process is important because by accepting enrollment, the student is agreeing to pay tuition in full, complete the courses by the end of the term, and adhere to the Academic Activity Policy.

As part of the term planning process, the student will complete the course planning tool for each course for which they are planning to register. During term registration, the student and Program Mentor will use the course planning tool report, as well as information about the student's schedule and needs, to make a Term Plan that includes start and end dates for each course in the term. The student will select these dates with their Program Mentor to help set a pace that will ensure the student can complete the enrolled courses by the end of the term. Because starting courses in a timely fashion is essential to staying on pace, each student should work with their Program Mentor to set a Term Plan and accept enrollment by the 7th day of each term.

Term enrollment must be completed no later than the 10th day of the start of the term for continuing students and the 20th day of the start of the term for new students. Students who do not complete registration and enrollment for the new term by these deadlines are administratively withdrawn from the university. First term students must also complete one of the First Term Critical Actions within 45 days of the start of their first term to avoid administrative withdrawal. Once term enrollment is established, students are considered enrolled for the term and are responsible for tuition charges. Once students have enrolled in a term, they are committed to the courses and changes to enrollment will not be processed.

Academic Activity Policy - https://cm.wgu.edu/t5/Academic-Requirements/Academic-Activity-Policy/ta-p/11641
Course Planning Tool - https://cm.wgu.edu/t5/Registration-Student-Records/Course-Planning-Tool/ta-p/18853
First Term Critical Actions - https://cm.wgu.edu/t5/Academic-Requirements/First-Term-Critical-Actions/ta-p/11989

Working Ahead or Accelerating Courses

Students may accelerate their studies by adding courses to their active program to the term once they have successfully completed all term requirements (original term enrollment). Students who choose to add additional courses to a term should discuss course acceleration in detail with their Program Mentor. Students should complete the course planning tool for a course before accelerating the course.

Marks of Not Passed

Students are responsible for making sure they complete all courses for which they are enrolled in a term. A mark of Not Passed becomes part of the permanent academic record and transcript for all enrolled courses that are not attempted, not completed and not passed. A mark of Not Passed will count against satisfactory academic progress. Refer to the Satisfactory Academic Progress (SAP) Policy and the Incomplete Course Policy. A student's academic history will not be altered due to changes in program or course updates. Any changes or updates to the degree plan due to a program change or course change does not negate the student's responsibility to complete all courses in term enrollment. Courses appearing on the transcript as Not Passed will not be altered should a student decide to pursue a program change or course update. Some academic changes may result in a permanent unresolved Not Passed on a student's academic history and WGU transcript.

SAP Policy - https://cm.wgu.edu/t5/Academic-Requirements/Satisfactory-Academic-Progress-SAP/ta-p/140
Incomplete Course Policy - https://cm.wgu.edu/t5/Registration-Student-Records/Incomplete-Course-Policy/ta-p/82
Accelerated Courses Policy - https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Accelerated-Courses/ta-p/18850

Passing Vendor Assessments/Certifications not Enrolled in Current Term

Students who attempt and pass a course with a vendor assessment(s)/certification(s) without enrolling in that course in the term shall receive the grade of 'Requirement Satisfied' (RS). Students who attempt a course-related vendor assessment(s)/certification(s), or take any other third-party assessment (e.g. PRAXIS) without course enrollment and/or referral through WGU's assessment scheduling procedures will not have the cost of the exam/voucher(s) paid nor reimbursed by WGU.

Attendance Policy

WGU does not have an institutional attendance policy. Progress is governed by successfully completing assessments that demonstrate mastery of the required competencies. Students engage in a variety of learning resources to build competence and prepare for the assessments. In most cases, these learning materials are independent learning resources such as textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials.

Communication Plan

WGU programs are designed for students to have timely, intentional interactions with faculty. A personalized communication and support plan outlines when and how students will interact with faculty and other members of the Community of Care at WGU. The information below explains the faculty support students will have and how they will create and modify a personalized communication and support plan to help them stay on track to meet their goals.

WGU is dedicated to student success and wants students to have the faculty support they need when they need it. Program Mentors and Instructors will provide regular and proactive personalized support based on a student's needs.

Students and their Program Mentor will collaborate to incorporate individual needs and goals into the academic plan. Program Mentors help students reach their educational goals by providing support with

- academic planning and pacing,
- coaching through obstacles, and
- instruction that connects program competencies to career goals.

Instructors provide personalized course pacing, planning, and instructional support throughout each course. Students and Instructors will collaborate to help students

- build course-based competency,
- implement course-specific success strategies, and
- progress through each course according to the personalized academic plan.

A critical component to success at WGU is the personalized communication and support plan. Students and their Program Mentor will use the student's goals, activities, learning, and academic progress to build a plan for faculty interaction that supports timely engagement and progress.

Working toward a degree is exciting, but for most students, it's also a journey that will take a year or more. Students are more likely to achieve a big, long-term goal when they identify regular, periodic milestones along the way. WGU students are most successful when they make steady progress throughout each term, and the communication and support plan will help students stay on track. By collaborating with faculty members, students maximize their ability to succeed in multiple ways:

- They will always know the most efficient and effective path forward, so they don't waste time trying to figure out what to do next.
- They will build a solid network of expert partners who can help them navigate any challenges that come up.
- They will get their money's worth by taking full advantage of all the support and resources their tuition pays for.

At the start of each term, students will work with their Program Mentor to create a personalized communication and support plan. When they create their plan with their Program Mentor, they will identify when and how they will interact with their Program Mentor, Instructors, and other members of the Community of Care as needed. The frequency, timing, and format of interactions in any term will depend on the student's goals, progress, and individual needs. Throughout the term, students and their Program Mentor will review the communication and support plan to make sure it is still helping them progress toward their goals and engage regularly in their studies. As students learn what works well for them and what support they need, they will modify the plan as needed. The communication and support plan is personalized to the

student, so it won't be the same as another student's plan. The best plan is the one that helps students make consistent progress, demonstrate regular academic activity, and meet their academic goals.

More information on the Communication Plan is available in the student handbook - https://cm.wgu.edu/t5/Information-Resources/Communication-Plan/ta-p/99.

Academic Progress

Western Governors University helps students achieve their dreams for a degree and career success by providing a personalized, flexible, and affordable education based upon real-world competencies. WGU takes an active interest in students' progress through their academic programs and requires students to make measurable advancement toward completion of their degree program each term. With this in mind, the university has established the following policies:

On-Time Progress (OTP): Students completing within the term, a minimum of 12 competency units (CUs) at the undergraduate level, and 8 competency units at the graduate level, are considered to be making on-time progress toward graduation.

Lack of Progress: WGU will administratively withdraw a student from the university at the end of any period consisting of two consecutive terms where zero CUs were completed. WGU does not include terms during which a student is not actively enrolled in a course(s) in its calculation of consecutive terms. Completing CUs in a term or graduating from a program resets the measure of consecutive terms.

Academic Progress Appeals: If a student desires to be considered for continued enrollment after completing zero cumulative CUs within two consecutive terms, the student must submit an appeal. Appeals must be received within the appeal window (see link below). Students who fail to appeal within the designated time frame or whose appeal is denied may be eligible to return via the standard readmission process. WGU does not guarantee continued enrollment or readmission. A student with one term of zero CUs is not required to submit an appeal to remain enrolled as students are not at risk for administrative withdrawal under this policy until they have reached two consecutive zero CU terms.

Academic Progress and Appeals - https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Academic-Progress/ta-p/52

Withdrawal from WGU - https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Withdrawal-from-WGU/ta-p/84
Readmission Following Withdrawal - https://cm.wgu.edu/t5/Admission/Readmission-Following-Withdrawal/ta-p/143

Academic Activity Policy

In addition to the requirements of the Academic Progress policy, students are expected to demonstrate consistent engagement with their studies throughout each academic term. Activities demonstrating academic engagement include:

- Discussion of course content with an Instructor
- Live academic conversation with a Program Mentor
- Completing course planning tools
- Activating a course by clicking the Start Course button
- Completing pre-assessments
- Completing objective assessments
- Submitting a performance assessment task for evaluation
- Attending a faculty-led live event, such as a webinar
- Use of course learning resources
- Viewing recorded faculty-led live events
- Viewing a course-related academic video

Students who are not academically engaged for a period of 14 days may be required to meet with their Program Mentor to develop a plan for the immediate resumption of their studies, to include reengagement with course learning resources and/or meeting with an Instructor. Students who demonstrate 28 days of inactivity will be subject to administrative withdrawal. An academically inactive student will be notified prior to withdrawal.

First-Term Critical Actions

First-Term Critical Actions are academic activities that are highly correlated with student success in the first term (and each successive term). *New students accordingly, are required to engage in at least one of the following academic activities in at least one registered course during the first 45 days of their first term:

- Completion of a Preassessment
- Completion of an Objective Assessment
- Submission of a Performance Assessment Task

Note: If a performance assessment task is returned without an evaluation (as expressed in a comment accompanying the returned task), the submission does not count as a Critical Action. If an evaluation is completed, the submission will count as a Critical Action whether the submission passes or is returned for revision. If a task is subject to an Academic Authenticity evaluation, a case-by-case determination may occur on whether the submission will count.

*Readmission students or Continuing Graduates are not considered new students and this policy does not apply.

Students who do not complete at least one of the requirements listed above will be administratively withdrawn after the 45th day and will receive a prorated tuition refund in accordance with WGU's Refund Policy. Any activity that occurs before the first day of the term or after the 45th day cannot be considered a Critical Action. Students administratively withdrawn under this policy will receive the transcript notation of "Dropped" on all registered courses.

Students will receive multiple email notifications if they are approaching the Critical Action deadline. Appeal information is available at https://cm.wgu.edu/t5/Academic-Requirements/First-Term-Critical-Actions/ta-p/11989.

WGU Grading System

WGU Transcripts include the following possible marks:

- *Pass*: Certifies successful completion of a course of study. A student has demonstrated required competencies by passing the final assessment with a grade equivalent of B or better or 3.00 grade points on a 4.00 scale.
- *Not Passed*: Indicates the student did not complete the required assessment(s) to demonstrate competency before the end of the term.
- *Requirement Satisfied*: Recognizes that a student has satisfied the requirements of a course of study through alternate coursework that may not be directly transferred.
- *Transfer*: Signifies that the student has completed equivalent coursework or holds certifications or licenses that comply with WGU transfer credit policies.
- *Withdrawn*: Represents that the student was withdrawn from WGU or a course before term completion.
- *Dropped*: Verifies that the course was dropped from term registration and is not included in attempted units.
- *Incomplete*: Indicates an arrangement between WGU and the student to complete the course before an agreed upon, later date. The student has not completed the entirety of the coursework and/or the final assessment has been deferred.
- *In Progress*: Indicates a course was not completed within the term because the course, by design, requires a fixed period of time, more than one term to be completed, and/or is not intended to be bound by the term structure of WGU.

The university does not calculate a grade point average (GPA), but its grading scheme means students receive between a 3.0 and 4.0 on a 4.0-scale.

WGU enters grades on transcripts upon completion of a course of study. A course of study In Progress will not appear on the transcript until the end of a Term. Students receive a grade of Pass, Not Passed, In Progress, Dropped or Withdrawn on their permanent academic record and transcript for any course(s) of study for which they enroll in a Term, regardless of whether they attempt an assessment. WGU will not replace an earned Pass or Not Passed with a grade of Withdrawn. WGU counts grades of Not Passed and Withdrawn as units not completed and, as such, these grades count against satisfactory academic progress.

Degree Plan

The degree plan, accessed via the my.wgu.edu student portal, serves as a student's blueprint of program requirements (often called the standard path) and associated learning resources. The degree plan outlines a student's course and non-course requirements in their program and allows students and Program Mentors to work together in planning the path to graduation. The degree plan displays the course details (including course name, course code, complete or not yet complete status, number of competency units, and the assessment type) and start and end dates for registered courses.

The student degree plan lists the courses of study, including assessments, required to complete an academic program. Students access learning resources and make requests to schedule Objective Assessments or begin Performance Assessments inside the online version of a course of study.

The standard path through a student's degree plan may be adjusted by the student and Program Mentor to meet the student's individual needs during term enrollment. Some programs allow substantial reordering of the standard path, but others do not allow any modification.

WGU starts a new term on the first day of every month. Each term is six calendar months in duration. Students may not be enrolled in multiple terms simultaneously. A student may not enroll in a new term until at least six months after the start of their most recent enrolled term. A student who graduates, changes programs, or withdraws from WGU will not be able to start a new term until at least six months after the start date of their most recent enrolled term.

Once term enrollment is complete courses shall not be removed except with the approval of the Office of the Registrar. Students may add courses to the term in accordance with the Accelerated Courses policy (https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Accelerated-Courses/ta-p/18850).

By registering for a course, the student agrees to work on and complete the course within the term. Students should be prepared to engage in and pass all courses for which they enroll. A course that is not passed by the end of the term will be listed as "Not Passed" on the academic transcript. This includes courses for which the student did not attempt the assessment by the end of the term.

Term enrollment should take place within the first ten days of the start of a new term. Students must be enrolled at least full time (12 competency units for undergraduate students and 8 for graduate students). Students who do not complete full-time registration and enrollment for the new term by the 25th of the first month of their term are administratively withdrawn from WGU.

For more information on degree plans, visit https://www.wgu.edu/admissions/student-experience/degree-plan.html or for assessments, visit https://www.wgu.edu/admissions/student-experience/assessments.html.

Courses of Study

The degree plan lists the courses of study required to complete an academic program. A course of study is comprised of five important aspects:

- Defined competencies students are required to demonstrate
- Learning resources needed to gain the competencies
- Contact information for Instructors to support student development of the competencies
- A learning community centered on the competencies
- The assessments of the competencies

Each course of study is assigned a number of competency units (CUs).

Learning Unit

One (1) competency unit (CU) is equivalent to one (1) semester credit of learning. A CU is the value assigned to each assessment to permit tracking of academic progress. Traditional classroom learning is based on the Carnegie Unit where a credit hour is the equivalent of one clock hour of learning (generally considered 50 lecture minutes) per week over the course of a 15-week semester. WGU competency units (CUs) are equivalent to semester hours at other institutions. For example, one (1) CU equals one (1) semester hour of credit. In other terms, using the metric of three (3) semester hours equaling 45 clock hours, one (1) CU is the equivalent of 15 clock hours. This equivalency has been accepted by our external regulators and by other universities (for transfer of credits). WGU transcripts show the number of CUs assigned to each course.

Term Enrollment

Term enrollment is the process of choosing courses and verifying enrollment for the term of study. During term enrollment, students and their Program Mentor will map out which assessments to complete and the time frame in which to do so by established start and end dates. Program Mentors will schedule at least the minimum number of competency units required for full-time enrollment (12 units for undergraduate students, 8 units for graduate students). On-time progress is based on how term enrollment is set each term.

Start and End Dates

To help students plan their progress through the term and to set a study schedule and calendar, students and their Program Mentors will set start and end dates for each course. With these dates, students can plan how to accelerate or

where to spend more time in getting ready to demonstrate competency in an assessment area.

Computer Requirements

Students should use the following technical requirements to guide their selection of a technology package for use during their academic program at WGU. Systems purchased new within the past two years will typically come with the following recommended features. Students can check the technical readiness of their computer system by using the WGU System Check tool to ensure they meet university requirements.

https://www.wgu.edu/admissions/computer_requirements

Hardware Requirements - To use WGU's online systems, a student must have a computer with the following:

- Device Type - personal (not business or school)
- CPU - at least 4-cores
- RAM - 8 GB (minimum), 16 GB (recommended)
- Free internal storage space - at least 20 GB
- Built-in or external speakers (Hard-wired or Bluetooth speakers are acceptable. Headphones are not allowed to be used during a proctored online objective assessment.)
- Additional requirements for the School of Technology are listed in the student handbook (https://cm.wgu.edu/t5/Academic-Requirements/Computer-System-and-Technology-Requirements/ta-p/78)

Network Requirements - To use WGU's online system, a student must have access to a network with the following:

- Network Type - personal (not business or public)
- Network Speed - download/upload 5 Mbps (minimum), 20 Mbps (recommended)

Fully Supported Operating Systems - These operating systems are thoroughly tested to be compatible with all WGU content and are required for proctored online objective assessments:

- Windows 10 or higher - Microsoft will stop supporting Windows 10 in October 2025. Students should ensure their computers are compatible with Windows 11 after that date. Students should contact a local computer support vendor for further support, as the WGU Service Desk cannot help upgrade the operating system.
- macOS 13 Ventura or higher

Partially Supported Operating Systems - These operating systems will work with most WGU content, but some features and applications may require a fully supported operating system from the list above. They are prohibited during proctored online objective assessments.

- Android version 8 or higher
- iOS/iPadOS version 16 or higher

Unsupported Operating Systems - These operating systems may not be compatible with WGU content and are prohibited during proctored online objective assessments. WGU support teams cannot provide support for issues encountered while using them.

- Windows in S Mode (Windows 11 S or Windows 10 S)
- Chrome OS
- Linux / Unix
- Surface RT / Windows on Arm
- Virtual Machines / Containers

Software Requirements

- Microsoft 365 - using the license and software suite provided by WGU for all students, which is required for submitting most performance assessments unless otherwise specified.
- WGU recommends all students have an up-to-date antivirus program.
- Grammarly for Education - using the license provided by WGU for all students.

Additional System Requirements for Online Proctored (OLP) Assessments - USB port or USB compatible dongle adapter

Supported Internet Browsers - WGU strongly encourages up-to-date browser versions that incorporate security fixes and newer technologies, resulting in better user experiences. In addition, WGU does not support any browser that is not explicitly listed below.

- Google Chrome
- Mozilla Firefox
- Apple Safari
- Guardian Browser (WGU-proctored online objective assessments require this to be downloaded)

Multimedia Apps and Plugins - Adobe Reader or PDF reader of choice

External Webcam

Students are required to obtain an external web camera that meets certain technical specifications. A laptop's integrated camera does not meet these requirements. Cameras MUST BE external and elevated to achieve required viewing angle. Recommendations and specifications are listed in the student handbook (https://cm.wgu.edu/t5/Academic-Requirements/Computer-System-and-Technology-Requirements/ta-p/78).

Additional Technology and Software Recommendations

WGU requires students to use several third-party learning resources. System requirements for these resources vary widely by program and assessment and may differ significantly from those listed above. Information Technology students, in particular, may need to install applications requiring a more powerful computer or a specific operating system. If students are concerned that their computer may not meet the minimum requirements for any third-party learning resource or specific application in their degree program, they should contact Student Support Services.

Student Accessibility Services

https://cm.wgu.edu/t5/Student-Services/Policies-and-Procedures-for-Students-with-Disabilities/ta-p/151

Western Governors University is committed to providing equal access to its academic programs to all qualified students. The University's Student Accessibility Services supports this commitment by providing support, resources, advocacy, collaboration, and academic accommodations that conform to federal and state statutes and regulations.

WGU complies with the Americans with Disabilities Act of 1990 (the "ADA"), the Rehabilitation Act of 1973, and other applicable disability discrimination laws. WGU is committed to providing reasonable accommodation(s) to qualified disabled applicants and learners in WGU programs and activities as required by applicable law.

The determination of reasonable accommodation(s) for qualified students with disabilities, and compliance with the ADA and the Rehabilitation Act, are the responsibility of WGU Student Accessibility Services. Student Accessibility Services is the principal point of contact for all students with disability questions or concerns (ADAsupport@wgu.edu).

WGU encourages current and prospective students needing accommodation(s) and/or resources to contact Student Accessibility Services for assistance. Student Accessibility Services will respond to requests for accommodation(s) in accordance with the Policies and Procedures for Students with Disabilities published in the student handbook.

WGU complies with applicable laws concerning the confidentiality of disability-related health information and it is committed to ensuring that all information regarding student health remains appropriately confidential; only Student Accessibility Services has access to student health information. Student Accessibility Services retains student health and accommodation information for the length of a student's enrollment at WGU. If a student wishes to have a record deleted during their enrollment, they must send a written request to Student Accessibility Services. Students may authorize the release of disability information to people or organizations outside of WGU. Before providing such authorization, students should understand the nature of the information to be released and the purpose. WGU may infrequently be required by law to disclose disability information without student consent.

Student Complaint Process

The student complaint policy provides guidance on proper avenues for addressing university-related concerns. A complaint is an expression of dissatisfaction arising from a student's experience with or treatment by university personnel or policies. A grievance is a complaint based on a perceived unfairness or discrimination. Academic and financial appeals (i.e. issues related to competency assessments, academic progress, academic outcomes, financial aid, payments, etc.) are NOT considered complaints and should be handled through the processes published by the relevant departments.

Please see the student handbook article on Academic and Financial Appeals Information for a listing of university appeals processes (https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Academic-and-Financial-Appeals-Information/ta-p/19084).

If a complaint involves any type of alleged discrimination or harassment in violation of the WGU Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes or the student wishes to remain anonymous, the student or any other offended party may immediately make a formal complaint to the Title IX Coordinator per the process outlined in the policy or through Speak Up WGU™.

https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Equal-Opportunity-Harassment-and-Nondiscrimination-Policy-and/ta-p/30767

Speak Up WGU™ online reporting site: www.speakupwgu.ethicspoint.com
Speak Up WGU™ hotline number: 1-(844) 838-1102

The full complaint policy (with information on student ombuds, informal complaints, formal complaints) can be viewed here: https://cm.wgu.edu/t5/Student-Rights-Responsibilities/Student-Complaint-and-Grievance-Policy/ta-p/194

Academic Authenticity

Academic Authenticity is fundamental to the educational process and the assurance of credential integrity at Western Governors University (WGU). WGU holds that respect for ideas and intellectual property rights is critical to academic success. Therefore, this policy establishes the expectations and standards of Academic Authenticity for WGU students. This policy applies to all WGU students regardless of location.

Academic Authenticity means the ethical completion of WGU coursework. Examples include appropriately attributing text, pictures, tables, and graphs used in coursework to the creators and each student completing their own coursework, including not submitting work generated by artificial intelligence (AI) as the student's own work.

All members of the WGU community share the responsibility of ensuring that community members, particularly students, observe the authentic expression of ideas. Examples of Academic Authenticity include but are not limited to:

- Attributing text, pictures, tables, and graphs used in coursework to their creators.
- Giving credit to all sources used, including WGU-provided course materials and the student's own work used as a source.
- Appropriately paraphrasing and/or synthesizing sources.
- Completing assessments independently and honestly to verify individual competency.

WGU expects all students to abide by the following requirements related to Academic Authenticity:

Intellectual Property

- Students may not use any WGU assessment answers or other assessment content found, requested, shared, or purchased on the internet (or elsewhere) to complete their own work. This includes, but is not limited to, using answers to assessment questions or projects completed by someone else and passing, or attempting to pass, those answers and projects off as the students' own work.
- Similarly, active students may not share responses to assessments or projects, including by uploading work on tutoring websites or social media, except as authorized by specific programs for portfolio-building purposes.
- Students may not copy, record, or disclose WGU assessment, course, project, or learning materials to anyone else. This includes copying for personal use and disclosing on websites, blogs, and other social media. Students' final work-product developed in relation to projects may fall under the portfolio exception listed below.
- Students may use capstone projects as source materials so long as they properly cite the source. However, students may not use any previously completed capstone project from another WGU degree or another institution as the final submission of a capstone project for a different degree program in which the student is currently enrolled.
- Students may consent to have their capstone work archived for restricted view by other students and alumni. They may also use and repurpose their capstone and other performance tasks for use when they graduate as an electronic portfolio in furtherance of their professional careers or as an achievement on an academic resume, with care not to violate rules above.
- Any sources used by students in their coursework must be academic in nature and cited properly.

Assessments

- Unless official WGU instructions direct otherwise, assessments and projects must be the student's own individual work. Students shall not engage in unauthorized collaborative efforts in the creation, completion, submission, or revision of assessments. This includes working with other students or using AI-generated content unless official WGU instructions direct otherwise. All students must demonstrate competency in their own work.
- With the exception of capstone archives, students may not read, or review completed assessments for the purpose of generating thought, comparing how other students addressed the task, reviewing references, or any other reason.
- Students shall not falsify or misrepresent information submitted to meet the requirement of any assessment.
- Objective Assessment:
    - WGU may record all proctored objective assessments. When taking a proctored WGU assessment, the student may not access any device or material not specifically approved in advance nor communicate with anyone except the proctor. This includes, but is not limited to: highlighting material during the assessment, running unapproved software or programs, and accessing the internet to search for related materials or definitions.
    - Students shall not read questions aloud.
    - All audio and video equipment must be in working order.
    - WGU requires the student, including hands and arms, to remain in the view of the proctor at all times.

Performance Assessment

- If students use material from any appropriate source, the student must provide attribution to that source. Examples of appropriate sources include, but are not limited to, course-provided content, books, scholarly journals, and online encyclopedias. Students found to be in violation may be subject to sanctions.
- Students must only submit files that WGU can scan through the Similarity Checker unless indicated otherwise by the task directions. Students should only submit handwritten documents and pictures during an Evaluation if the task directions specifically call for submission of that file type.
- To protect each student's identity, WGU encourages (but does not require) students to remove all personally identifiable information, such as phone numbers and addresses, from each submission.
- WGU will store a copy of all submitted work to prevent its use in future submissions.

The Student Code of Conduct defines violations of this policy as "cheating," which is subject to sanctions up to and including expulsion from WGU. WGU may block student access to assessment scheduling or task submission while an investigation of alleged violations of this policy is underway.

University procedures relating to Academic Authenticy are listed in the student handbook - https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Academic-Authenticity/ta-p/128.

Student Code of Conduct

PURPOSE

Western Governors University (WGU) holds the belief that respect for individuals, ideas, and the authenticity of Student work are all critical to a thriving society. Accordingly, WGU maintains that all members of the WGU Community have a shared responsibility for ethical, responsible, and respectful behavior and should comply with all applicable laws in addition to the standards WGU has set forth in this Student Code of Conduct (Code of Conduct). This Policy applies to all WGU Students and persons enrolled in WGU courses or offerings.

DEFINITIONS

1. Academic Record: Information relating to a student's academic performance including transcripts, narrative notes of the student's academic progress as documented by the student's program mentor(s) and course instructor(s), assessment and evaluation results, external exam scores, and results of any academic appeals filed by the student.
2. Accused Student: Any Student accused of violating this Student Code of Conduct.
3. Appellate Board: A panel authorized by the Student Conduct Manager to evaluate a student's appeal of any Student Conduct Board outcome.
4. Complainant: Any person who submits a complaint alleging that a student violated a Policy.
5. Disciplinary Record: A statement of complaints, summary of information considered by or presented to the Student Conduct Board, findings or sanctions, records of appeals, and rationale for the decisions when the student is

found responsible for the alleged infraction(s).

6. Education Records: Broadly defined to include all records directly related to a student which are protected from disclosure under the Family Educational Rights and Privacy Act (FERPA). Disciplinary Records and Academic Records are considered Education Records and, as a result, are kept confidential in accordance with applicable law.
7. Harassment: Any unwelcome verbal, physical, written, electronic, or non-verbal conduct (whether directly, indirectly, or through a third party) based on that person's inclusion in one or more protected classes that is sufficiently severe, persistent, or pervasive to alter the conditions of employment of an employee or to limit, interfere with, or deny educational benefits or opportunities of a Student, from both a subjective and objective viewpoint based on a totality of the circumstances. The circumstances establishing potential Harassment may include the frequency and severity of the conduct, whether the conduct was physically threatening or humiliating, the effect of the conduct on the individual's mental or emotional state, whether the conduct was directed at more than one person, whether the conduct arose in the context of other discriminatory conduct, and whether the speech or conduct deserves the protections of academic freedom.
8. Identity Misrepresentation: The use of false, stolen, or borrowed identification materials (e.g., driver's license) to obtain admission to WGU or access to student financial aid or WGU programs, assessments, or other activities.
9. Policy: The approved written standards, requirements, restrictions, rights, or responsibilities and courses of action that guide decision making and determine behavior relevant to the university community necessary for accomplishing business of the university. These items are stored in several locations including, but not limited to the WGU Student Handbook including this Student Code of Conduct and any Student handbook specific to a WGU degree program. All WGU Policy is made continuously available to Students on the University's website.
10. Student: All persons in all locations taking courses at WGU either full time or part time, pursuing undergraduate, graduate, or professional studies or those in a term break status. Persons who withdraw after allegedly violating the Student Code of Conduct and those who are not officially enrolled for a particular term but who have a continuing relationship with WGU are also considered Students.
11. Student Conduct Board (Board): A panel of persons authorized and trained by the Student Conduct Manager to determine whether a student has violated the Code of Conduct and to decide sanctions that WGU may impose when a student has committed a violation.
12. Student Conduct Manager (Manager): The person designated by WGU to be responsible for the administration of the Student Code of Conduct.
13. Student Conduct Officer (Officer): A WGU Employee authorized on a case-by-case basis by the Student Conduct Manager to investigate complaints, adjudicate administrative resolutions, advise the Student Conduct Board, and carry out sanctions as directed by the Student Conduct Board.
14. WGU Community: All WGU employees, Students, and other stakeholders who participate in WGU business, academic, or other activities.
15. WGU Premises: All land, buildings, facilities, portals, communities, and other property, whether online or physical, in the possession of or owned, used, or controlled by WGU.

POLICY

Student Code Authority

1. The Student Conduct Manager shall determine the composition of the Student Conduct Board and Appellate Boards and determine which Student Conduct Board, Student Conduct Officer (Officer), or Appellate Board shall be authorized to hear matters brought under this Code of Conduct.
2. The Student Conduct Manager develops the Policies for the administration of the student conduct system as described herein, and procedural rules for the conduct of Student Conduct Board Hearings in the Procedures section of this policy.
3. The Student Conduct Board and/or Student Conduct Officer designated by the Student Conduct Manager shall have decision-making authority on all matters assigned to them.

Jurisdiction of Student Code of Conduct

The Student Code of Conduct shall apply to conduct that adversely affects the WGU Community. Each Student shall be responsible for the Student's own conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before courses begin or after courses end, during periods between terms of actual enrollment, or WGU may not discover the conduct until after it has awarded a degree. The Code of Conduct shall apply to a Student's conduct even if the Student withdraws from WGU while a disciplinary matter is pending. The Code of Conduct governs WGU's Community standards, and each Student is bound by this Code of Conduct by virtue of engaging with WGU coursework, resources, and systems regardless of whether the Student has formally read or acknowledged it.

Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes

In addition to the Code of Conduct, all Students at WGU are subject to WGU's Equal Opportunity, Harassment, and Nondiscrimination Policy and Grievance Processes (Nondiscrimination Policy). In cases where the provisions in the Code of Conduct and the provisions in the Nondiscrimination Policy are different or inconsistent, the Nondiscrimination Policy supersedes.

Prohibited Conduct

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code of Conduct:

1. Acts of dishonesty, including but not limited to the following:
    - Violations of the Academic Authenticity Policy.
    - Identity Misrepresentation.
    - Furnishing false information to any WGU Employee or office.
    - Forgery, alteration, or misuse of any WGU document, record, or instrument of identification.
2. Disruption or obstruction of advising, facilitation, instruction, research, administration, disciplinary proceedings or other WGU activity.
3. Unprofessional conduct including Harassment, threatening, bullying or verbal abuse of any member of the WGU Community by any means (conduct, speech, written notes, electronic communication, etc.), or use of threats, profanity, and demeaning or intimidating comments.
4. Physical abuse, threats of physical abuse, and/or other conduct which threatens or endangers the health or safety of any person.
5. Illegal use, possession, or distribution of alcohol or any controlled substance on WGU Premises or at WGU-sponsored events or educational activities.
6. Attempted or actual theft of and/or damage to property of WGU or property of a member of the WGU Community.
7. Failure to conform to the standards of professional conduct outlined in the Teachers College Professional Disposition and Ethics, the Leavitt School of Health Code of Professional Conduct and Dispositions, and similar standards of professional conduct associated with other WGU field experience programs.
8. Violation of any WGU policy.
9. Violation of any federal, state or local law.
10. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on WGU premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
11. Theft, abuse or misuse of WGU computing, information, and communication systems ("WGU systems") and/or protected WGU information, files, and resources ("WGU resources") including but not limited to:
    - Unauthorized entry into WGU resources to use, read, or change the contents, or for any other purpose.
    - Unauthorized transfer of WGU resources.
    - Use of another individual's user name and/or password.
    - Use of WGU systems to interfere with the work of another member of the WGU community.
    - Use of WGU systems to send obscene or harassing messages.
    - Interfering with the normal operation of WGU systems and WGU resources.
    - Use of WGU resources in violation of WGU's Student License Agreement for use of learning resources.
    - Unauthorized use of WGU systems and WGU resources to obtain or disclose the personal details of another member of the WGU community.
    - Tampering with communications.
12. Abuse of the Student Conduct System, including but not limited to:
    - Failure to obey a notice from a Student Conduct Officer to appear for a meeting or hearing as part of the Student Conduct System.
    - Falsification, distortion, or misrepresentation of information in a Student Conduct proceeding.
    - Disruption or interference with the orderly conduct of a Student Conduct Board proceeding.
    - Initiation of or participation in a Student Conduct proceeding in bad faith.
    - Attempting to discourage an individual's proper participation in or use of the Student Conduct system.
    - Attempting to influence the impartiality of any WGU employee prior to and/or during the course of a Student Conduct proceeding.
    - Harassment (verbal, non-verbal, or physical) and/or intimidation of a participant in a Student Conduct proceeding prior to, during, and/or after a student conduct code proceeding.
    - Failure to comply with the sanction(s) imposed under the Student Code.
    - Influencing or attempting to influence another person to commit an abuse of the Student Code of Conduct process.

Attempts and Complicity. WGU prohibits attempting to commit acts prohibited by the Code of Conduct and/or knowingly or willfully encouraging or assisting others to commit any of these acts. WGU will adjudicate attempts and complicity in the same manner as direct violations.

Violation of Law and WGU Discipline. WGU may institute disciplinary proceedings against a Student whose conduct potentially violates both the criminal law and the Code of Conduct (if both alleged violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code of Conduct may continue prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Student Conduct Manager. Determinations made or sanctions imposed under this Code of Conduct shall not be subject to change as of result of the dismissal, reduction, or resolution of criminal complaints arising out of the same facts giving rise to violation of WGU standards.

Any member of the WGU Community may file a complaint against a Student for violations of the Code of Conduct.

PROCEDURES

Complaints and Student Conduct Board Hearings. Individuals must submit an alleged charge(s) in writing to the Student Conduct Officer in a timely manner (i.e., as soon as is practical and without unnecessary or unreasonable delay) after the event takes place or they discover the alleged violation. The Student Conduct Board retains the right to review all documents and information submitted to WGU.

1. The Student Conduct Officer may investigate to determine if the charge(s) has merit and/or if it can be dismissed administratively by mutual consent of the parties involved and with the approval of the Student Conduct Officer. If the Student Conduct Officer decides that dismissal for lack of merit is appropriate, the Officer shall deliver a written explanation of their analysis to the parties to obtain the parties' consent for dismissal. Such disposition shall be final and there shall be no subsequent proceedings.
2. If the Accused Student admits to violations described in the complaint, but the parties do not agree on appropriate sanctions, subsequent procedures, including any hearing, if necessary, shall be limited to determining the appropriate sanction(s).
3. The Student Conduct Officer, or their designee, shall present all complaints to the Accused Student in written form. A time shall be set for the Student Conduct Board hearing, not less than five (5) nor more than fifteen (15) calendar days after the Officer notifies the Student. The Student Conduct Officer, at their discretion, may extend the maximum time limits for scheduling of Student Conduct Board hearings.
4. Student Conduct Board hearings shall occur virtually in accordance with the following:
    - Student Conduct Board hearings shall be closed to public attendees.
    - The Board shall allow the Complainant, Accused Student, and their advisor(s), if any, to attend the entire portion of the Student Conduct Board hearing at which the Board receives information (excluding deliberations). Admission of any other person to the Student Conduct Board Hearing shall be at the discretion of the Student Conduct Board and/or its Student Conduct Officer and limited to only persons necessary to the proceedings.
    - In Student Conduct Board hearings involving more than one Accused Student, the Student Conduct Officer, at their discretion, may determine to conduct the Accused Students' hearings either separately or jointly.
    - Upon five (5) days advance written notice to the WGU Conduct Office at conductadmin@wgu.edu, the Complainant and the Accused Student may choose an advisor to assist them in the proceedings. The advisor must be a member of the WGU Community and may not be acting in the capacity of an attorney. If the Complainant and/or the Accused Student fail to provide a minimum of five (5) days' notice, the Student Conduct Officer may reschedule the Student Conduct Board hearing.
    - The Complainant and/or the Accused Student is responsible for representing themselves and presenting any relevant information at the hearing; therefore, advisors may not speak or participate directly in any Student Conduct Board hearing. A Student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Student Conduct Board hearing.
    - The Complainant, the Accused Student, and the Student Conduct Board may arrange for witnesses to present relevant information to the Student Conduct Board. At the discretion of the Student Conduct Officer, the Officer will try to arrange the attendance of witnesses who are members of the WGU Community, if the Complainant and/or Accused Student have identified such witnesses at least five (5) business days prior to the hearing. Witnesses will provide information to, and answer questions from, the Student Conduct Board. The Accused Student and/or Complainant may suggest questions for the Board to ask each other or witnesses. The Board will conduct the questioning with such questions directed to the chairperson, rather than to the witness directly to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. The Board chairperson, at their discretion, shall resolve questions of whether the Board will receive potential information.

- At the discretion of the chairperson, the Student Conduct Board may accept any relevant records, exhibits, and written statements as evidence.
- All procedural questions are subject to the final decision of the chairperson of the Student Conduct Board.
- After hearing and receiving all relevant evidence, the Student Conduct Board shall determine by consensus whether the Accused Student has committed the violations as alleged in the complaint.
- The Student Conduct Board shall use the preponderance of the evidence standard to make its determination(s) (i.e., more likely than not that the Accused Student committed the violations as alleged).
- Student Code of Conduct proceedings are not subject to formal rules of process, procedure, and/or technical rules of evidence, such as are applicable in criminal or civil court.

5. There shall be a single record, such as an audio recording (or contemporaneous account) of all Student Conduct Board hearings; however, there shall be no recording of the Board's deliberations. The record shall be property of WGU and become part of the Accused Student's Disciplinary Record. WGU maintains the record in accordance with all WGU records retention policies. WGU will keep the record of a suspended or expelled Student indefinitely.
6. If an Accused Student receives appropriate notice and does not attend the Student Conduct Board hearing, the presentation of information in support of the complaint and Board consideration will proceed even if the Accused Student is not present.
7. The Student Conduct Board may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the Complainant or witnesses during the hearing by permitting participation by separate meeting, separate telephone line, written statement, or other means, where determined to be appropriate by the Student Conduct Officer.

Following the Student Conduct Board hearing, the Student Conduct Officer shall advise the Accused Student and the Complainant in writing of the Board's determination and of the sanction(s) imposed, if any.

Sanctions: WGU will impose sanctions for violations that the Student Conduct Board determines the Student has committed. When determining which sanctions to impose, the Student Conduct Board will consider the Student's history of misconduct and the severity of the violations. Certain behaviors, such as proxy cheating, are considered egregious violations of the Code and may warrant expulsion without prior warnings or remediation opportunities. The Student Conduct Board may direct the Student Conduct Officer to impose any of the following sanctions and may impose more than one sanction for each violation:

1. Level 1 Warning: A written (email) notice that a Student's conduct is violating or has violated the Code of Conduct and the misconduct must cease immediately and not occur again in the future.
2. Level 2 Warning: A written notice indicating that a Student's conduct is violating or has violated the standards of conduct including an improvement plan that will demonstrate conduct conforming to the Student Code of Conduct within a specified period of time. A Level 2 Warning includes the probability of more severe sanctions for any subsequent violation of the Code of Conduct.
3. Loss of Privileges: A written notice of the denial of specified privileges for a designated period of time.
4. Restitution: An order requiring the Accused Student to compensate relevant parties for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
5. Discretionary Sanctions: Work assignments, essays, service to WGU or other related discretionary assignments.
6. Disciplinary Suspension: Separation of the Student from WGU for a definite length of time, after which the Student is eligible to return. WGU may specify conditions for readmission.
7. Removal from Academic Program: Removal of the Student from their chosen academic program for behaviors not conforming to the standards of professional conduct associated with programs leading to professional licensure. The Student Conduct Board may, at its discretion, suggest one or more alternative academic programs. If the Student does not accept an alternative program or WGU deems it inappropriate under the circumstances, the Accused Student will be subject to administrative withdrawal.
8. Disciplinary Expulsion: Permanent separation of the Student from WGU without the possibility of readmission.
9. Revocation of transcript grades and/or assessment results: WGU may amend grades or assessment results that are part of the Student's Academic Record.
10. Revocation of Admission and/or Degree: WGU may revoke admission to, or a degree awarded from WGU for fraud, misrepresentation, or other violation of WGU standards in obtaining the degree, or for other serious violations a Student committed prior to graduation.
11. Withholding Degree: WGU may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code of Conduct, including the completion of all sanctions imposed, if any.

Documentation of disciplinary expulsion, removal from an academic program, or revocation or withholding of a degree are part of the Student's permanent Academic Record. Documentation of other disciplinary sanctions shall not be part of the Student's permanent Education Record but shall become part of the Student's Disciplinary Record. In situations involving both an Accused Student and a Student claiming to be the victim of the Accused Student's conduct, WGU

considers the records of the process and outcomes, if any, to be the education records of both the Accused Student(s) and the Student(s) claiming to be the victim.

Administrative Holds: If a Student fails to respond to a complaint or complete sanctions as required, the Student Conduct Office may place an administrative hold on the Student's Academic Record to ensure cooperation with the disciplinary process. In most cases, an administrative hold will not prevent a Student from completing coursework in the current term but will prevent a Student from registering in additional courses, receiving transcripts, or obtaining a degree. Depending on the severity of the charges, the Conduct Officer may also institute an administrative hold pending the outcome of proceedings.

Interim Suspension: In certain circumstances, the Student Conduct Manager, or a designee, may impose a WGU suspension prior to the Student Conduct Board hearing.

1. The Manager may impose interim suspension for the following reasons: (i) to ensure the safety and wellbeing of members of the WGU Community or preservation of WGU property; (ii) to ensure the Accused Student's physical or emotional safety and wellbeing; or (iii) if the Accused Student poses an ongoing threat of disruption of, or interference with, the normal operations of WGU.
2. As the Student Conduct Manager or the Student Conduct Officer may determine to be appropriate for the purposes of investigation, an Accused Student may lose access to some or all WGU systems or privileges for which the Accused Student might otherwise be eligible during the interim suspension.
3. If the Manager determines an interim suspension is appropriate, the interim suspension does not replace the regular process, which shall proceed as outlined in this Student Code of Conduct, up to and through the Student Conduct Board hearing.

Appeals: Students have limited right to appeal a decision reached by the Student Conduct Board. The Accused Student or Complainant may appeal a decision reached by the Student Conduct Board or a sanction imposed by the Student Conduct Officer to the Appellate Board, in writing, within five (5) business days of notification of the decision. The appealing party shall deliver the appeal to the Student Conduct Officer or their designee.

1. Except as required to explain the basis of information a party discovered after the Conduct Board hearing, an appeal is limited to a review of the record of the Student Conduct Board hearing and supporting documents for one or more of the following purposes:
    - To determine whether the Student Conduct Board hearing was conducted fairly. Consideration of fairness shall include the following:
        - The charges and the information presented to the Student Conduct Board.
        - The degree of conformance with prescribed procedures which allow the complaining party a reasonable opportunity to prepare and present information that there was a violation of the Student Code of Conduct while also allowing the Accused Student a reasonable opportunity to prepare and present a response to those allegations. Note: Deviation from designated procedures is not a basis for sustaining an appeal unless significant prejudice resulted from the deviation.
    - To determine whether the decision reached regarding the Accused Student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code of Conduct occurred.
    - To determine whether the sanction(s) imposed were appropriate for the violation(s) of the Student Code of Conduct which the Student Conduct Board found the Accused Student to have committed.
    - To consider new information sufficient to alter a decision or other relevant facts not brought out in the original hearing because such information and/or facts were not known and were not discoverable by the appealing party at the time of the original Student Conduct Board hearing.
2. If the Appellate Board grants an appeal, the matter shall return to the original Student Conduct Board and Student Conduct Officer for reopening of Student Conduct Board hearing to allow reconsideration of the original determination and/or sanction(s). If the Appellate Board denies an appeal, the decisions and any sanctions of the Student Conduct Board hearing shall be final and binding on all parties.

Interpretation and Revision: For questions of interpretation or application of the Student Code of Conduct, the Student Conduct Manager or their designee shall make a final determination.

- Under the direction and discretion of the Student Conduct Manager, WGU shall review the Student Code of Conduct every two (2) years, or as needed. In the interim, WGU may amend the Code of Conduct at any time upon appropriate notice to Students. Individuals may suggest revisions to the Student Conduct Officer which an ad hoc panel, assigned by the Student Conduct Manager, will review, and consider.

Standalone Courses and Certificates

In addition to degree programs, WGU offers single courses, course bundles, and certificates. For students that want to try out online learning or start their educational journey with low cost and low risk, single courses are the perfect launching pad for bachelor's degree pursuit. Course bundles are thoughtfully curated groups of courses that allow students to experience college coursework while exploring an area of interest. Certificate programs are designed to focus on real-world skills that are in high demand. A professional certificate can help students enhance their resume by adding powerful credentials that show they have the knowledge and skills employers are looking for.

At this time, federal financial aid is not available for standalone courses or certificate offerings.

Single Courses

- American Politics and the U.S. Constitution (C963A)
- Applied Algebra (C957A)
- Applied Probability and Statistics (C955A)
- Back-End Coding: Java and Job Readiness (CSBE)
- CompTIA IT Fundamentals (ITF1)
- Data Analysis with SQL (DCADA)
- Data Visualization (DCDV)
- Decision-Making, Problem-Solving, and Operational Excellence (FLM-DMOE)
- Effective Communication, Emotional Intelligence, and Conflict Resolution (FLM-ECEI)
- English Composition I (ENG1)
- Ethics in Technology (D333A)
- Foundations of Coding (D615A)
- Front-End Engineering: JavaScript and React (CSFE)
- Fundamentals of Information Security (D430A)
- Fundamentals of Spreadsheets and Data Presentations (D388A)
- Fundamentals for Success in Business (D072A)
- Global Arts and Humanities (D198A)
- Introduction to Biology (C190A)
- Introduction to Psychology (C180A)
- Introduction to Sociology (C273A)
- Introduction to Statistics (MAT202)
- Managing People, Teams, and Inclusion (FLM-MPTI)
- Nursing Leadership Capstone (NLC)
- PACA: Introduction to Communications and Reflective Development (PACA101)
- Precalculus (MAT201)
- Problem-Solving with Artificial Intelligence (D685A)
- Project Management (C722A)
- Scripting and Programming Foundations (D278A)
- U.S. History (HIS101)

Single courses cost $750 - $1,000 for two to three months of access, depending on the course. Courses offer 2 - 4 competency units and are stackable towards a relevant WGU bachelor's degree program. Note: Standalone courses have distinct course numbers differing from equivalent WGU degree program courses. For more information on single courses, visit https://www.wgu.edu/academy/courses.html. Course descriptions are listed below in this section.

Course Bundles

Students have the option to bundle some courses together during the enrollment process. Course bundles cost $1,500 - $1,750 for three or four months of access, depending on the bundle, and consist of two courses (6 or 7 competency units).

Certificates

- Accounting Fundamentals Certificate – $2,000
- Business Leadership Certificate – $2,250
- Digital Marketing and E-Commerce Certificate – $2,250
- Supply Chain Certificate – $2,500
- Nursing Leadership Certificate – $2,000
- Data Analytics Skills Certificate – $2,000
- Front-End Web Developer Certificate – $499
- Java Developer Certificate – $499
- ServiceNow Application Developer Certificate – $1,500
- Full Stack Engineering Certificates - $10,850

Certificates are 3 to 18 months in length and consist of between 9 and 44 competency units, depending on the certificate. For more information on certificates, visit https://www.wgu.edu/academy/certificates.html. Standard paths for certificates are listed at the end of the catalog on page 317.

The Full Stack Engineering Certificates include all courses included in the Front End Web Development, Back End Web Development, and Web Application Deployment and Support certificates.

For success in the Full Stack Engineering Certificates it is strongly recommended students have experience in the following areas:

- Experience with either Python or Java or another high-order OO (object-oriented) programming language along with Git
- Experience with HTML, CSS, and JavaScript
- Experience with a major DBMS (database management system) - MySQL (preferred), SQL Server, Oracle, MariaDB, etc.

Course Descriptions

American Politics and the U.S. Constitution (C963A) - American Politics and the U.S. Constitution examines the evolution of representative government in the United States and the changing interpretations of the civil rights and civil liberties protected by the Constitution. This course will give candidates an understanding of the powers of the branches of the federal government, the continual tensions inherent in a federal system, the shifting relationship between state and federal governments, and the interactions between elected officials and the ever-changing electorate. This course will focus on such topics as the role of a free press in a democracy, the impact of changing demographics on American politics, and the debates over and expansion of civil rights. Upon completion of the course, candidates should be able to explain the basic functions of the federal government, describe the forces that shape American policy and politics, and be better prepared to participate in America's civic institutions.

Applied Algebra (C957A) - Applied Algebra is designed to help you develop competence in working with functions, the algebra of functions, and using some applied properties of functions. You will start learning about how we can apply different kinds of functions to relevant, real-life examples. From there, the algebra of several families of functions will be explored, including linear, polynomial, exponential, and logistic functions. You will also learn about relevant, applicable mathematical properties of each family of functions, including rate of change, concavity, maximizing/minimizing, and asymptotes. These properties will be used to solve problems related to your major and make sense of everyday living problems.

Applied Probability and Statistics (C955A) - Students who want to make reasoned, well-informed decisions might be surprised to learn that using statistics and probability can be a key strategy. Scientists use statistical data to create new medical treatments, and business leaders use probability to determine their next ventures. Probability and statistics also affect choices in education, information technology, and entertainment. In this course, students will learn the basics of algebra and graphing, descriptive statistics, regression and correlation, and probability. They will also explore how researchers use statistical data. Along the way, students will gain knowledge and skills that help ensure they make well-founded decisions in any career field.

Back-End Coding: Java and Job Readiness (CSBE) - The first thing we might notice when visiting a website or application is its aesthetic and layout. But as we begin to navigate, we quickly discover that a site's performance is as

important as how it looks. The purpose of back-end web development is to ensure that a website or application operates efficiently beyond the appealing graphics and design. This is crucial for creating web applications that users can rely on and trust. In this offering, students will explore Java programming for beginners. They will also work toward mastering algorithms and data structures in Java.

CompTIA IT Fundamentals (ITF1) - This course and its subsequent ITF+ certification serve as the starting point for a career in information technology (IT) support. Obtaining ITF+ certification will show learners they have the aptitude to pursue a professional-level certification, such as CompTIA A+. This course will help them work toward a career in assisting desktop personal computer users. Such job roles include support engineer, maintenance engineer, desktop engineer, computer administrator, or PC support analyst.

Data Analysis with SQL (DCADA) - In this course, students will learn to analyze and interpret data. They will develop a fundamental understanding of structured query language (SQL) and use PostgreSQL to extract, join, aggregate, validate, and clean data.

Data Visualization (DCDV) - In this course, students explore how data is collected and sorted. They learn how to present data and create reports using Power BI (business intelligence) and Tableau.

Decision-Making, Problem-Solving, and Operational Excellence (FLM-DMOE) - In this course, students develop the ability to make quick and effective decisions in high-pressure situations. Through practical simulations and case-based problem-solving assessments, students will enhance their decision-making and adaptability while managing day-to-day operations in a fast-paced environment.

Effective Communication, Emotional Intelligence, and Conflict Resolution (FLM-ECEI) - This course focuses on effective communication and emotional intelligence, equipping students with the skills to manage conflicts and communicate clearly in challenging situations. Students will pass through simulations and role-playing exercises that test their ability to resolve conflicts, listen actively, and respond to emotional cues during team interactions.

English Composition I (ENG1) - This course is intended for learners who struggle with written communication or like to write but want to improve. The course illustrates that anyone can become a good writer. But, just like anything that requires practice, writing is a process. Learners will explore four distinct writing approaches: expressive, narrative, interpretive, and argumentative. Using these approaches, they will develop writing skills that will benefit them in all aspects of their lives.

Ethics in Technology (D333A) - Ethics in Technology examines the ethical considerations of technology use in the 21st century and introduces students to a decision-making process informed by ethical frameworks. Students will study specific cases related to important topics such as surveillance, social media, hacking, data manipulation, plagiarism and piracy, artificial intelligence, responsible innovation, and the digital divide.

Foundations of Coding (D615A) - Successful programmers know how to solve a puzzle. They have the curiosity and foundational knowledge to write code for countless applications. For students ready to gain that expertise, this course will introduce them to algorithmic thinking and how to apply it to everyday situations. They will explore key programming concepts, including flow control, data types, and common data structures. They will also study the organization and documentation of simple programs. As students progress in this course, they will learn about the major programming language types and how to develop basic programs in Python. Along the way, they will discover key troubleshooting strategies and develop a growth mindset so they can overcome any challenges they encounter.

Front-End Engineering: JavaScript and React (CSFE) - There is an art and science to front-end web development. A skilled front-end web developer aims to craft a user interface that is accessible and effortless. The goal is to captivate and delight the user, ensuring that they remain loyal and return to the website time and again. In this offering, students will explore the fundamentals of HTML, CSS, JavaScript, and so much more.

Fundamentals of Information Security (D430A) - This course lays the foundation for understanding terminology, principles, processes, and best practices of information security at local and global levels. It further provides an overview of basic security vulnerabilities and countermeasures for protecting information assets through planning and administrative controls within an organization.

Fundamentals of Spreadsheets and Data Presentations (D388A) - Fundamentals of Spreadsheets and Data Presentations offers learners an overview of the use of spreadsheet functions and methods for presenting data within spreadsheets. Learners will have the opportunity to explore features and uses of MS Excel and apply the tools to situations they may encounter while studying in their program. They will also be introduced to real world uses and tools to collect, organize and present data.

Fundamentals for Success in Business (D072A) - This introductory course provides students with an overview of the field of business and a basic understanding of how management, organizational structure, communication, and leadership styles affect the business environment. It also introduces them to some of the power skills that help make successful business professionals, including time management, problem solving, emotional intelligence and innovation; while also teaching them the importance of ethics. This course gives students an opportunity to begin to explore their own strengths and passions in relation to the field while also acclimating them to the online competency-based environment.

Global Arts and Humanities (D198A) - What makes us human? That is the question students will explore in this course as they study the many facets of the arts and humanities, including literature, painting and sculpture, history, languages, and philosophy. Students will also follow the creation and impact of music around the world. These aspects of our culture are mirrors, reflecting who we are individually and collectively. By understanding the arts and humanities, students will learn how people use these constructs to express themselves and communicate. In turn, they will discover the struggles and triumphs we have all experienced. In addition, students will uncover what issues matter to us and how we are all connected.

Introduction to Biology (C190A) - 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.

Introduction to Psychology (C180A) - In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

Introduction to Sociology (C273A) - This course teaches students to think like sociologists, or, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms and how such behavior may result in social change, either on a large scale or within small groups.

Introduction to Statistics (MAT202) - Statistics is the study and application of data to solve problems. In this course, learners will explore ways to represent and categorize data. They will learn about distributions of data, as well as the relationships between different sets of data. They will learn how to use data to calculate probabilities and make predictions. Then they will apply that knowledge to increase their understanding of statistics. Along the way, they will learn that statistics is all around us—in sports, online shopping, medicine, business, technology, and artificial intelligence.

Managing People, Teams, and Inclusion (FLM-MPTI) - In this course, students develop practical skills in managing teams by focusing on coaching, team building, and fostering an inclusive environment. Through formative role-play assessments and summative team management exercises, students will practice giving feedback, conducting performance reviews, and creating an inclusive culture that encourages growth and productivity.

Nursing Leadership Capstone (NLC) - This course covers the foundational management skills nurses need to become an effective healthcare leader. Those skills include time management, problem-solving, delegating, conflict resolution, coaching, and accountability.

PACA: Introduction to Communications and Reflective Development (PACA101) - In this course, learners will explore interacting with others and managing conflict. This knowledge will help them build positive relationships at home, work, and school. Throughout the course, learners will be encouraged to improve their communication and relationship management skills. They will learn strategies for working on self-awareness, empathy, emotion management, and thriving mindset. Having these skills will increase their chances of success in academics and in their careers.

Precalculus (MAT201) - Numeracy is the ability to understand and use numbers. In this course, learners will improve their numeracy and their ability to perform four basic operations: addition, subtraction, multiplication, and division. With these operations, learners will use not only whole numbers, but also integers, fractions, decimals, variables, and algebraic expressions. They will learn to use data, functions, and graphs to analyze information. Once learners are comfortable with the concepts, they will apply them to solve real-world problems they might face at work or at home.

Problem-Solving with Artificial Intelligence (D685A) - Technology is advancing faster than ever before, and one of the most fascinating developments is artificial intelligence (AI). Understanding its purpose, functionality, and how to utilize it is key to unlocking its true potential. In this course, students will explore the anatomy of a well-constructed prompt. They will learn how to sharpen their ability to craft messages tailored to specific contexts and audiences. They will master the nuance of language and analyze the images, texts, and tone of prompts with the goal of adjusting them to achieve optimal results. No matter what their career field, this course will empower students to understand the ever-evolving digital landscape and stay ahead of the AI curve.

Project Management (C722A) - Project Management prepares you to manage projects from start to finish within any organization structure. The course represents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work with on in the future, and apply proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.

Scripting and Programming Foundations (D278A) - Scripting and Programming Foundations introduces programming basics such as variables, data types, flow control, and design concepts. The course is language-agnostic in nature, ending in a survey of languages, and introduces the distinction between interpreted and compiled languages. Learners will gain skills in identifying scripts for computer program requirements and in using fundamental programming elements as part of common computer programming tasks. Learners will also gain an understanding of the logic and outcome of simple algorithms.

U.S. History (HIS101) - Studying history can be like traveling across time and space. This is true even when learners study the history of their own country. In this course, learners will delve into the history of the United States from its earliest beginnings to the late 20th century. They will realize that to appreciate history, they must be able to relate to the people who lived in earlier times. They need to examine the decisions that historical figures made, what their daily lives were like, and what relationships they had. They will also come to understand how history repeats itself.

Academic Programs

School of Business Programs

- B.S. Business Administration - Accounting
- B.S. Business Administration - Human Resource Management
- B.S. Business Administration - Information Technology Management
- B.S. Business Administration - Management
- B.S. Marketing
- B.S. Communications
- B.S. Finance
- B.S. Healthcare Administration
- B.S. Supply Chain and Operations Management
- B.S. User Experience Design
- Master of Business Administration
- MBA Information Technology Management
- MBA Healthcare Management
- M.S. Management and Leadership
- M.S. Marketing (Digital Marketing Specialization)
- M.S. Marketing (Marketing Analytics Specialization)
- M.S. Accounting - Auditing
- M.S. Accounting - Financial Reporting
- M.S. Accounting - Management Accounting
- M.S. Accounting - Taxation
- M.S. Human Resource Management

Leavitt School of Health Programs

- B.S. Nursing Prelicensure (Pre-Nursing)
- B.S. Nursing Prelicensure (Nursing)
- B.S. Nursing (RN to BSN)
- B.S. Health Information Management
- B.S. Health and Human Services
- B.S. Health Science
- B.S. Psychology
- B.S. Public Health
- M.S. Nursing - Family Nurse Practitioner
- M.S. Nursing - Psychiatric Mental Health Nurse Practitioner
- M.S. Nursing - Education
- M.S. Nursing - Leadership and Management
- M.S. Nursing - Nursing Informatics
- M.S. Nursing - Education (RN to MSN)
- M.S. Nursing - Leadership and Management (RN to MSN)
- M.S. Nursing - Nursing Informatics (RN to MSN)
- Master of Healthcare Administration
- Master of Public Health
- Post-Master's Certificate, Nursing - Family Nurse Practitioner
- Post-Master's Certificate, Nursing - Psychiatric Mental Health Nurse Practitioner

- Post-Master's Certificate, Nursing - Education
- Post-Master's Certificate, Nursing - Leadership and Management

School of Technology Programs

- B.S. Cloud Computing (AWS Track)
- B.S. Cloud Computing (Azure Track)
- B.S. Cloud Computing (Multi-Cloud Track)
- B.S. Computer Science
- B.S. Cybersecurity and Information Assurance
- B.S. Data Analytics
- B.S. Information Technology
- B.S. Information Technology (BSIT to MSITM)
- B.S. Network Engineering and Security
- B.S. Network Engineering and Security (Cisco Track)
- B.S. Software Engineering (Java Track)
- B.S. Software Engineering (C# Track)
- M.S. Cybersecurity and Information Assurance
- M.S. Data Analytics (Data Science)
- M.S. Data Analytics (Data Engineering)
- M.S. Data Analytics (Decision Process Engineering)
- M.S. Information Technology Management

School of Education Programs

Bachelor's Degrees with Licensure:

- B.A. Elementary Education
- B.A. Special Education and Elementary Education (Dual Licensure)
- B.A. Special Education (Mild to Moderate)
- B.S. Mathematics Education (Middle Grades)
- B.S. Mathematics Education (Secondary)
- B.S. Science Education (Middle Grades)
- B.S. Science Education (Secondary Biological Science)
- B.S. Science Education (Secondary Chemistry)
- B.S. Science Education (Secondary Earth Science)
- B.S. Science Education (Secondary Physics)

Bachelor's Degrees (Non-Licensure):

- B.A. Educational Studies in Elementary Education
- B.A. Educational Studies in Special and Elementary Education
- B.A. Educational Studies in Mild to Moderate Exceptionalities Special Education
- B.A. Educational Studies in Middle Grades Mathematics Education
- B.A. Educational Studies in Secondary Mathematics Education
- B.A. Educational Studies in Middle Grades Science Education
- B.A. Educational Studies in Secondary Biological Science Education
- B.A. Educational Studies in Secondary Chemistry Science Education
- B.A. Educational Studies in Secondary Earth Science Education
- B.A. Educational Studies in Secondary Physics Science Education

Master's Degrees with Licensure:

- M.A. Teaching, Elementary Education
- M.A. Teaching, English Education (Secondary)
- M.A. Teaching, Mathematics Education (Middle Grades)
- M.A. Teaching, Mathematics Education (Secondary)
- M.A. Teaching, Science Education (Secondary)
- M.A. Teaching, Special Education

Graduate Degrees and Degrees for Licensed Teachers:

- M.S. Curriculum and Instruction
- M.S. Educational Leadership
- M.Ed. Education Technology and Instructional Design (K-12 and Adult Learner)
- M.Ed. Education Technology and Instructional Design (Adult Learner)
- M.Ed. Education Technology and Instructional Design (K-12 Learner)
- M.A. English Language Learning (ELL) (PreK-12)
- M.A. Mathematics Education (K-6)
- M.A. Mathematics Education (Middle Grades)
- M.A. Mathematics Education (Secondary)
- M.A. Science Education (Middle Grades)
- M.A. Science Education (Secondary Biological Science)
- M.A. Science Education (Secondary Chemistry)
- M.A. Science Education (Secondary Earth Science)
- M.A. Science Education (Secondary Physics)

Endorsement Programs:

- Endorsement Preparation Program, English Language Learning (ELL) (PreK-12)

WGU publishes all available programs on the university website (http://www.wgu.edu/degrees_and_programs). WGU's public website provides access to a description of every degree program offered by the university, and each description includes the requirements to be met for satisfactory completion.

Each degree listing includes an overview of the program and the program's standard path. The standard path outlines degree requirements (assessments and associated courses of study), the order in which requirements should be completed, and the associated competency units (credits) by term. A WGU course is an organized learning resource, comparable to a traditional course syllabus, and containing a week-by-week pacing component with a focus on helping students navigate independent learning resources in an efficient way. Each assessment in the standard path has a related course to guide students in acquiring the skills, knowledge, and abilities needed to pass the assessment.

Please refer to the standard paths below. Information provided for each course includes: the Assessment/Course Code; the Course Name; and the competency unit(s) earned when the assessment is passed. Example: C455 – English Composition I (3).

School of Business

School of Business Tenets:

- **Impact:** We are a global force for good; our shared purpose is to improve the lives of people and society through a transformative business education that emphasizes sustainability and ethical action.
- **Student Success:** We optimize student attainment across a diverse array of learner populations by personalizing learning experiences, building relationships, and customizing support.
- **Inclusive Learning:** We embrace diversity and equity by acknowledging the needs of underserved communities. We create an inclusive and supportive environment for both students and staff.
- **Accessibility:** We drive affordability and expand access through cost-conscious decision-making. We scale technology to address the challenges of students' digital access.
- **Relevant Curricula:** We design innovative, high-quality, industry-relevant curricula through continuous improvement and deliver rigorous, skills-based learning experiences that increase the ROI for our students.

Bachelor of Science Business Administration, Accounting

The Bachelor of Science in Business Administration with a Major in Accounting is a competency-based program that prepares graduates for a wide variety of careers in the field of accounting in public, private and non-profit entities. The Accounting program combines general business competencies with a specialized set of in-depth technical accounting competencies. These prepare graduates for positions such as staff accountant, general ledger accountant, tax associate, or auditor. The competencies in the Accounting program help you develop the skills necessary for leadership positions in accountings such as accounting manager, assistant controller, or controller.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
BUS 2090	D082	Emotional and Cultural Intelligence	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1010	C455	English Composition I	3	2
BUS 3000	C717	Business Ethics	3	2
HUMN 1010	C100	Introduction to Humanities	3	3
ACCT 2313	D102	Financial Accounting	3	3
MATH 1200	C957	Applied Algebra	3	3
BUS 2301	C483	Principles of Management	4	3
BUS 2140	D100	Introduction to Spreadsheets	1	4
BUS 2030	D075	Information Technology Management Essentials	3	4
ACCT 3630	C237	Taxation I	3	4
BUS 2080	D081	Innovative and Strategic Thinking	3	4
BUS 3100	C723	Quantitative Analysis For Business	3	4
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	5
BUS 2040	D076	Finance Skills for Managers	3	5
COMM 1011	C464	Introduction to Communication	3	5
HRM 2100	C232	Introduction to Human Resource Management	3	5
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	5
HIST 1010	C121	Survey of United States History	3	6
ACCT 3314	D101	Cost and Managerial Accounting	3	6
ACCT 3350	D216	Business Law for Accountants	3	6
MGMT 2700	D253	Values-Based Leadership	3	6
SOCG 1010	C273	Introduction to Sociology	3	7
ECON 2000	D089	Principles of Economics	3	7

ACCT 3611	D103	Intermediate Accounting I	3	7
HRM 3100	C233	Employment Law	3	7
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	8
ACCT 3621	D104	Intermediate Accounting II	3	8
ACCT 3360	D217	Accounting Information Systems	3	8
SCIE 1020	C165	Integrated Physical Sciences	3	8
MGMT 4100	C720	Operations and Supply Chain Management	3	9
ACCT 3650	D105	Intermediate Accounting III	3	9
ENGL 1020	C456	English Composition II	3	9
HRM 3600	C236	Compensation and Benefits	3	9
BUS 2111	D361	Business Simulation	4	10
BUS 2070	D080	Managing in a Global Business Environment	3	10
ACCT 3340	D215	Auditing	3	10
BSBAAC	**202203**	**Total CUs:**	**121**	

Bachelor of Science Business Administration, Human Resource Management

The Bachelor of Science in Business Administration with a Major in Human Resource Management is a competency-based program that prepares graduates for a variety of careers in the fields of human capital management and people and talent. Graduates with a major in Human Resource Management will combine a set of general business competencies with a set of in-depth competencies from the field of HRM. These competencies align with a variety of positions as human resource managers, personnel directors, people and talent managers, and benefits and compensation specialists. The program content has also been certified by the Society for Human Resource Management as aligning with their body of knowledge and helps prepare students for the pursuit of a SHRM professional certification. The program is also aligned with Human Resource Certification Institute (HRCI) curriculum standards and helps prepare students for the pursuit of the Professional in Human Resources (PHR) exam.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
HRM 2110	D351	Functions of Human Resource Management	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
HRM 3110	D352	Employment and Labor Law	3	2
BUS 2301	C483	Principles of Management	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	2
BUS 2090	D082	Emotional and Cultural Intelligence	3	3
MGMT 4100	C720	Operations and Supply Chain Management	3	3
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
BUS 2080	D081	Innovative and Strategic Thinking	3	4
BUS 2040	D076	Finance Skills for Managers	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
HRM 3520	D354	Talent Acquisition	3	4
ENGL 1712	D270	Composition: Successful Self-Expression	3	5
ECON 2000	D089	Principles of Economics	3	5
HRM 3530	D355	Total Rewards	3	5
MGMT 2700	D253	Values-Based Leadership	3	5
BUS 2600	C716	Business Communication	3	6
MATH 1101	C955	Applied Probability and Statistics	3	6
BUS 2070	D080	Managing in a Global Business Environment	3	6
HRM 3510	D353	Strategic Training and Development	3	6
HRM 3540	D356	HR Technology	3	7
HLTH 1010	C458	Health, Fitness, and Wellness	4	7
MATH 1200	C957	Applied Algebra	3	7

BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	7
BUS 3000	C717	Business Ethics	3	8
SCIE 1020	C165	Integrated Physical Sciences	3	8
BUS 2140	D100	Introduction to Spreadsheets	1	8
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	8
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	8
HRM 3550	D357	Diversity, Equity, and Inclusion	3	9
BUS 3100	C723	Quantitative Analysis For Business	3	9
MGMT 3400	C722	Project Management	3	9
BUS 2111	D361	Business Simulation	4	9
MGMT 4400	C721	Change Management	3	10
HRM 3560	D358	Global Human Resource Management	3	10
HRM 3570	D359	Agile HR	3	10
HRM 3100	D360	HRM Capstone	3	10
BSBAHR	**202304**	**Total CUs:**	**122**	

Bachelor of Science Business Administration, Information Technology Management

The Bachelor of Science in Business Administration with a Major in Information Technology Management is a competency-based program that prepares graduates for careers in a variety of businesses involving the management of information technology resources and information technology professionals. Graduates with a major in Information Technology Management will combine a set of general business competencies with a set of in-depth competencies from the field of ITM. These competencies align with a variety of positions such as IT project manager, director of customer service, data center manager, or equivalent positions.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
BUS 2030	D075	Information Technology Management Essentials	3	1
PHIL 3010	C168	Critical Thinking and Logic	3	1
BUS 2301	C483	Principles of Management	4	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	2
ENGL 1010	C455	English Composition I	3	2
MGMT 4100	C720	Operations and Supply Chain Management	3	2
MGMT 3400	C722	Project Management	3	3
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	3
BUS 2090	D082	Emotional and Cultural Intelligence	3	3
HIST 1010	C121	Survey of United States History	3	3
BUIT 3000	C724	Information Systems Management	3	4
COMM 1011	C464	Introduction to Communication	3	4
ENGL 1020	C456	English Composition II	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
SOCG 1010	C273	Introduction to Sociology	3	5
MATH 1101	C955	Applied Probability and Statistics	3	5
ECON 2000	D089	Principles of Economics	3	5
ITEC 2205	C179	Business of IT - Applications	4	5
BUS 2140	D100	Introduction to Spreadsheets	1	6
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	6
BUS 2040	D076	Finance Skills for Managers	3	6
ITEC 2102	C172	Network and Security - Foundations	3	6
MATH 1200	C957	Applied Algebra	3	6
HUMN 1010	C100	Introduction to Humanities	3	7
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	7
BUS 2070	D080	Managing in a Global Business Environment	3	7

MGMT 4400	C721	Change Management	3	7
HRM 2100	C232	Introduction to Human Resource Management	3	8
BUS 2080	D081	Innovative and Strategic Thinking	3	8
MGMT 2700	D253	Values-Based Leadership	3	8
ITEC 2104	C175	Data Management - Foundations	3	8
HRM 3200	C234	Workforce Planning: Recruitment and Selection	3	9
BUS 2111	D361	Business Simulation	4	9
HRM 3600	C236	Compensation and Benefits	3	9
HRM 3100	C233	Employment Law	3	9
BUS 3100	C723	Quantitative Analysis For Business	3	10
BUS 4891	PFIT	Business - IT Management Portfolio Requirement	3	10
BUS 4890	QFT1	Business - IT Management Capstone Project	4	10
BSBAIT	**202203**	**Total CUs:**	**120**	

Bachelor of Science Business Administration, Management

The Bachelor of Science in Business Administration with a Major in Management is a competency-based program that prepares graduates for a variety of careers in the field of business as an entry to intermediate level manager. Graduates with a major in Management will combine a set of general business competencies with a set of in-depth competencies from the field of management. These competencies align with the management of process, people and resources and are an excellent precursor for entry into an MBA program.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
BUS 2600	C716	Business Communication	3	1
HLTH 1010	C458	Health, Fitness, and Wellness	4	1
HRM 2110	D351	Functions of Human Resource Management	3	2
BUS 2301	C483	Principles of Management	4	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	2
BUS 2090	D082	Emotional and Cultural Intelligence	3	3
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	3
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
BUS 2080	D081	Innovative and Strategic Thinking	3	4
BUS 2040	D076	Finance Skills for Managers	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
HRM 3110	D352	Employment and Labor Law	3	4
BUS 4400	QHT1	Business Management Tasks	3	5
MATH 1101	C955	Applied Probability and Statistics	3	5
HRM 3520	D354	Talent Acquisition	3	5
HRM 3530	D355	Total Rewards	3	5
MGMT 2700	D253	Values-Based Leadership	3	6
MATH 1200	C957	Applied Algebra	3	6
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	6
HRM 3510	D353	Strategic Training and Development	3	6
BUS 3130	D099	Sales Management	3	7
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	7
ECON 2000	D089	Principles of Economics	3	7
BUS 3000	C717	Business Ethics	3	7
ITEC 2001	C182	Introduction to IT	4	8

BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	8
MGMT 4100	C720	Operations and Supply Chain Management	3	8
SCIE 1020	C165	Integrated Physical Sciences	3	8
BUS 3100	C723	Quantitative Analysis For Business	3	9
BUS 2070	D080	Managing in a Global Business Environment	3	9
BUS 2111	D361	Business Simulation	4	9
MGMT 4400	C721	Change Management	3	9
MGMT 3400	C722	Project Management	3	10
HUMN 1101	D333	Ethics in Technology	3	10
BUS 4840	QGT1	Business Management Capstone Written Project	4	10
BSBAMGC	**202311**	**Total CUs:**	**120**	

Bachelor of Science, Marketing

The Bachelor of Science in Marketing is a competency-based program that prepares graduates for a career in the fields of marketing and sales across a variety of business types. Graduates with a major in Marketing will combine a set of general business competencies with a set of in-depth competencies from the field of marketing. These competencies align with a variety of positions in marketing, brand management, sales and digital marketing.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
BUS 2090	D082	Emotional and Cultural Intelligence	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	1
HLTH 1010	C458	Health, Fitness, and Wellness	4	2
MKTG 2150	D174	Marketing Management	3	2
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	2
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	3
BUSI 3731	VZT1	Marketing Applications	3	3
BUS 2600	C716	Business Communication	3	3
BUS 2080	D081	Innovative and Strategic Thinking	3	4
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
MKTG 3850	D175	Consumer Behavior	3	4
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	5
BUS 2040	D076	Finance Skills for Managers	3	5
BUS 2301	C483	Principles of Management	4	5
BUS 4400	QHT1	Business Management Tasks	3	5
COMM 1721	D246	Influential Communication through Visual Design and Storytelling	3	6
MATH 1101	C955	Applied Probability and Statistics	3	6
ECON 2000	D089	Principles of Economics	3	6
BUS 3120	D098	Digital Marketing	3	6
MKTG 3860	D176	Content Marketing	3	7
BUS 2070	D080	Managing in a Global Business Environment	3	7
SCIE 1020	C165	Integrated Physical Sciences	3	7
MKTG 3870	D177	Brand Management	3	7
HRM 2110	D351	Functions of Human Resource Management	3	8

HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	8
BUS 3130	D099	Sales Management	3	8
HUMN 1020	D198	Global Arts and Humanities	3	8
BUS 3100	C723	Quantitative Analysis For Business	3	9
MGMT 3400	C722	Project Management	3	9
MGMT 2700	D253	Values-Based Leadership	3	9
BUS 2111	D361	Business Simulation	4	9
BUS 3880	D178	Marketing Strategy and Analytics	3	10
BSMKT	**202501**	**Total CUs:**	**112**	

Bachelor of Science, Communications

The Bachelor of Science in Communications is a competency-based program that develops communications and business strategy skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, non-profits, technology firms, healthcare, and educational institutions. The program competencies align with industry-demanded skills, preparing you to deliver multimedia communications with persuasive and effective messaging to appropriate audiences. The program also develops collaborative skills that involve leveraging diverse perspectives, incorporating feedback, and adeptly navigating complex business problems amidst ambiguity. You will demonstrate competencies through coursework, assessments, peer-to-peer interactions, simulations, and activities using industry tools. Throughout the program, you will curate a professional portfolio and create your personal brand to enhance your marketability. The program concludes with an experiential learning capstone course where you will deliver a strategic communications project to a business client to culminate the skills learned throughout the program.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
PWS 2100	D640	Giving, Receiving and Incorporating Feedback	3	1
BUS 2090	D082	Emotional and Cultural Intelligence	3	1
BUS 2080	D081	Innovative and Strategic Thinking	3	2
BUS 2301	C483	Principles of Management	4	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	2
PWS 2200	D641	Adapting to Ambiguity	3	2
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	3
COMS 2100	D644	Foundations of Strategic Communications	3	3
PWS 2300	D642	Empathy and Inclusive Collaboration	3	3
HUMN 1101	D333	Ethics in Technology	3	3
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	4
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	4
ENGL 1711	D269	Composition: Writing with a Strategy	3	4
PWS 2400	D643	Navigating Complex Problems	3	4
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	5
BUS 2040	D076	Finance Skills for Managers	3	5
COMM 1721	D246	Influential Communication through Visual Design and Storytelling	3	5
COMS 3100	D645	Crafting a Communications Strategy Through Research and Data Insights	3	5
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	6
HLTH 1010	C458	Health, Fitness, and Wellness	4	6
MGMT 3400	C722	Project Management	3	6
MGMT 4400	C721	Change Management	3	6

COMS 3200	D646	Delivering a Communications Strategy	3	7
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	7
SCIE 1020	C165	Integrated Physical Sciences	3	7
COMS 3300	D647	Evaluating a Communications Strategy	3	7
COMS 3400	D648	Leveraging AI and Technology in Strategic Communications	3	8
MATH 1101	C955	Applied Probability and Statistics	3	8
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	8
ECON 2000	D089	Principles of Economics	3	8
HRM 2110	D351	Functions of Human Resource Management	3	9
COMS 3500	D649	Crisis Communication	3	9
BUS 2070	D080	Managing in a Global Business Environment	3	9
BUS 2111	D361	Business Simulation	4	9
MGMT 2700	D253	Values-Based Leadership	3	10
COMS 4100	D650	Communications Applied Learning Capstone	3	10
BSC	**202409**	**Total CUs:**	**115**	

Bachelor of Science, Finance

B.S. Finance will prepare graduates for the challenges of the profession by focusing on five key areas: Personal Finance, Financial Analysis and Management, Risk Management, Accounting and Financial Technology and Innovation.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
FINC 2000	D363	Personal Finance	3	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
BUS 2090	D082	Emotional and Cultural Intelligence	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
BUS 3000	C717	Business Ethics	3	2
HUMN 1020	D198	Global Arts and Humanities	3	3
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	3
MATH 1200	C957	Applied Algebra	3	3
MGMT 2700	D253	Values-Based Leadership	3	3
HRM 2110	D351	Functions of Human Resource Management	3	4
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	4
BUS 2080	D081	Innovative and Strategic Thinking	3	4
BUS 3100	C723	Quantitative Analysis For Business	3	4
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	5
BUS 2040	D076	Finance Skills for Managers	3	5
BUS 2301	C483	Principles of Management	4	5
BUS 2030	D075	Information Technology Management Essentials	3	5
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	6
FINC 3103	D366	Financial Statement Analysis	3	6
ACCT 3350	D216	Business Law for Accountants	3	6
HLTH 1010	C458	Health, Fitness, and Wellness	4	6
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	7
ECON 2000	D089	Principles of Economics	3	7
FINC 3100	D362	Corporate Finance	3	7
HRM 3110	D352	Employment and Labor Law	3	7
MGMT 4100	C720	Operations and Supply Chain Management	3	8

FINC 3101	D364	Financial Management I	3	8
MGMT 3400	C722	Project Management	3	8
SCIE 1020	C165	Integrated Physical Sciences	3	8
SOCG 1010	C273	Introduction to Sociology	3	9
FINC 3102	D365	Financial Management II	3	9
FINC 3105	D368	Enterprise Risk Management	3	9
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	9
HIST 1017	D267	US History: Stories of American Democracy	3	10
FINC 3104	D367	Innovation in Finance	3	10
BUS 2070	D080	Managing in a Global Business Environment	3	10
FINC 3106	D369	Finance Capstone	3	10
BSFIN	**202304**	**Total CUs:**	**120**	

Bachelor of Science, Healthcare Administration

The Bachelor of Science in Healthcare Administration is a competency-based program that prepares graduates for a variety of administrative and management careers in the healthcare industry. Graduates with a major in Healthcare Administration will combine a set of general business competencies with a set of in-depth competencies from the field of healthcare administration. These competencies align with a variety of entry-level non-clinical and healthcare service administrative positions at skilled nursing facilities, residential care facilities, small to large healthcare facilities, insurance companies, and community health organizations; as well as organizations focused on developing, manufacturing, and providing medical related products or services, case management organizations and the financial services sector of the healthcare industry.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
HCA 2100	D545	Healthcare Administration Evolution, Systems, and Leadership	3	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
MGMT 2700	D253	Values-Based Leadership	3	2
BUS 2301	C483	Principles of Management	4	2
HCA 3130	D776	Healthcare Leadership and Community Engagement	3	2
POLS 1030	C963	American Politics and the US Constitution	3	2
HCA 3100	D546	Healthcare Policy and Governance	4	3
ENGL 1711	D269	Composition: Writing with a Strategy	3	3
MATH 1100	C784	Applied Healthcare Statistics	4	3
MGMT 3400	C722	Project Management	3	3
HLTH 4905	D255	Professional Practice Experience I: Technical	3	4
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	4
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	4
SCIE 1020	C165	Integrated Physical Sciences	3	4
MATH 1200	C957	Applied Algebra	3	5
SOCG 1010	C273	Introduction to Sociology	3	5
PSYC 1020	D202	Human Growth and Development	3	5
BUS 2090	D082	Emotional and Cultural Intelligence	3	5
ECON 2000	D089	Principles of Economics	3	6
BUS 3100	C723	Quantitative Analysis For Business	3	6
HCA 3110	D547	Evidence-Based Healthcare Administration	4	6
BUS 2080	D081	Innovative and Strategic Thinking	3	6
MGMT 4400	C721	Change Management	3	7
BUS 2600	C716	Business Communication	3	7
BUS 2040	D076	Finance Skills for Managers	3	7

HCA 3120	D548	Emergency Management and Planning in Healthcare	4	7
HRM 3510	D353	Strategic Training and Development	3	8
MGMT 4100	C720	Operations and Supply Chain Management	3	8
BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	8
HLTH 1010	C458	Health, Fitness, and Wellness	4	8
HCA 5100	D549	Exploring Emerging Trends in Healthcare Administration	4	9
HCA 5110	D580	Healthcare Administration Capstone	4	9
BSHA	**202407**	**Total CUs:**	**110**	

Bachelor of Science, Supply Chain and Operations Management

The Bachelor of Science in Supply Chain and Operations Management (BSSCOM) degree is a competency-based degree program that develops operational skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, nonprofits, healthcare, and educational institutions. The BSSCOM program addresses business needs and helps business leaders overcome challenges by equipping them with skills in data analysis, process review, critical thinking, and execution of operational improvements. The competencies in this program measure in-demand skills to prepare learners to create and maintain a bridge between business management and technology, operations, and supply chain functions (distribution, logistics, transportation, warehousing, inventory management, procurement, and demand planning).Through the program learners will learn how to ask critical business questions, form hypotheses that can be proven or disproven by data, translate raw data into usable and valuable business intelligence, and tell a business story based on data that provides companies with a competitive edge in their respective industries. The program concludes with an experiential learning capstone course where learners will deliver an operational project that showcases the skills they acquired throughout the program.The BSSCOM program includes three embedded certificates: Business Analytics, Operations Excellence, and Solutions Design Thinking. The three certificates are included in the Degree Plan and may be shared digitally in the WGU Achievement Wallet. This program also offers learners the option of earning recognized third-party professional credentials and certificates as they progress in their degree.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
BUS 2010	D072	Fundamentals for Success in Business	3	1
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	1
BUS 2780	D468	Discovering Data	3	1
MGMT 3400	C722	Project Management	3	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
BUS 2301	C483	Principles of Management	4	2
HUMN 1020	D198	Global Arts and Humanities	3	2
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	3
MATH 1101	C955	Applied Probability and Statistics	3	3
BUS 2770	D467	Exploring Data	3	3
HLTH 1010	C458	Health, Fitness, and Wellness	4	3
BUS 2090	D082	Emotional and Cultural Intelligence	3	4
BUS 2760	D466	Analyzing and Visualizing Data	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	4
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	5
BUS 2750	D465	Data Applications	3	5
ECON 2000	D089	Principles of Economics	3	5
BUS 3000	C717	Business Ethics	3	5
SCIE 1020	C165	Integrated Physical Sciences	3	6
BUS 2740	D464	Managing Operations	3	6

BUS 2040	D076	Finance Skills for Managers	3	6
MGMT 2700	D253	Values-Based Leadership	3	6
MGMT 4400	C721	Change Management	3	7
BUS 2070	D080	Managing in a Global Business Environment	3	7
BUS 3900	D470	Transportation, Logistics, and Distribution	3	7
MATH 1200	C957	Applied Algebra	3	7
HIST 1017	D267	US History: Stories of American Democracy	3	8
BUS 2111	D361	Business Simulation	4	8
BUS 3910	D471	Global Supply Chain Management	3	8
BUS 3890	D469	Quality, Continuous Improvement, and Lean Six Sigma	3	8
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	9
BUS 4900	D472	21st Century Operations and Supply Chain	3	9
PHIL 1110	D428	Design Thinking for Business	3	9
BUS 4910	D473	Solutions Design and Visualization Capstone	3	9
BSSCOM	**202306**	**Total CUs:**	**110**	

Bachelor of Science, User Experience Design

The Bachelor of Science in User Experience Design is a competency-based program that blends creativity, visual design concepts, and business strategy. The program competencies align with industry-demanded skills applicable to various industries, equipping you to design user-centered products and experiences that solve business problems. Through the program, you will learn design principles and tools for an industry-focused learning experience. The program also develops collaborative skills that involve leveraging diverse perspectives, incorporating feedback, and adeptly navigating complex business problems amidst ambiguity. You will demonstrate competencies through coursework, assessments, peer-to-peer interactions, and visual design activities using industry tools. Over the course of the program, you will create a professional portfolio and personal brand to enhance your marketability. The program concludes with an experiential learning capstone course where you will deliver a design project to a business client to culminate the skills learned through the program.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715	Organizational Behavior	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
PWS 2100	D640	Giving, Receiving and Incorporating Feedback	3	1
BUS 2090	D082	Emotional and Cultural Intelligence	3	1
BUS 2080	D081	Innovative and Strategic Thinking	3	2
DES 2100	D651	Foundations of Design	3	2
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	2
PWS 2200	D641	Adapting to Ambiguity	3	2
DES 3100	D652	Design Applications	3	3
BUS 2301	C483	Principles of Management	4	3
PWS 2300	D642	Empathy and Inclusive Collaboration	3	3
BUS 2060	D078	Business Environment Applications I: Business Structures and Legal Environment	2	3
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	4
ACCT 2020	D196	Principles of Financial and Managerial Accounting	3	4
ENGL 1711	D269	Composition: Writing with a Strategy	3	4
PWS 2400	D643	Navigating Complex Problems	3	4
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	5
BUS 2040	D076	Finance Skills for Managers	3	5
COMM 1721	D246	Influential Communication through Visual Design and Storytelling	3	5
DES 3200	D653	Empathizing, Defining, and Ideating	3	5
BUS 2061	D079	Business Environment Applications II: Process, Logistics, and Operations	2	6
HLTH 1010	C458	Health, Fitness, and Wellness	4	6
MGMT 3400	C722	Project Management	3	6
MGMT 4400	C721	Change Management	3	6
HUMN 1101	D333	Ethics in Technology	3	7

BUS 2050	D077	Concepts in Marketing, Sales, and Customer Contact	3	7
SCIE 1020	C165	Integrated Physical Sciences	3	7
DES 3300	D654	Prototyping and Iterating I	3	7
DES 3400	D655	Prototyping and Iterating II	3	8
MATH 1101	C955	Applied Probability and Statistics	3	8
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	8
ECON 2000	D089	Principles of Economics	3	8
HRM 2110	D351	Functions of Human Resource Management	3	9
DES 3500	D656	Leveraging AI and Technology in Design	3	9
BUS 2070	D080	Managing in a Global Business Environment	3	9
BUS 2111	D361	Business Simulation	4	9
MGMT 2700	D253	Values-Based Leadership	3	10
DES 4100	D657	Design Applied Learning Capstone	3	10
BSUXD	**202410**	**Total CUs:**	**115**	

Master of Business Administration

The Master of Business Administration program is specifically designed for experienced business professionals and managers seeking upward career mobility or professionals who want to broaden their business knowledge.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
HRM 5010	C202	Managing Human Capital	3	1
MGMT 5010	C204	Management Communication	3	1
MKTG 5000	C212	Marketing	3	2
ACCT 5000	C213	Accounting for Decision Makers	3	2
MGMT 6000	C206	Ethical Leadership	3	2
FINC 6000	C214	Financial Management	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
MGMT 6020	C215	Operations Management	3	3
ECON 5000	C211	Global Economics for Managers	3	4
MGMT 6900	C216	MBA Capstone	4	4
MBA	**201404**	**Total CUs:**	**34**	

MBA, IT Management

The Master of Business Administration-Information Technology Management is specifically designed for experienced business professionals and managers seeking upward career mobility in the information technology arena. The program prepares you for a mid-level to upper-level information technology management position in business, industry, and non-profit organizations.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
ITM 5000	MGT2	IT Project Management	3	1
HRM 5010	C202	Managing Human Capital	3	1
MKTG 5000	C212	Marketing	3	2
ITM 6000	MMT2	IT Strategic Solutions	4	2
ACCT 5000	C213	Accounting for Decision Makers	3	2
MGMT 6000	C206	Ethical Leadership	3	3
FINC 6000	C214	Financial Management	3	3
MGMT 6010	C207	Data-Driven Decision Making	3	3
ECON 5000	C211	Global Economics for Managers	3	4
ITM 6900	C218	MBA, Information Technology Management Capstone	4	4
MBAITM	**201408**	**Total CUs:**	**35**	

MBA, Healthcare Management

The Master of Business Administration Healthcare Management is specifically designed for those in an array of leadership roles as well as those transitioning into healthcare from a different industry to develop strong health care leaders by strengthening your analytical and critical thinking skills. The program prepares you for a mid-level to upper-level management position in private and public sectors of the healthcare industry including hospitals, health system management, consulting, physician practices, and government and non-government agencies.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 6020	C215	Operations Management	3	1
HCM 5000	AFT2	Accreditation Audit	4	1
ACCT 5000	C213	Accounting for Decision Makers	3	2
FINC 6000	C214	Financial Management	3	2
MGMT 6000	C206	Ethical Leadership	3	2
MGMT 6010	C207	Data-Driven Decision Making	3	3
MKTG 5000	C212	Marketing	3	3
HCM 6000	AMT2	Service Line Development	4	3
ECON 5000	C211	Global Economics for Managers	3	4
HCM 6900	C219	MBA, Healthcare Management Capstone	4	4
MBAHM	**201802**	**Total CUs:**	**36**	

Master of Science, Management and Leadership

The Master of Science, Management and Leadership degree program focuses on management and leadership skills that can be applied to multiple settings, including business, government, non-profit, or education. The program prepares you with knowledge and skills to lead through collaboration, team building, interpersonal communication and virtual environments. You will learn applicable leadership skills to foster creativity, innovation and change. The program includes topics such as organizational planning, leadership, conflict resolution and negotiation, communication and other management skills. You will enhance your ability to manage in a dynamic business environment that promotes growth, creativity and innovation. You will demonstrate the essential leadership practices of inspiring a vision, encouraging others to act, data-driven strategic planning, ethical reasoning, negotiation, critical thinking, and complex problem solving, which are all necessary to be successful leaders.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 5020	C203	Becoming an Effective Leader	3	1
HRM 5010	C202	Managing Human Capital	3	1
BUS 5000	C201	Business Acumen	3	2
MGMT 5010	C204	Management Communication	3	2
MGMT 6000	C206	Ethical Leadership	3	2
MGMT 5030	C205	Leading Teams	3	3
MGMT 6040	C208	Change Management and Innovation	3	3
MGMT 6050	C209	Strategic Management	3	3
MGMT 6910	C210	Management and Leadership Capstone	4	4
MSML	**202007**	**Total CUs:**	**31**	

Master of Science in Marketing, Digital Marketing Specialization

The Master of Science in Marketing with a specialization in Digital Marketing is a competency-based degree program that develops digital marketing skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, non-profits, and healthcare and education institutions. The competencies in this program measure in-demand skills preparing you to develop, manage, and lead digital marketing activities and campaigns using email marketing, social media marketing, and e-commerce. You will demonstrate competencies of creative and written digital marketing skills through coursework, assessments, simulations, and activities using industry platforms and tools. The program concludes with an experiential learning capstone course where you will deliver a digital marketing project to a business client to culminate the skills learned throughout the program. Industry certifications are also included in the program.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 5040	D263	Frameworks for Strategic Decision-Making	3	1
MKTG 5010	D373	Marketing in the Digital Era	3	1
MKTG 5020	D374	Market Research	3	2
MKTG 5030	D375	Marketing Communications and Storytelling	3	2
MKTG 5040	D376	Product, Price, and Customer Experience	3	2
MKTG 6000	D377	Digital Marketing Foundations	3	3
MKTG 6020	D379	Social Media Marketing	3	3
MKTG 6030	D380	Email Marketing	3	3
MKTG 6040	D381	E-Commerce and Marketing Analytics	3	4
MKTG 6070	D384	Marketing Experiential Capstone	3	4
MSMK	**202301**	**Total CUs:**	**33**	

Master of Science in Marketing, Marketing Analytics Specialization

The Master of Science in Marketing with a specialization in Marketing Analytics is a competency-based degree program that develops digital marketing analytical skills that can be applied to a variety of sectors, such as corporations, small businesses, government agencies, non-profits, and healthcare and education institutions. The competencies in this program measure in-demand skills using industry-standard techniques to gather, analyze, and report digital marketing data for decision-making purposes. You will demonstrate competencies using technical and analytical skills in digital marketing analysis, search engine optimization, and e-commerce. The program concludes with an experiential learning capstone course where you will deliver a digital marketing analytics project to a business client to culminate the skills learned throughout the program. Industry certifications are also included in the program.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
MGMT 5040	D263	Frameworks for Strategic Decision-Making	3	1
MKTG 5010	D373	Marketing in the Digital Era	3	1
MKTG 5020	D374	Market Research	3	2
MKTG 5030	D375	Marketing Communications and Storytelling	3	2
MKTG 5040	D376	Product, Price, and Customer Experience	3	2
MKTG 6010	D378	Digital Marketing Science	4	3
MKTG 6040	D381	E-Commerce and Marketing Analytics	3	3
MKTG 6050	D382	Digital Marketing Analytics	3	3
MKTG 6060	D383	Search Engine Optimization	3	4
MKTG 6070	D384	Marketing Experiential Capstone	3	4
MSMKA	**202303**	**Total CUs:**	**34**	

Master of Science in Accounting, Auditing Specialization

The Master of Science in Accounting (MAcc) degree is a competency-based program that provides advanced accounting knowledge and skills for a successful career as a professional accountant in public accounting, industry, government, and non-profit organizations. Graduates of the program will obtain substantial knowledge in a wide range of subject matter that can lead to a career in financial accounting, financial analysis, corporate treasury, tax accounting, auditing, and forensic examination, to name a few.After completing five foundational courses, learners will have the option to pursue one of four tracks: Financial Reporting, Taxation, Auditing, or Management Accounting. Each of these tracks is designed to prepare learners to sit for one or more of the following: the Certified Public Accountant (CPA) Evolution exam, the Certified Management Accounting (CMA) exam, the Certified Internal Auditor (CIA) exam and/or the Certified Fraud Examiners exam.

CCN	Course Number	Course Description	CUs	Term
MGMT 5010	C204	Management Communication	3	1
ACCT 5310	D550	Ethics for Accountants	3	1
ACCT 5315	D551	Fraud and Forensic Accounting	3	1
ACCT 6301	D252	Accounting Research and Critical Thinking	3	2
ACCT 5320	D552	Data Analytics for Accountants I	3	2
ACCT 5325	D553	Data Analytics for Accountants II	3	2
ACCT 6201	D251	Advanced Auditing	3	3
ACCT 6340	D560	Internal Auditing I	3	3
ACCT 6350	D562	Internal Auditing II	3	3
ACCT 6345	D561	Information Systems for Accounting and Control	3	4
MACCA	**202412**	**Total CUs:**	**30**	

Master of Science in Accounting, Financial Reporting Specialization

The Master of Science in Accounting (MAcc) degree is a competency-based program that provides advanced accounting knowledge and skills for a successful career as a professional accountant in public accounting, industry, government, and non-profit organizations. Graduates of the program will obtain substantial knowledge in a wide range of subject matter that can lead to a career in financial accounting, financial analysis, corporate treasury, tax accounting, auditing, and forensic examination, to name a few.After completing five foundational courses, learners will have the option to pursue one of four tracks: Financial Reporting, Taxation, Auditing, or Management Accounting. Each of these tracks is designed to prepare learners to sit for one or more of the following: the Certified Public Accountant (CPA) Evolution exam, the Certified Management Accounting (CMA) exam, the Certified Internal Auditor (CIA) exam and/or the Certified Fraud Examiners exam.

CCN	Course Number	Course Description	CUs	Term
MGMT 5010	C204	Management Communication	3	1
ACCT 5310	D550	Ethics for Accountants	3	1
ACCT 5315	D551	Fraud and Forensic Accounting	3	1
ACCT 6301	D252	Accounting Research and Critical Thinking	3	2
ACCT 5320	D552	Data Analytics for Accountants I	3	2
ACCT 5325	D553	Data Analytics for Accountants II	3	2
ACCT 5105	D554	Advanced Financial Accounting I	3	3
ACCT 6315	D555	Advanced Financial Accounting II	3	3
ACCT 6320	D556	Corporate Financial Analysis	3	3
ACCT 5201	D250	Governmental and Nonprofit Accounting	3	4
ACCT 6201	D251	Advanced Auditing	3	4
MACCF	**202412**	**Total CUs:**	**33**	

Master of Science in Accounting, Management Accounting Specialization

The Master of Science in Accounting (MAcc) degree is a competency-based program that provides advanced accounting knowledge and skills for a successful career as a professional accountant in public accounting, industry, government, and non-profit organizations. Graduates of the program will obtain substantial knowledge in a wide range of subject matter that can lead to a career in financial accounting, financial analysis, corporate treasury, tax accounting, auditing, and forensic examination, to name a few.After completing five foundational courses, learners will have the option to pursue one of four tracks: Financial Reporting, Taxation, Auditing, or Management Accounting. Each of these tracks is designed to prepare learners to sit for one or more of the following: the Certified Public Accountant (CPA) Evolution exam, the Certified Management Accounting (CMA) exam, the Certified Internal Auditor (CIA) exam and/or the Certified Fraud Examiners exam.

CCN	Course Number	Course Description	CUs	Term
MGMT 5010	C204	Management Communication	3	1
ACCT 5310	D550	Ethics for Accountants	3	1
ACCT 5315	D551	Fraud and Forensic Accounting	3	1
ACCT 6301	D252	Accounting Research and Critical Thinking	3	2
ACCT 5320	D552	Data Analytics for Accountants I	3	2
ACCT 5325	D553	Data Analytics for Accountants II	3	2
ACCT 6335	D559	Advanced Managerial Accounting	3	3
ACCT 6320	D556	Corporate Financial Analysis	3	3
ACCT 6340	D560	Internal Auditing I	3	3
ACCT 6345	D561	Information Systems for Accounting and Control	3	4
MACCM	**202412**	**Total CUs:**	**30**	

Master of Science in Accounting, Taxation Specialization

The Master of Science in Accounting (MAcc) degree is a competency-based program that provides advanced accounting knowledge and skills for a successful career as a professional accountant in public accounting, industry, government, and non-profit organizations. Graduates of the program will obtain substantial knowledge in a wide range of subject matter that can lead to a career in financial accounting, financial analysis, corporate treasury, tax accounting, auditing, and forensic examination, to name a few.After completing five foundational courses, learners will have the option to pursue one of four tracks: Financial Reporting, Taxation, Auditing, or Management Accounting. Each of these tracks is designed to prepare learners to sit for one or more of the following: the Certified Public Accountant (CPA) Evolution exam, the Certified Management Accounting (CMA) exam, the Certified Internal Auditor (CIA) exam and/or the Certified Fraud Examiners exam.

CCN	Course Number	Course Description	CUs	Term
MGMT 5010	C204	Management Communication	3	1
ACCT 5310	D550	Ethics for Accountants	3	1
ACCT 5315	D551	Fraud and Forensic Accounting	3	1
ACCT 6301	D252	Accounting Research and Critical Thinking	3	2
ACCT 5320	D552	Data Analytics for Accountants I	3	2
ACCT 5325	D553	Data Analytics for Accountants II	3	2
ACCT 5105	D554	Advanced Financial Accounting I	3	3
ACCT 6325	D557	Corporate Taxation	3	3
ACCT 6315	D555	Advanced Financial Accounting II	3	3
ACCT 6330	D558	Pass-Through Taxation	3	4
MACCT	**202412**	**Total CUs:**	**30**	

Master of Science, Human Resource Management

The Master of Science in Human Resource Management is a competency-based, online, graduate degree program with industry-relevant coursework designed to align with both SHRM (Society for Human Resource Management) and HRCI (HR Certification Institute) curriculum content standards and guidelines. These standards and guidelines help students prepare for either, or both, the SHRM-CP or the HRCI PHR certification exams. This compact program contains 10 courses that combine general business competencies with core human resource (HR) management skills and has a unique capstone experience that embeds the SHRM Inclusive Workplace Culture specialty credential. Along the way to degree completion, students will also earn a WGU certificate in HR Technology and Analytics for Decision Making. Throughout the program, themes of strategic HR decision-making and critical thinking, global HR best practices, and DEI are interspersed within the coursework. The competencies and skills in this program align with a variety of positions such as HR managers and directors, HR business partners, training and development specialists, talent acquisition managers, total rewards specialists, DEI managers, senior-level HR positions such as vice president of HR and chief human resource officer (CHRO), and HR information systems (HRIS) analysts.

CCN	Course Number	Course Description	CUs	Term
MGMT 5000	C200	Managing Organizations and Leading People	3	1
BUS 5000	C201	Business Acumen	3	1
HRM 5010	C202	Managing Human Capital	3	1
MHRM 5000	D432	HR Compliance and Employee Relations	3	2
MGMT 5010	C204	Management Communication	3	2
MGMT 6010	C207	Data-Driven Decision Making	3	2
MHRM 6000	D433	Talent Acquisition and Development	3	3
MHRM 6020	D435	HR Technology and People Analytics	3	3
MHRM 6010	D434	Future Focused Total Rewards	3	3
MHRM 6030	D436	Inclusive Workplace Culture Capstone	3	4
MSHRM	**202311**	**Total CUs:**	**30**	

Leavitt School of Health

Leavitt School of Health Tenets:

- **Each student is unique.** We align our systems and resources using Learner-Centered Faculty (LCF) tools to support each personal journey toward graduation and success in their chosen healthcare career.
- **Access matters.** The lack of diversity in ethnicity and gender in the healthcare workforce contributes to the continued disparities in health outcomes. We create access for diverse populations through onramps and visible career pathways to change the composition of the healthcare workforce and improve health outcomes.
- **Equity is an opportunity equalizer.** We eliminate barriers and allocate resources to provide equity in access and education for our learners, so they demonstrate equity in the care and services they provide as graduates. We focus on improving fairness and eliminating bias in teaching and learning.
- **Data matters.** Our insights come from examining (and improving) processes at the program level and every level of the college using the lens of our learner populations as our guide. Disparities in learner outcomes signal needed changes in student support and data informs our ability to adjust in agile ways.
- **Our learning products power the healthcare workforce.** We continually evaluate the learning needs of the healthcare industry and diversify our portfolio to include in-demand health professions degrees, microcredentials and other learning products that position students for career success and provide needed talent to employers.
- **Value and affordability are of equal importance.** High quality, accredited health professions education requires validation of competencies for patient and system engagement through supervised field experiences. We ensure that learners are well prepared for the complexities of practice and carefully evaluate costs, so students have an affordable, relevant education while ensuring quality and college sustainability.
- **Partnerships accelerate our impact.** We accelerate our reach and impact through mutually beneficial partnerships. These relationships include donors, employers, educational institutions and healthcare industry organizations and associations.

Bachelor of Science, Nursing - Prelicensure (Pre-Nursing)

The prelicensure BSN degree program prepares graduates to sit for the national registered nurses licensing examination (NCLEX) and to practice as a Registered Nurse. The program focuses on contemporary nursing practices to build nursing skills and competencies using competency-based learning. It is structured to develop competent BSN prepared nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN degree program includes strategic partnerships between the Western Governors University Nursing Program and healthcare employers who provide clinical practice sites. Graduates are prepared to function as competent registered nurse and part of the healthcare team in many different settings.The prelicensure BSN degree program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community/population health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates are eligible to apply to take the NCLEX-RN exam for state licensure and be prepared to seek registered nursing positions in various settings including acute and non-acute settings as well as for military, U.S. Public Health, VA appointments, roles in school, community, and occupational health settings. BSN graduates are also prepared to enter MSN programs at the end of their studies This degree program is delivered in a hybrid format with online and distance learning plus in person high fidelity simulation labs and in person hands on clinical experiences.The WGU prelicensure BSN degree program is evidence-based and developed according to The Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (2021) (click here to view). In addition, it incorporates competencies and standards from professional organizations and state regulations. The program is accredited by CCNE and identified as an NLN Center of Excellence in Nursing Education.

CCN	Course Number	Course Description	CUs	Term
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
HUMN 1020	D198	Global Arts and Humanities	3	1
SCIE 2030	D425	Introduction to Chemistry	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	2
PSYC 1010	C180	Introduction to Psychology	3	2
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	3
SOCG 1010	C273	Introduction to Sociology	3	3
NURS 2001	D440	Health and Wellness Through Nutritional Science	3	3
MATH 1200	C957	Applied Algebra	3	4
PSYC 1020	D202	Human Growth and Development	3	4
NURS 2508	D236	Pathophysiology	3	4
NURS 2002	D441	Medical Dosage Calculations and Pharmacology	3	4
NURS 1011	D439	Foundations of Nursing	3	4
BSPNTR	**202303**	**Total CUs:**	**61**	

Bachelor of Science, Nursing - Prelicensure (Nursing)

The prelicensure BSN degree program prepares graduates to sit for the national registered nurses licensing examination (NCLEX) and to practice as a Registered Nurse. The program focuses on contemporary nursing practices to build nursing skills and competencies using competency-based learning. It is structured to develop competent BSN prepared nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN degree program includes strategic partnerships between the Western Governors University Nursing Program and healthcare employers who provide clinical practice sites. Graduates are prepared to function as competent registered nurse and part of the healthcare team in many different settings.The prelicensure BSN degree program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community/population health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates are eligible to apply to take the NCLEX-RN exam for state licensure and be prepared to seek registered nursing positions in various settings including acute and non-acute settings as well as for military, U.S. Public Health, VA appointments, roles in school, community, and occupational health settings. BSN graduates are also prepared to enter MSN programs at the end of their studies This degree program is delivered in a hybrid format with online and distance learning plus in person high fidelity simulation labs and in person hands on clinical experiences.The WGU prelicensure BSN degree program is evidence-based and developed according to The Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (2021) (click here to view). In addition, it incorporates competencies and standards from professional organizations and state regulations. The program is accredited by CCNE and identified as an NLN Center of Excellence in Nursing Education.

CCN	Course Number	Course Description	CUs	Term
NURS 3115	D442	Basic Nursing Skills	3	1
NURS 3116	D443	Health Assessment	3	1
NURS 3117	D444	Adult Health I	5	1
NURS 3600	D218	Intrapersonal Leadership and Professional Growth	3	1
NURS 3118	D445	Intermediate Nursing Skills	3	2
NURS 3119	D446	Adult Health II	5	2
NURS 3120	D447	Women's and Children's Nursing	5	2
NURS 3610	D219	Scholarship in Nursing Practice	3	2
NURS 3122	D449	Psychiatric and Mental Health Nursing	5	3
NURS 3123	D450	Community Health and Population-Focused Nursing	5	3
NURS 3620	D220	Information Technology in Nursing Practice	3	3
NURS 3630	D221	Organizational Systems and Healthcare Transformation	3	3
NURS 3126	D453	Advanced Nursing Skills	2	4
NURS 3127	D454	Adult Health III	5	4
NURS 3128	D455	Professional Nursing Role Transition	6	4
BSNPLTR	**202303**	**Total CUs:**	**59**	

Bachelor of Science, Nursing

The RN to BSN degree builds on the foundation of previous nursing education at the associate degree or diploma levels. Initial licensure programs prepare graduates for RN licensure with courses in the biological and social sciences and nursing. The BSN degree for RNs expands knowledge in areas of research, theory, leadership, community concepts, healthcare policy, therapeutic interventions, and current trends in healthcare. Graduates are prepared to function in new roles as members of healthcare teams in many settings. Graduates are eligible for military, U.S. Public Health, and VA appointments as well as roles in school health, community, occupational, and other non-acute care settings. BSN graduates are also prepared to enter MSN programs. All work in this degree program is online and at a distance. The WGU RN to BSN program is evidence-based and developed according to the AACN Essentials. In addition, it incorporates competencies and standards from other specialty organizations.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
NURS 3114	D235	Interprofessional Communication and Leadership in Healthcare	2	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	2
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
PSYC 1010	C180	Introduction to Psychology	3	3
HUMN 1020	D198	Global Arts and Humanities	3	3
SOCG 1010	C273	Introduction to Sociology	3	4
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	4
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	4
PSYC 1020	D202	Human Growth and Development	3	4
NURS 3600	D218	Intrapersonal Leadership and Professional Growth	3	5
NURS 3610	D219	Scholarship in Nursing Practice	3	5
NURS 2508	D236	Pathophysiology	3	5
NURS 3620	D220	Information Technology in Nursing Practice	3	5
NURS 3630	D221	Organizational Systems and Healthcare Transformation	3	6
NURS 3640	D222	Comprehensive Health Assessment	3	6
NURS 2650	D223	Healthcare Policy and Economics	3	6
NURS 3672	E225	Emerging Professional Practice	3	6
NURS 3662	E224	Global and Population Health	4	7
NURS 3660	D226	BSNU Capstone	3	7
BSNU	**202410**	**Total CUs:**	**120**	

Bachelor of Science, Health Information Management

The Bachelor of Science in Health Information Management provides a solid foundation in healthcare information systems and data management technologies for healthcare organizations including healthcare regulation, project management of health systems, databases, and security. In addition to the health information management content, the degree program includes a broad collegiate education. The program is designed for those who have some technical or clinical knowledge in a health care environment and are ready to move to increased levels of expertise and knowledge in the health information management field. The health information management component of the Bachelor of Science program consists of the following areas of study: Healthcare Data, Health Information Technology, Medical Terminology, Pathophysiology and Pharmacology. There are several other areas of study that students master including Fundamentals of IT in Healthcare, Legal and Ethical Considerations in Healthcare, Leadership and Management, Anatomy and Physiology, Healthcare Compliance and Coding, Project Management, Financial Resource Management, and Healthcare Statistics. There are two professional practice experiences required for the program. At the end of the program, students complete a capstone project.

CCN	Course Number	Course Description	CUs	Term
HLTH 2050	D389	Learning Strategies in Higher Education	4	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
HIM 2011	C799	Healthcare Ecosystems	3	1
MATH 1100	C784	Applied Healthcare Statistics	4	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	2
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	2
BIO 1010	C190	Introduction to Biology	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIM 2150	C804	Medical Terminology	3	3
BIO 1100	D203	Fundamentals of Anatomy and Physiology	3	3
HIM 3205	C816	Healthcare System Applications	4	3
PSYC 1010	C180	Introduction to Psychology	3	3
HLTH 3501	C802	Foundations in Healthcare Information Management	4	4
HLTH 3315	C803	Data Analytics and Information Governance	4	4
HUMN 1020	D198	Global Arts and Humanities	3	4
MATH 1200	C957	Applied Algebra	3	4
HIM 2002	D190	Introduction to Healthcare IT Systems	4	5
HIM 2104	C810	Foundations in Healthcare Data Management	3	5
HIM 2215	C801	Health Information Law and Regulations	4	5
POLS 1030	C963	American Politics and the US Constitution	3	5
HIM 2507	C805	Pathophysiology	3	6
HLTH 2422	D398	Introduction to Pharmacology	3	6
HIM 4511	C815	Quality and Performance Management and Methods	4	6
HIM 2515	C808	Classification Systems	4	6
HLTH 2115	D521	Introduction to Medical Coding	3	7

HIM 3215	C807	Healthcare Compliance	3	7
HIM 3701	C811	Healthcare Financial Resource Management	4	7
HIM 4610	C812	Healthcare Reimbursement	4	7
HIM 4502	C813	Healthcare Statistics and Research	3	8
HLTH 2100	D033	Healthcare Information Systems Management	3	8
HLTH 4905	D255	Professional Practice Experience I: Technical	3	8
HLTH 3000	D257	Healthcare Project Management	4	8
HLTH 2120	D256	Principles of Management in Health Information Management	3	9
HLTH 3100	D258	Organizational Leadership in Healthcare	3	9
HLTH 4906	D259	Professional Practice Experience II: Management	4	9
HIM 4507	D260	Health Information Management Capstone	4	9
BSHIM	**202402**	**Total CUs:**	**122**	

Bachelor of Science, Health and Human Services

The Bachelor of Science in Health and Human Services prepares graduates for a variety of entry-level or career-building positions within the health and human services industry. Graduates will be prepared to professionally communicate with clients, care providers, care leaders, and care advocates using learned diversity, equity, and inclusivity standards. Graduates will be equipped to advocate for clients in varied contexts, such as community centers, rehabilitation facilities, hospitals, and skilled nursing facilities, to name a few. Graduates also will learn to navigate value-based care systems and community public health, participating as a partner to communicate plan interventions to clients, to promote client-centered holistic care, and to advocate integrated care management.

CCN	Course Number	Course Description	CUs	Term
HLTH 2050	D389	Learning Strategies in Higher Education	4	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
HLTH 1010	C458	Health, Fitness, and Wellness	4	1
PHIL 1031	D458	Introduction to Systems Thinking for Health Professionals	3	2
HLTH 2130	D390	Introduction to Health and Human Services	3	2
HLTH 2012	D391	Healthcare Ecosystems	3	2
BIO 1010	C190	Introduction to Biology	3	2
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	3
HLTH 4380	D577	Team Dynamics	3	3
PSYC 1010	C180	Introduction to Psychology	3	3
PSYC 1020	D202	Human Growth and Development	3	3
MATH 1100	C784	Applied Healthcare Statistics	4	4
HLTH 2160	D393	History of Healthcare in America	3	4
HLTH 2220	D394	Care for Individuals and Families	3	4
BIO 1100	D203	Fundamentals of Anatomy and Physiology	3	4
HIM 2150	C804	Medical Terminology	3	5
HLTH 3510	D565	Cultural Awareness and Ethics	3	5
HLTH 2320	D396	Evidence-Based Practice for Health and Human Services	3	5
HLTH 3540	D568	Health Equity and Social Determinants of Health	3	5
HLTH 2422	D398	Introduction to Pharmacology	3	6
HLTH 2500	D399	Introduction to Gerontology	3	6
HLTH 3300	D400	End-of-Life Care	3	6
HLTH 4330	D572	Career and Lifelong Learning	4	6
HLTH 3310	D401	Introduction to Epidemiology	3	7
HLTH 3320	D402	Community and Public Health	4	7
HLTH 4340	D573	Understanding Substance Abuse & Addiction	3	7
HLTH 3340	D404	Healthcare Values and Ethics	3	7

HLTH 4400	D579	Mental Health Awareness and Education	3	8
HLTH 4416	D405	Financial Resource Management and Healthcare Reimbursement	4	8
HLTH 3350	D406	Health Literacy for the Client and Family	3	8
HLTH 3420	D407	Models of Care and Healthcare Trends	3	8
HLTH 4430	D408	Community Relations and Leadership	3	9
HLTH 4920	D409	Health and Human Services Professional Field Experience	3	9
HLTH 4921	D410	Health & Human Services Professional Capstone	3	9
BSHHS	**202411**	**Total CUs:**	**111**	

Bachelor of Science, Health Science

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

CCN	Course Number	Course Description	CUs	Term
HLTH 2050	D389	Learning Strategies in Higher Education	4	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	2
HUMN 1020	D198	Global Arts and Humanities	3	2
SCIE 2030	D425	Introduction to Chemistry	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	2
PSYC 1010	C180	Introduction to Psychology	3	3
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	3
MATH 1100	C784	Applied Healthcare Statistics	4	3
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	4
SOCG 1010	C273	Introduction to Sociology	3	4
MATH 1200	C957	Applied Algebra	3	4
PSYC 1020	D202	Human Growth and Development	3	4
NURS 2508	D236	Pathophysiology	3	5
HLTH 4330	D572	Career and Lifelong Learning	4	5
RSCH 1000	D581	Introduction to Research Methods	3	5
HLTH 1010	C458	Health, Fitness, and Wellness	4	5
HLTH 4340	D573	Understanding Substance Abuse & Addiction	3	6
HLTH 4310	D570	Cognitive Psychology	3	6
HLTH 3510	D565	Cultural Awareness and Ethics	3	6
HLTH 4350	D575	Health Psychology	3	6
HLTH 2600	D583	Foundations in Public Health	3	7
HLTH 3540	D568	Health Equity and Social Determinants of Health	3	7
HLTH 3310	D401	Introduction to Epidemiology	3	7

HLTH 4060	D634	Health Sciences Capstone	3	7
BSHS	**202406**	**Total CUs:**	**91**	

Bachelor of Science in Psychology

The Bachelor of Science in Psychology at WGU is a comprehensive program designed to equip graduates for diverse career paths, including management, sales, human resources, social and community services, as well as behavioral and mental health. This undergraduate program serves as a solid foundation for those aspiring to pursue advanced degrees. The program offers a dynamic learning experience tailored to WGU students. Throughout the curriculum, students cultivate essential skills in communication, scientific and critical inquiry, advocacy, professionalism, cultural awareness, ethical conduct, self-regulation, and self-reflection. The coursework exposes students to key principles and concepts in psychology, providing a well-rounded understanding of the field and informing their career planning. Aligned with workforce demands and adhering to the American Psychological Association Guidelines for the Undergraduate Psychology Major, the WGU Bachelor of Science in Psychology program ensures that graduates are well-prepared to navigate the complexities of the professional landscape. The program concludes with a capstone project, allowing students to apply their psychological knowledge to an area of personal interest, showcasing their acquired skills and insights.

CCN	Course Number	Course Description	CUs	Term
HLTH 2050	D389	Learning Strategies in Higher Education	4	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
PSYC 1010	C180	Introduction to Psychology	3	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	2
PSYC 1020	D202	Human Growth and Development	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
SOCG 1010	C273	Introduction to Sociology	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	3
HLTH 3500	D564	Theories of Personality	3	3
HLTH 3510	D565	Cultural Awareness and Ethics	3	3
GEOG 1312	D199	Introduction to Physical and Human Geography	3	3
HLTH 3520	D566	Psychology of Learning	3	4
HLTH 3530	D567	Social Psychology	3	4
RSCH 1000	D581	Introduction to Research Methods	3	4
BIO 1010	C190	Introduction to Biology	3	4
HLTH 3540	D568	Health Equity and Social Determinants of Health	3	5
HLTH 4300	D569	Adult Psychology	3	5
MATH 1800	D582	Introduction to Statistics for Research	3	5
HLTH 4310	D570	Cognitive Psychology	3	5
HLTH 1010	C458	Health, Fitness, and Wellness	4	6
HLTH 4320	D571	Psychopathology	3	6
HLTH 4330	D572	Career and Lifelong Learning	4	6
BIO 1100	D203	Fundamentals of Anatomy and Physiology	3	6
HLTH 4340	D573	Understanding Substance Abuse & Addiction	3	7

COMM 1721	D246	Influential Communication through Visual Design and Storytelling	3	7
HLTH 4350	D575	Health Psychology	3	7
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	7
HLTH 4360	D574	Neuropsychology	3	8
HLTH 4400	D579	Mental Health Awareness and Education	3	8
HLTH 3550	D616	Consumer Behavior	3	8
HLTH 4370	D576	Industrial and Organizational Psychology	3	8
HLTH 4380	D577	Team Dynamics	3	9
HLTH 4390	D578	Capstone in Psychology	4	9
BSPSY	**202404**	**Total CUs:**	**106**	

Bachelor of Science, Public Health

The BS in Public Health program is designed to equip Learners with the necessary skills and knowledge to meet the demands of the public health industry. Throughout the program, Learners will learn about various aspects of public health, including promoting healthy lifestyles, safeguarding community health, and conducting research on infectious disease prevention.While the primary focus of the program is community public health, it also covers a wide array of related topics, such as women's or gender health, mental health, human sexuality, health and wellness, and both chronic and infectious diseases.Upon completing the BSPH, our Learners will be well-prepared for careers in the community public health sector. The program also serves as a steppingstone for those interested in pursuing the Master of Science in Public Health (MSPH) degree at WGU. To facilitate this transition, bridge courses in leadership and ethics, communication, and data-driven decision-making are part of latter terms in the program. This ensures that Learners are fully prepared to excel in their future endeavors in public health.

CCN	Course Number	Course Description	CUs	Term
HLTH 2050	D389	Learning Strategies in Higher Education	4	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
HLTH 2600	D583	Foundations in Public Health	3	1
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	2
HLTH 1010	C458	Health, Fitness, and Wellness	4	2
BIO 1010	C190	Introduction to Biology	3	2
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	2
SOCG 1010	C273	Introduction to Sociology	3	3
PSYC 1020	D202	Human Growth and Development	3	3
PSYC 1010	C180	Introduction to Psychology	3	3
HLTH 3540	D568	Health Equity and Social Determinants of Health	3	3
BIO 1100	D203	Fundamentals of Anatomy and Physiology	3	4
MATH 1100	C784	Applied Healthcare Statistics	4	4
RSCH 1000	D581	Introduction to Research Methods	3	4
HLTH 3320	D402	Community and Public Health	4	4
HLTH 2610	D584	Program Planning and Implementation	3	5
HLTH 2620	D585	Program Evaluation	3	5
HLTH 2630	D586	Public Health Policy	3	5
HLTH 4340	D573	Understanding Substance Abuse & Addiction	3	5
HLTH 4380	D577	Team Dynamics	3	6
HLTH 2640	D587	Gender and Health	3	6
HLTH 2650	D588	Human Sexuality	3	6
HLTH 3600	D589	Chronic and Infectious Diseases	3	6
HLTH 3310	D401	Introduction to Epidemiology	3	7
HLTH 4400	D579	Mental Health Awareness and Education	3	7

HLTH 3610	D590	Public Health Administration	3	7
HLTH 4330	D572	Career and Lifelong Learning	4	7
HLTH 3620	D591	Grant Writing	3	8
HLTH 5630	D592	Environmental Health	3	8
HLTH 5640	D593	Global Health	3	8
HLTH 5650	D594	Public Health Leadership and Administration	3	8
HLTH 4600	D595	Public Health Capstone	3	9
BSPH	**202409**	**Total CUs:**	**104**	

Master of Science, Nursing - Family Nurse Practitioner (BSN to MSN)

The Master of Science, Nursing - Family Nurse Practitioner (MSNUFNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRNs) with the Family Nurse Practitioner (FNP) population focus. FNPs deliver cost-effective, holistic, high-quality primary care to individuals, families, and communities across the lifespan. The MSNUFNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and treatment processes of advanced practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the MSNUFNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities. The MSNUFNP program is a blended program with the majority of the coursework delivered online, plus hands-on clinical practice experiences occurring in the local community. Graduates of the MSNUFNP program are eligible to sit for the FNP national certification examination of their choice. Additionally, the MSNUFNP program will prepare graduates to successfully transition to clinical practice in delivering care to individuals, families, and communities.

CCN	Course Number	Course Description	CUs	Term
NURS 5201	D024	Professional Presence and Influence	2	1
NURS 5800	D115	Advanced Pathophysiology for the Advanced Practice Nurse	4	1
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	2
NURS 6800	D116	Advanced Pharmacology for the Advanced Practice Nurse	4	2
NURS 5206	D029	Informatics for Transforming Nursing Care	3	2
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	3
NURS 6810	D117	Advanced Health Assessment for the Advanced Practice Nurse	4	3
NURS 6820	D118	Adult Primary Care for the Advanced Practice Nurse	3	3
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	4
NURS 6830	D119	Pediatric Primary Care for the Advanced Practice Nurse	3	4
NURS 6840	D120	Special Populations Primary Care for the Advanced Practice Nurse	3	4
NURS 6820	D121	Health Promotion of Patients and Populations Across the Lifespan	3	4
NURS 6830	D122	Family Nurse Practitioner Clinical Internship I	3	5
NURS 6861	D123	Family Nurse Practitioner Clinical Internship II	3	5
NURS 6850	D124	Family Nurse Practitioner Clinical Internship III	3	5
MSNUFNP	**202003**	**Total CUs:**	**48**	

Master of Science, Nursing - Psychiatric Mental Health Nurse Practitioner

The Master of Science, Nursing - Psychiatric Mental Health Nurse Practitioner (MSNUPMHNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRN) with the Psychiatric Mental Health Nurse Practitioner (PMHNP) population focus. PMHNPs deliver cost-effective, holistic, high-quality mental health care to individuals, families, and communities across the lifespan and care setting. The MSNUPMHNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and psychotherapeutic treatment processes of advanced practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the MSNUPMHNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities across care settings. The MSNUPMHNP program is a blended program with the majority of the coursework delivered online, plus direct patient care clinical practice experiences occurring in the local community. Graduates of the MSNUPMHNP program are eligible to sit for the PMHNP national certification examination. Additionally, the MSNUPMHNP program will prepare graduates to successfully transition to clinical practice in delivering mental health care to individuals, families, and communities across the lifespan and care settings.

CCN	Course Number	Course Description	CUs	Term
NURS 5201	D024	Professional Presence and Influence	2	1
NURS 5800	D115	Advanced Pathophysiology for the Advanced Practice Nurse	4	1
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	1
NURS 5206	D029	Informatics for Transforming Nursing Care	3	2
NURS 6800	D116	Advanced Pharmacology for the Advanced Practice Nurse	4	2
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	2
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	2
NURS 6810	D117	Advanced Health Assessment for the Advanced Practice Nurse	4	3
NURS 6436	D343	Foundations of Advanced Psychiatric Mental Health Practice	3	3
NURS 6437	D344	The Assessment and Diagnostic Process of Psychiatric Nurse Practitioner Practice	3	3
NURS 6348	D345	Psychopharmacology for Advanced Psychiatric Mental Health Practice	3	4
NURS 6439	D346	Advanced Psychiatric Mental Health Care of Adults and Older Adults Across Care Settings	3	4
NURS 6440	D347	Advanced Psychiatric Mental Health Care of Children and Adolescents Across Care Settings	3	4
NURS 6480	D348	Psychiatric Mental Health Nurse Practitioner Clinical Internship I	3	5
NURS 6481	D349	Psychiatric Mental Health Nurse Practitioner Clinical Internship II	3	5
NURS 6482	D350	Psychiatric Mental Health Nurse Practitioner Clinical Internship III	3	5
MSNUPMHNP	**202203**	**Total CUs:**	**51**	

Master of Science, Nursing - Education (BSN to MSN)

The Master of Science in Nursing, Education degree is a competency-based program that prepares graduates to be academic nurse educators in various educational and practice settings. Graduates are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Master of Science in Nursing Education content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators (2012). The hallmarks of our program include: (a) authentic learning experiences, b) evidence-based course preparation, and c) self-paced learning in an asynchronous online learning environment. Developing context-based curriculum, objectives, and learning materials are an essential aspect of an academic educator role. MSN Education graduates will experience theoretical applications and practical perspectives regarding learning styles, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality courses and assessments.

CCN	Course Number	Course Description	CUs	Term
NURS 5201	D024	Professional Presence and Influence	2	1
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	1
NURS 5206	D029	Informatics for Transforming Nursing Care	3	1
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	2
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	2
NURS 5204	D027	Advanced Pathopharmacological Foundations	3	2
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	3
NURS 6101	C918	Evolving Roles of Nurse Educators in Diverse Environments	2	3
NURS 6002	C919	Facilitation of Context-Based Student-Centered Learning	2	3
NURS 6003	C920	Contemporary Curriculum Design and Development in Nursing Education	2	3
NURS 6004	C921	Assessment and Evaluation Strategies for Measuring Student Learning	3	4
NURS 6005	C922	Emerging Trends and Challenges in 21st Century Nursing Education	2	4
NURS 6201	C946	Nursing Education Field Experience	2	4
NURS 6107	C947	Nursing Education Capstone	2	4
MSNUED	**202003**	**Total CUs:**	**36**	

Master of Science, Nursing - Leadership and Management (BSN to MSN)

The Master of Science, Nursing - Leadership and Management is a competency-based program that prepares graduates to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across healthcare organizations. The WGU Master of Science, Nursing - Leadership and Management program content is evidence-based, drawing on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The Master of Science, Nursing - Leadership/Management content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the American Organization for Nursing Leadership (AONL) competencies for nursing managers and executives. The degree program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives). This program consists of developing core knowledge related to complexities of healthcare, access, quality, and costs for diverse populations. New nursing knowledge includes research, theory, technology applied to nursing practice, evidence-based practice, ethics, and new roles for master's prepared nurses. Areas of focus include organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. A case study approach is used to examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

CCN	Course Number	Course Description	CUs	Term
NURS 5201	D024	Professional Presence and Influence	2	1
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	1
NURS 5206	D029	Informatics for Transforming Nursing Care	3	1
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	2
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	2
NURS 5204	D027	Advanced Pathopharmacological Foundations	3	2
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	3
NURS 6431	D155	Leading with Personal Mastery	2	3
NURS 6432	D156	Business Case Analysis for Healthcare Improvement	2	3
NURS 6433	D157	Managing Resources in an Era of Disruption	2	3
NURS 6434	D158	Strategically Planning the Execution of a Healthcare Improvement Project	2	4
NURS 6435	D159	Evidence-Based Measures for Evaluating Healthcare Improvements	2	4
NURS 6503	D160	Nursing Leadership and Management Field Experience	3	4
NURS 6603	D161	Nursing Leadership and Management Capstone	2	4
MSNULM	**202011**	**Total CUs:**	**36**	

Master of Science, Nursing - Nursing Informatics (BSN to MSN)

The Master of Science degree in Nursing Informatics is a competency-based program that prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU Master of Science Nursing Informatics program apply systems-thinking strategies to transform data to wisdom for understanding the determinants and distribution of healthcare needs in diverse populations. This program prepares students to select and use contemporary technologies to collaborate with interprofessional teams for the development and implementation of health education programs, evidence-based practices, and point-of-care policies. Through the integration of nursing science, computer science and information science, students will develop competencies for performing advanced informatics skills to improve health outcomes, such as data capture, management, mining, and analysis. This masters degree program supports students in applying their knowledge and conceptual understanding of nursing informatics to real-world situations where the use of information and communication technologies are essential for delivering and coordinating care across multiple settings. Graduates of the WGU Master of Science Nursing Informatics program are prepared to gather, document, and analyze outcome data that will serve as a foundation for data-driven decisions that inform practice processes and the implementation of interventions or strategies to improve healthcare outcomes.

CCN	Course Number	Course Description	CUs	Term
NURS 5201	D024	Professional Presence and Influence	2	1
NURS 5206	D029	Informatics for Transforming Nursing Care	3	1
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	1
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	1
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	2
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	2
NURS 5204	D027	Advanced Pathopharmacological Foundations	3	2
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	3
NURS 5745	C790	Foundations in Nursing Informatics	2	3
NURS 6701	C797	Data Science and Analytics	2	3
NURS 6010	C792	Data Modeling and Database Management Systems	2	3
NURS 6702	C798	Informatics System Analysis and Design	3	4
NURS 6020	C854	Nursing Informatics Field Experience	4	4
NURS 6030	C855	Nursing Informatics Capstone	2	4
MSNUNI	**202003**	**Total CUs:**	**36**	

Master of Science, Nursing - Education (RN to MSN)

The Master of Science in Nursing Education degree is a competency-based program that prepares graduates to be academic nurse educators in various educational and practice settings. Graduates are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Master of Science in Nursing Education content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing (2011) and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators (2012). The hallmarks of our program include: (a) authentic learning experiences, b) evidence-based course preparation, and c) self-paced learning in an asynchronous online learning environment. Developing context-based curriculum, objectives, and learning materials are an essential aspect of an academic educator role. MSN Education graduates will experience theoretical applications and practical perspectives regarding learning styles, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality courses and assessments.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
NURS 3114	D235	Interprofessional Communication and Leadership in Healthcare	2	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
PSYC 1010	C180	Introduction to Psychology	3	4
HUMN 1020	D198	Global Arts and Humanities	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	5
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	5
PSYC 1020	D202	Human Growth and Development	3	5
NURS 2508	D236	Pathophysiology	3	6
NURS 3640	D222	Comprehensive Health Assessment	3	6
NURS 2650	D223	Healthcare Policy and Economics	3	6
NURS 3660	D224	Global and Population Health	4	7
NURS 3670	D225	Emerging Professional Practice	3	7
NURS 5201	D024	Professional Presence and Influence	2	7
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	8
NURS 5206	D029	Informatics for Transforming Nursing Care	3	8

NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	8
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	9
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	9
NURS 5204	D027	Advanced Pathopharmacological Foundations	3	9
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	10
NURS 6101	C918	Evolving Roles of Nurse Educators in Diverse Environments	2	10
NURS 6002	C919	Facilitation of Context-Based Student-Centered Learning	2	10
NURS 6003	C920	Contemporary Curriculum Design and Development in Nursing Education	2	10
NURS 6004	C921	Assessment and Evaluation Strategies for Measuring Student Learning	3	11
NURS 6005	C922	Emerging Trends and Challenges in 21st Century Nursing Education	2	11
NURS 6201	C946	Nursing Education Field Experience	2	11
NURS 6107	C947	Nursing Education Capstone	2	11
MSRNNUEDGR	**202202**		**Total CUs:**	**141**

Master of Science, Nursing - Leadership and Management (RN to MSN)

The Master of Science, Nursing - Leadership and Management (RN to MSN) is a competency-based program that builds on the foundation of students' previous nursing education at the associate degree or diploma levels. The BSN portion of the program focuses on contemporary nursing practice, developing students' skills and competencies using technology-based learning. It is structured to develop high quality, highly educated BSN nurses. Graduates are equipped to function in new roles as members of healthcare teams in many settings by expanding their knowledge in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends in health care. Graduates will be eligible for military, U.S. Public Health, and VA appointments, as well as roles in school health, community, occupational, and other care settings. The MSN portion of the program further prepares graduates to be leaders and managers in diverse settings; hospitals, long-term care facilities, community service agencies, governmental agencies and facilities, and corporations. Graduates use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across diverse nursing and healthcare settings.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
NURS 3114	D235	Interprofessional Communication and Leadership in Healthcare	2	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
PSYC 1010	C180	Introduction to Psychology	3	4
HUMN 1020	D198	Global Arts and Humanities	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	5
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	5
PSYC 1020	D202	Human Growth and Development	3	5
NURS 2508	D236	Pathophysiology	3	6
NURS 3640	D222	Comprehensive Health Assessment	3	6
NURS 2650	D223	Healthcare Policy and Economics	3	6
NURS 3660	D224	Global and Population Health	4	7
NURS 3670	D225	Emerging Professional Practice	3	7
NURS 5201	D024	Professional Presence and Influence	2	7
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	8
NURS 5206	D029	Informatics for Transforming Nursing Care	3	8
NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	8
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	9
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	9

NURS 5204	D027	Advanced Pathopharmacological Foundations	3	9
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	10
NURS 6431	D155	Leading with Personal Mastery	2	10
NURS 6432	D156	Business Case Analysis for Healthcare Improvement	2	10
NURS 6433	D157	Managing Resources in an Era of Disruption	2	10
NURS 6434	D158	Strategically Planning the Execution of a Healthcare Improvement Project	2	11
NURS 6435	D159	Evidence-Based Measures for Evaluating Healthcare Improvements	2	11
NURS 6503	D160	Nursing Leadership and Management Field Experience	3	11
NURS 6603	D161	Nursing Leadership and Management Capstone	2	11
MSRNNULMGR 202202			**Total CUs:**	**141**

Master of Science, Nursing - Nursing Informatics (RN to MSN)

The Master of Science degree in Nursing Informatics (RN to MSN option) degree is a competency-based program that builds on the foundation of previous nursing education at the associate or diploma levels. The BSN portion of the degree focuses on contemporary nursing practice in the developing of skills and competencies using technology-based learning. The master of science portion of the degree prepares graduates for a rewarding career as a specialist in the field of Nursing Informatics. Informatics Nurse Specialists have the knowledge, skills, and expertise to design, develop, implement, and evaluate Health Information Systems that support the delivery of safe, efficient and high-quality healthcare services. Students in the WGU Master of Science Nursing Informatics program apply systems-thinking strategies to transform data to wisdom for understanding the determinants and distribution of healthcare needs in diverse populations. This program prepares students to select and use contemporary technologies to collaborate with interprofessional teams for the development and implementation of health education programs, evidence-based practices, and point-of-care policies. Through the integration of nursing science, computer science and information science, students will develop competencies for performing advanced informatics skills to improve health outcomes, such as data capture, management, mining, and analysis. This masters degree program supports students in applying their knowledge and conceptual understanding of nursing informatics to real-world situations where the use of information and communication technologies are essential for delivering and coordinating care across multiple settings. Graduates are prepared to gather, document, and analyze outcome data that will serve as a foundation for data-driven decisions that inform practice processes and the implementation of interventions or strategies to improve healthcare outcomes.

CCN	Course Number	Course Description	CUs	Term
NURS 2000	C494	Advanced Standing for RN License	50	1
NURS 3114	D235	Interprofessional Communication and Leadership in Healthcare	2	2
MATH 1100	C784	Applied Healthcare Statistics	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
SCIE 1011	D312	Anatomy and Physiology I with Lab	4	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	3
SCIE 1012	D313	Anatomy and Physiology II with Lab	4	3
PSYC 1010	C180	Introduction to Psychology	3	4
HUMN 1020	D198	Global Arts and Humanities	3	4
SOCG 1010	C273	Introduction to Sociology	3	4
NURS 1010	D311	Microbiology with Lab: A Fundamental Approach	4	5
HIST 1016	D266	World History: Diverse Cultures and Global Connections	3	5
PSYC 1020	D202	Human Growth and Development	3	5
NURS 2508	D236	Pathophysiology	3	6
NURS 3640	D222	Comprehensive Health Assessment	3	6
NURS 2650	D223	Healthcare Policy and Economics	3	6
NURS 3660	D224	Global and Population Health	4	7
NURS 3670	D225	Emerging Professional Practice	3	7
NURS 5201	D024	Professional Presence and Influence	2	7
NURS 5202	D025	Essentials of Advanced Nursing Roles and Interprofessional Practice	2	8
NURS 5206	D029	Informatics for Transforming Nursing Care	3	8

NURS 5207	D030	Leadership and Management in Complex Healthcare Systems	3	8
NURS 6308	D031	Advancing Evidence-Based Innovation in Nursing Practice	3	9
NURS 5203	D026	Quality Outcomes in a Culture of Value-Based Nursing Care	2	9
NURS 5204	D027	Advanced Pathopharmacological Foundations	3	9
NURS 5205	D028	Advanced Health Assessment for Patients and Populations	3	10
NURS 5745	C790	Foundations in Nursing Informatics	2	10
NURS 6701	C797	Data Science and Analytics	2	10
NURS 6010	C792	Data Modeling and Database Management Systems	2	10
NURS 6702	C798	Informatics System Analysis and Design	3	11
NURS 6020	C854	Nursing Informatics Field Experience	4	11
NURS 6030	C855	Nursing Informatics Capstone	2	11
MSRNNUNIFGR 202202			**Total CUs:**	**141**

Master of Healthcare Administration

The Master of Healthcare Administration degree requires completion of project-based courses and a capstone culminating in five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. The program also embeds themes of person-focused care, professionalism, technology, and ethics, and fosters innovation and sustainability in health systems. Courses become progressively complex as the curriculum advances, integrating key skill sets and a knowledge base that will foster career development in healthcare administration.

CCN	Course Number	Course Description	CUs	Term
MHA 5110	D509	Innovative Solutions in Healthcare Leadership	3	1
MHA 5220	D510	Collaborative Leadership	3	1
MHA 5310	D511	Healthcare Models and Systems	2	1
MHA 5410	D512	Quality Improvement in Healthcare	3	2
MHA 5510	D513	Healthcare Financial Management	3	2
MHA 5600	D514	Analytical Methods of Healthcare Leaders	2	2
MHA 6210	D515	Enterprise Risk Management	3	3
MHA 6310	D516	Healthcare Information Technology	2	3
MHA 6410	D517	Population Healthcare Coordination	3	3
MHA 6510	D518	Challenges in Community Healthcare	3	4
MHA 6610	D519	Integrated Healthcare Leadership and Administration	3	4
MHA 6910	D520	Healthcare Leadership and Administration Capstone	4	4
MHA	**202306**	**Total CUs:**	**34**	

Master of Public Health

The MPH program will prepare students to develop, implement, and evaluate public health programs. They will demonstrate research methods needed to address public health illness and disease and evaluate the impact social determinants of health have on health outcomes.Responding to the growing public health workforce shortage, students who earn this degree will support their community's health by monitoring the community's health status and needs, promoting disease prevention, strengthening community access to healthcare and public health resources, and creating policies, plans and laws that positively impact the public's health.

CCN	Course Number	Course Description	CUs	Term
HLTH 5000	D617	Public Health Core Functions and Essential Services	3	1
HLTH 5010	D618	Environmental Health	3	1
HLTH 5020	D619	Global Health	3	1
HLTH 5030	D620	Public Health Leadership and Administration	3	2
HLTH 5040	D621	Social and Behavioral Determinants of Health	3	2
HLTH 5050	D622	Public Health Assessment, Program Planning, Intervention, and Evaluation	3	2
HLTH 6000	D623	Public Health Finance and Funding	3	3
HLTH 6010	D624	Biostatistics and Analysis	3	3
HLTH 6020	D625	Principles of Epidemiology	3	3
HLTH 6030	D626	Public Health Policy and Advocacy	3	4
	D627	Public Health Education and Promotion	3	4
HLTH 4050	D628	Public Health Graduate Capstone	3	4
MPH	**202408**	**Total CUs:**	**36**	

Post-Master's Certificate, Nursing - Family Nurse Practitioner (Post-MSN)

The Family Nurse Practitioner Post-Master's Certificate program (PMCNUFNP) program is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRNs) with the Family Nurse Practitioner (FNP) population focus. FNPs deliver cost-effective, holistic, high-quality primary care to individuals, families, and communities across the lifespan. The PMCNUFNPprogram will prepare graduates to excel in the assessment, diagnostic, prescriptive, and treatment processes of advanced practice primary care, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in thePMCNUFNPprogram, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities across care settings. The PMCNUFNP program is a blended offering with the majority of the coursework delivered online, plus hands-on clinical practice experiences occurring in the local community. Graduates of the PMCNUFNP program are eligible to sit for the FNP national certification examination of their choice. Additionally, the certificate will prepare graduates to successfully transition to clinical practice in delivering primary care to individuals, families, and communities.

CCN	Course Number	Course Description	CUs	Term
NURS 5800	D115	Advanced Pathophysiology for the Advanced Practice Nurse	4	1
NURS 6800	D116	Advanced Pharmacology for the Advanced Practice Nurse	4	1
NURS 6810	D117	Advanced Health Assessment for the Advanced Practice Nurse	4	2
NURS 6820	D118	Adult Primary Care for the Advanced Practice Nurse	3	2
NURS 6830	D119	Pediatric Primary Care for the Advanced Practice Nurse	3	2
NURS 6840	D120	Special Populations Primary Care for the Advanced Practice Nurse	3	3
NURS 6820	D121	Health Promotion of Patients and Populations Across the Lifespan	3	3
NURS 6830	D122	Family Nurse Practitioner Clinical Internship I	3	3
NURS 6861	D123	Family Nurse Practitioner Clinical Internship II	3	4
NURS 6850	D124	Family Nurse Practitioner Clinical Internship III	3	4
PMCNUFNP	**202306**	**Total CUs:**	**33**	

Post-Master's Certificate, Nursing - Psychiatric Mental Health Nurse Practitioner (Post-MSN)

The Psychiatric Mental Health Nurse Practitioner Post Master's Certificate program (PMCNUPMHNP) is a cutting-edge competency-based graduate program for nurses wishing to become advanced practice registered nurses (APRN) with the Psychiatric Mental Health Nurse Practitioner (PMHNP) population focus. PMHNPs deliver cost-effective, holistic, high-quality mental health care to individuals, families, and communities across the lifespan and care settings. The PMCNUPMHNP program will prepare graduates to excel in the assessment, diagnostic, prescriptive, and psychotherapeutic treatment processes of advanced mental health practice, as well as in delivering disease prevention and health promotion. In addition to the clinical skills graduates will develop in the PMCNUPMHNP program, graduates will be prepared to lead interprofessional healthcare teams, shape healthcare policy, and make business decisions in order to more efficiently deliver high-quality, cost-effective care to individuals, families, and communities across care settings. The PMCNUPMHNP program is a blended offering with the majority of the coursework delivered online, plus direct patient care clinical practice experiences occurring in the local community. Graduates of the PMCNUPMHNP program are eligible to sit for the PMHNP national certification examination. Additionally, the PMCNUPMHNP program will prepare graduates to successfully transition to clinical practice in delivering mental health care to individuals, families, and communities across the lifespan and care settings.

CCN	Course Number	Course Description	CUs	Term
NURS 5800	D115	Advanced Pathophysiology for the Advanced Practice Nurse	4	1
NURS 6800	D116	Advanced Pharmacology for the Advanced Practice Nurse	4	1
NURS 6810	D117	Advanced Health Assessment for the Advanced Practice Nurse	4	2
NURS 6436	D343	Foundations of Advanced Psychiatric Mental Health Practice	3	2
NURS 6437	D344	The Assessment and Diagnostic Process of Psychiatric Nurse Practitioner Practice	3	2
NURS 6348	D345	Psychopharmacology for Advanced Psychiatric Mental Health Practice	3	3
NURS 6439	D346	Advanced Psychiatric Mental Health Care of Adults and Older Adults Across Care Settings	3	3
NURS 6440	D347	Advanced Psychiatric Mental Health Care of Children and Adolescents Across Care Settings	3	3
NURS 6480	D348	Psychiatric Mental Health Nurse Practitioner Clinical Internship I	3	4
NURS 6481	D349	Psychiatric Mental Health Nurse Practitioner Clinical Internship II	3	4
NURS 6482	D350	Psychiatric Mental Health Nurse Practitioner Clinical Internship III	3	4
PMCNUPMHNP	**202306**	**Total CUs:**	**36**	

Post-Master's Certificate, Nursing - Nursing Education (Post-MSN)

The Post-Master's Certificate, Nursing - Nursing Education (Post-MSN) program is a competency-based program that prepares students to be academic nurse educators in various educational and practice settings. Students are prepared to lead collaborative academic-practice partnerships to strengthen nursing practice by developing nurses who will lead and advance health in diverse populations. As academic nurse educators, graduates demonstrate a professional presence by helping nursing students acquire the knowledge, skills and competencies to work effectively in inter-professional teams across a variety of academic and healthcare settings. The WGU Post-Master's Certificate, Nursing - Nursing Education (Post-MSN)content is based on national standards and evidence-based research related to effective teaching, learning, curriculum design and development and nursing role development. It provides the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments. The content, resources, activities, and assessments in this program are consistent with recommendations from American Association of Colleges of Nursing (AACN), The Essentials of Master's Education in Nursing, and the National League for Nursing (NLN), Scope of Practice for Academic Nurse Educators. This program builds on the core knowledge developed during the student's prior MSN degree. Areas of focus for this certificate program include: development of the context-based curriculum, learning objectives and outcomes, and learning materials that are an essential aspect of an academic educator role. This program will provide students opportunities to experience the application of nursing and educational theory, practical perspectives regarding learning, the development and socialization of learners, strategies to facilitate learning, and contemporary design and development of high-quality learning modules and assessments.

CCN	Course Number	Course Description	CUs	Term
NURS 5000	D314	Essentials of Academic Writing	1	1
NURS 6002	C919	Facilitation of Context-Based Student-Centered Learning	2	1
NURS 6003	C920	Contemporary Curriculum Design and Development in Nursing Education	2	1
NURS 6004	C921	Assessment and Evaluation Strategies for Measuring Student Learning	3	1
NURS 6101	C918	Evolving Roles of Nurse Educators in Diverse Environments	2	2
NURS 6005	C922	Emerging Trends and Challenges in 21st Century Nursing Education	2	2
NURS 6201	C946	Nursing Education Field Experience	2	2
NURS 6107	C947	Nursing Education Capstone	2	2
PMCNUED	**202110**	**Total CUs:**	**16**	

Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN)

The Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN) program is a competency-based program that prepares students to be leaders and managers in diverse settings: hospitals, long term care facilities, community service agencies, governmental agencies and facilities, and corporations. Students use their organizational, analytic, strategic planning, financial, human resources, and evaluation skills across healthcare organizations. The WGU Post-Master's Certificate, Nursing - Leadership and Management (Post-MSN) program content is evidence-based, drawing on national standards and research related to creating work environments that are collaborative, interdisciplinary, and promote effective functioning in complex nursing and healthcare environments. The certificate program content and processes are consistent with the American Nurses Association (ANA) Standards for Nurse Administrators and the American Organization for Nursing Leadership (AONL) competencies for nursing managers and executives, and the American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL). The Post-Master's Certificate program is focused on the preparation of highly qualified nurse administrators (nurse managers and nurse executives). This program builds on the core knowledge developed during the student's prior MSN degree. Areas of focus for this certificate program include organizational and leadership theories, strategic planning, regulatory standards, risk management, principles of financial management, and concepts of human resource management. Graduates examine organizational, financial, and personnel issues and their resolution. The process for assessment, measurement, evaluation, and use of outcome data for improvement is presented.

CCN	Course Number	Course Description	CUs	Term
NURS 5000	D314	Essentials of Academic Writing	1	1
NURS 6431	D155	Leading with Personal Mastery	2	1
NURS 6432	D156	Business Case Analysis for Healthcare Improvement	2	1
NURS 6433	D157	Managing Resources in an Era of Disruption	2	1
NURS 6434	D158	Strategically Planning the Execution of a Healthcare Improvement Project	2	1
NURS 6435	D159	Evidence-Based Measures for Evaluating Healthcare Improvements	2	2
NURS 6503	D160	Nursing Leadership and Management Field Experience	3	2
NURS 6603	D161	Nursing Leadership and Management Capstone	2	2
PMCNULM	**202110**	**Total CUs:**	**16**	

School of Technology

School of Technology Tenets:

- We believe education is the single greatest catalyst to change lives permanently. By providing affordable, high-value competency-based education in IT at scale, we provide opportunities to maximize professional and personal outcomes for as many learners as possible.
- Information Technology opportunities are ubiquitous across industries and are critical to solving global challenges, both current and future. We leverage strategic partnerships, portfolio research, and skills mapping to identify, develop, and deliver innovative learning approaches and access pathways that enable students to succeed in current as well as future technical and career environments.
- Those with the least access to education have the most to gain for themselves, their families, and the world: equitable attainment for the underserved and underrepresented is a force multiplier in our impact. Through ongoing innovation in learning analytics, personalized support, focused efforts around diversity, and differentiated unbiased curriculum, we meet learners where they are and scaffold them to success no matter their background.
- Our learners flourish when they are skilled in not only technological systems but also innovation, integration, critical thinking, and problem solving. Our curriculum choices ensure that industry-relevant skills are integrated with complementary skill sets that scaffold students' ability to make informed choices in business and across society.
- We are part of a lifelong learning journey for our students and offer flexible learning at multiple points along that timeline. While certifications help our students get the next job, our degrees grow their careers and change their lives. We maintain the relevancy of both to ensure student short-term and long-term success.
- Our people are our college, and our collective success enables student success. By focusing on the wellbeing and growth of each contributor, we maximize our potential and therefore that of our students by achieving together.

Bachelor of Science, Cloud Computing - Amazon Web Services track

The Bachelor of Science in Cloud Computing - AWS track (BSCCAWS) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will learn of the business advantages of moving to the cloud including functions specific to compute, storage, database, networking, and security. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles, and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in the AWS cloud environment and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, web development, and exposure to other cloud environments. Students seeking the BS in Cloud Computing - AWS track degree demonstrate additional competencies in software, engineering, operations, architecture, and development for cloud-based computing solutions across multiple industries.

CCN	Course Number	Course Description	CUs	Term
ITEC 2002	D322	Introduction to IT	4	1
MATH 1101	C955	Applied Probability and Statistics	3	1
PHIL 1030	D372	Introduction to Systems Thinking	3	1
GEOG 1312	D199	Introduction to Physical and Human Geography	3	1
ITEC 2023	D317	IT Applications	4	2
ITEC 2112	D315	Network and Security - Foundations	3	2
ITEC 2119	D282	Cloud Foundations	3	2
POLS 1030	C963	American Politics and the US Constitution	3	2
ITEC 2013	D316	IT Foundations	4	3
ITEC 3004	D281	Linux Foundations	3	3
BIO 1010	C190	Introduction to Biology	3	3
SCIE 1020	C165	Integrated Physical Sciences	3	3
ITEC 3602	D325	Networks	4	4
ITEC 2112	D329	Network and Security - Applications	4	4
ITEC 2113	D336	Business of IT - Applications	4	4
ITSW 2113	D278	Scripting and Programming - Foundations	3	5
ITSW 2120	D276	Web Development Foundations	3	5
ITEC 3100	D522	Python for IT Automation	3	5
MATH 1200	C957	Applied Algebra	3	5
ITEC 3601	D318	Cloud Applications	3	6
ITBU 2201	D370	IT Leadership Foundations	3	6
ITEC 2116	D426	Data Management - Foundations	3	6
DBMG 3380	D330	Data Systems Administration	3	6
ITEC 2117	D427	Data Management - Applications	4	7
ITEC 2109	D324	Business of IT - Project Management	4	7
ITCL 3202	D320	Managing Cloud Security	4	7

ENGL 1711	D269	Composition: Writing with a Strategy	3	8
ITSW 3170	D411	Scripting and Automation	2	8
ITCL 3204	D338	Cloud Platform Solutions	3	8
ITCL 3201	D319	AWS Cloud Architecture	3	8
ITAS 2141	D334	Introduction to Cryptography	4	8
ITEC 3005	D341	Cloud Deployment and Operations	3	9
ITCL 3203	D321	AWS Developer	3	9
ITEC 2114	D337	Internet of Things (IoT) and Infrastructure	3	9
HUMN 1101	D333	Ethics in Technology	3	9
COMM 1115	D339	Technical Communication	3	10
ITCL 4179	D342	Cloud Computing Capstone	4	10
BSCCAWS	**202406**	**Total CUs:**	**121**	

Bachelor of Science, Cloud Computing - Microsoft Azure track

The Bachelor of Science in Cloud Computing - Azure track (BSCCAZR) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles, and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in the Azure cloud environment and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, web development, and exposure to other cloud environments. Students seeking the BS in Cloud Computing – Azure track degree demonstrate additional competencies in software, engineering, operations, and architecture development for cloud-based computing solutions across multiple industries.

CCN	Course Number	Course Description	CUs	Term
ITEC 2002	D322	Introduction to IT	4	1
MATH 1101	C955	Applied Probability and Statistics	3	1
PHIL 1030	D372	Introduction to Systems Thinking	3	1
GEOG 1312	D199	Introduction to Physical and Human Geography	3	1
ITEC 2023	D317	IT Applications	4	2
ITEC 2112	D315	Network and Security - Foundations	3	2
ITCL 2100	D303	Azure Fundamentals	3	2
POLS 1030	C963	American Politics and the US Constitution	3	2
ITEC 2013	D316	IT Foundations	4	3
ITEC 3004	D281	Linux Foundations	3	3
BIO 1010	C190	Introduction to Biology	3	3
SCIE 1020	C165	Integrated Physical Sciences	3	3
ITEC 3602	D325	Networks	4	4
ITEC 2112	D329	Network and Security - Applications	4	4
ITEC 2113	D336	Business of IT - Applications	4	4
ITSW 2113	D278	Scripting and Programming - Foundations	3	5
ITSW 2120	D276	Web Development Foundations	3	5
ITEC 3100	D522	Python for IT Automation	3	5
MATH 1200	C957	Applied Algebra	3	5
ITEC 3601	D318	Cloud Applications	3	6
ITBU 2201	D370	IT Leadership Foundations	3	6
ITEC 2116	D426	Data Management - Foundations	3	6
DBMG 3380	D330	Data Systems Administration	3	6
ITEC 2117	D427	Data Management - Applications	4	7
ITEC 2109	D324	Business of IT - Project Management	4	7
ITCL 3202	D320	Managing Cloud Security	4	7
ENGL 1711	D269	Composition: Writing with a Strategy	3	8

ITSW 3170	D411	Scripting and Automation	2	8
ITCL 3204	D338	Cloud Platform Solutions	3	8
ITCL 3101	D304	Azure DevOps Solutions	3	8
ITAS 2141	D334	Introduction to Cryptography	4	8
ITCL 3102	D305	Azure Data Engineer	3	9
ITCL 3103	D306	Azure Developer Associate	3	9
ITEC 2114	D337	Internet of Things (IoT) and Infrastructure	3	9
HUMN 1101	D333	Ethics in Technology	3	9
COMM 1115	D339	Technical Communication	3	10
ITCL 4179	D342	Cloud Computing Capstone	4	10
BSCCAZR	**202406**	**Total CUs:**	**121**	

Bachelor of Science, Cloud Computing

The Bachelor of Science in Cloud Computing (BSCC) degree program prepares IT professionals with hands-on knowledge and practical application of cloud computing infrastructure, platform, and software. Students will learn of the business advantages of moving to the cloud including functions specific to compute, storage, database, networking, and security. Students will earn foundational and associate level certifications from major cloud providers such as Amazon Web Services (AWS) and Microsoft Azure, and vendor agnostic certifications such as CompTIA, Linux, and ITIL. Students will learn how to manage the security of cloud deployed applications, work with DevOps principles,and global Identity and Access Management (IAM) functions. The curriculum emphasizes working in multi-cloud environments and builds upon a core IT curriculum that includes systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS in Cloud Computing degree demonstrate additional competencies in software, engineering, operations, architecture, and development for cloud-based computing solutions across multiple industries.

CCN	Course Number	Course Description	CUs	Term
ITEC 2002	D322	Introduction to IT	4	1
MATH 1101	C955	Applied Probability and Statistics	3	1
PHIL 1030	D372	Introduction to Systems Thinking	3	1
GEOG 1312	D199	Introduction to Physical and Human Geography	3	1
ITEC 2023	D317	IT Applications	4	2
ITEC 2112	D315	Network and Security - Foundations	3	2
ITEC 2119	D282	Cloud Foundations	3	2
POLS 1030	C963	American Politics and the US Constitution	3	2
ITEC 2013	D316	IT Foundations	4	3
ITEC 3004	D281	Linux Foundations	3	3
BIO 1010	C190	Introduction to Biology	3	3
SCIE 1020	C165	Integrated Physical Sciences	3	3
ITEC 3602	D325	Networks	4	4
ITEC 2112	D329	Network and Security - Applications	4	4
ITEC 2113	D336	Business of IT - Applications	4	4
ITSW 2113	D278	Scripting and Programming - Foundations	3	5
ITSW 2120	D276	Web Development Foundations	3	5
ITEC 3100	D522	Python for IT Automation	3	5
MATH 1200	C957	Applied Algebra	3	5
ITEC 3601	D318	Cloud Applications	3	6
ITBU 2201	D370	IT Leadership Foundations	3	6
ITEC 2116	D426	Data Management - Foundations	3	6
DBMG 3380	D330	Data Systems Administration	3	6
ITEC 2117	D427	Data Management - Applications	4	7
ITEC 2109	D324	Business of IT - Project Management	4	7
ITCL 3202	D320	Managing Cloud Security	4	7
ENGL 1711	D269	Composition: Writing with a Strategy	3	8

ITSW 3170	D411	Scripting and Automation	2	8
ITCL 2100	D303	Azure Fundamentals	3	8
ITCL 3103	D306	Azure Developer Associate	3	8
ITAS 2141	D334	Introduction to Cryptography	4	8
ITCL 3201	D319	AWS Cloud Architecture	3	9
ITCL 3204	D338	Cloud Platform Solutions	3	9
ITEC 2114	D337	Internet of Things (IoT) and Infrastructure	3	9
HUMN 1101	D333	Ethics in Technology	3	9
COMM 1115	D339	Technical Communication	3	10
ITCL 4179	D342	Cloud Computing Capstone	4	10
BSCCMCL	**202406**	**Total CUs:**	**121**	

Bachelor of Science, Computer Science

The Bachelor of Science in Computer Science prepares students for a career in the high demand field of Computer Science. Upon program completion, students will apply their learned knowledge and skills in the designing, developing and optimizing of systems to meet current and future industry needs. The curriculum includes innovative courses in programming and logic, architecture and systems, data structures, project management, artificial intelligence, along with the theory and science of computing.

CCN	Course Number	Course Description	CUs	Term
ICSC 2211	D684	Introduction to Computer Science	4	1
MATH 1101	C955	Applied Probability and Statistics	3	1
ITSW 2113	D278	Scripting and Programming - Foundations	3	1
ITEC 2116	D426	Data Management - Foundations	3	1
ITEC 2112	D315	Network and Security - Foundations	3	2
MATH 2100	C958	Calculus I	4	2
ITSW 2120	D276	Web Development Foundations	3	2
ITEC 2117	D427	Data Management - Applications	4	2
ITSW 2110	D197	Version Control	1	3
ICSC 2212	D685	Practical Applications of Prompt	2	3
ITSW 2130	C867	Scripting and Programming - Applications	4	3
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	3
MATH 2800	C959	Discrete Mathematics I	4	3
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	4
ICSC 3120	C952	Computer Architecture	3	4
SCIE 1001	C683	Natural Science Lab	2	4
ITSW 3172	D286	Java Fundamentals	3	4
MATH 2810	C960	Discrete Mathematics II	4	4
ENGL 1712	D270	Composition: Successful Self-Expression	3	5
POLS 1030	C963	American Politics and the US Constitution	3	5
ITSW 3173	D287	Java Frameworks	3	5
ITEC 3004	D281	Linux Foundations	3	5
ITAS 2110	D430	Fundamentals of Information Security	3	6
ITSW 3175	D288	Back-End Programming	3	6
ITEC 2212	D686	Operating Systems for Computer Scientists	3	6
ITSW 3024	D387	Advanced Java	3	6
HUMN 1101	D333	Ethics in Technology	3	7
ICSC 2100	C949	Data Structures and Algorithms I	4	7
ITEC 2113	D336	Business of IT - Applications	4	7
ITSW 2226	D284	Software Engineering	4	7

HLTH 1010	C458	Health, Fitness, and Wellness	4	8
ICSC 3100	C950	Data Structures and Algorithms II	4	8
ITSW 3151	D480	Software Design and Quality Assurance	3	8
ICSC 3111	D429	Introduction to AI for Computer Scientists	2	8
ICSC 2112	D682	Artificial Intelligence Optimization for Computer Scientists	3	9
ICSC 3113	D683	Advanced AI and ML	3	9
ICSC 3131	D687	Computer Science Project Development with a Team	3	9
BSCS	**202412**	**Total CUs:**	**117**	

Bachelor of Science, Cybersecurity and Information Assurance

To meet an increasing demand for cybersecurity professionals, the Bachelor of Science in Cybersecurity and Information Assurance (BSCSIA) degree program prepares IT professionals to apply knowledge and experience in vulnerability management, risk management, incident response, and cyber defense to safeguard data. Courses deliver proven methods for information security in the topics of penetration testing, network security, cloud security, scripting, intrusion detection, digital forensics, security operations, project management, cryptography, and Identity and Access Management (IAM) to prevent, detect, and mitigate cyberattacks. This program features nationally recognized, high demand certifications in the field of cybersecurity.

CCN	Course Number	Course Description	CUs	Term
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
ITEC 2002	D322	Introduction to IT	4	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	1
ITAS 2110	D430	Fundamentals of Information Security	3	1
ITEC 2023	D317	IT Applications	4	2
ITEC 2013	D316	IT Foundations	4	2
ITAS 3010	C841	Legal Issues in Information Security	4	2
MATH 1101	C955	Applied Probability and Statistics	3	3
PHIL 1030	D372	Introduction to Systems Thinking	3	3
MATH 1200	C957	Applied Algebra	3	3
ITEC 2112	D315	Network and Security - Foundations	3	3
HLTH 1010	C458	Health, Fitness, and Wellness	4	4
ITEC 3602	D325	Networks	4	4
ITAS 3040	C844	Emerging Technologies in Cybersecurity	4	4
ITEC 2112	D329	Network and Security - Applications	4	5
ITAS 2140	D431	Digital Forensics in Cybersecurity	4	5
ITEC 2113	D336	Business of IT - Applications	4	5
ITEC 2116	D426	Data Management - Foundations	3	6
ITEC 2117	D427	Data Management - Applications	4	6
SCIE 1001	C683	Natural Science Lab	2	6
ITEC 3004	D281	Linux Foundations	3	6
ITAS 3050	C845	Information Systems Security	4	7
ITAS 2141	D334	Introduction to Cryptography	4	7
ITEC 2109	D324	Business of IT - Project Management	4	7
ITSW 2113	D278	Scripting and Programming - Foundations	3	8
ITSW 3126	D335	Introduction to Programming in Python	3	8
POLS 1030	C963	American Politics and the US Constitution	3	8
HUMN 1101	D333	Ethics in Technology	3	8
ITAS 3030	C843	Managing Information Security	6	9

ITAS 3021	D340	Cyber Defense and Countermeasures	4	9
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	9
ITCL 3202	D320	Managing Cloud Security	4	10
ITAS 3080	D332	Penetration Testing and Vulnerability Analysis	4	10
ITEC 4903	C769	IT Capstone Written Project	4	10
BSCSIA	**202303**	**Total CUs:**	**122**	

Bachelor of Science, Data Analytics

The B.S. in Data Analytics is designed to equip data analytics professionals with the necessary skills to design data systems, acquire and wrangle data, analyze and predict outcomes, and operationalize data-derived insights, all through the use of mathematical and programming approaches. The program combines these skills with change management, design thinking, systems thinking, and communication skills to empower graduates to effect change with data-derived insights and analytical products.

CCN	Course Number	Course Description	CUs	Term
DTAN 3100	D491	Introduction to Analytics	2	1
ITBU 2201	D370	IT Leadership Foundations	3	1
ITSW 2113	D278	Scripting and Programming - Foundations	3	1
BUS 2250	D388	Fundamentals of Spreadsheets and Data Presentations	3	1
ITEC 2116	D426	Data Management - Foundations	3	1
MGMT 4400	C721	Change Management	3	2
ITEC 2117	D427	Data Management - Applications	4	2
MATH 1101	C955	Applied Probability and Statistics	3	2
SCIE 1001	C683	Natural Science Lab	2	2
DTMG 3179	D326	Advanced Data Management	3	3
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	3
ITSW 3126	D335	Introduction to Programming in Python	3	3
ITEC 2112	D315	Network and Security - Foundations	3	3
MATH 1200	C957	Applied Algebra	3	4
ITSW 2110	D197	Version Control	1	4
PHIL 1110	D428	Design Thinking for Business	3	4
ITSW 2120	D276	Web Development Foundations	3	4
ENGL 1711	D269	Composition: Writing with a Strategy	3	4
HUMN 1101	D333	Ethics in Technology	3	5
ITEC 2119	D282	Cloud Foundations	3	5
ITEC 2022	D386	Hardware and Operating Systems Essentials	3	5
HLTH 1010	C458	Health, Fitness, and Wellness	4	5
DTAN 3200	D492	Data Analytics - Applications	4	6
MATH 2820	D420	Discrete Math: Logic	1	6
MATH 2830	D421	Discrete Math: Functions and Relations	1	6
ITSW 2135	D493	Scripting and Programming - Applications	3	6
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	6
GEOG 1312	D199	Introduction to Physical and Human Geography	3	7
ITEC 2109	D324	Business of IT - Project Management	4	7

DTMG 3351	D494	Data and Information Governance	2	7
DTAN 3205	D495	Big Data Foundations	4	7
POLS 1030	C963	American Politics and the US Constitution	3	8
COMM 1721	D246	Influential Communication through Visual Design and Storytelling	3	8
ICSC 2100	C949	Data Structures and Algorithms I	4	8
DTSC 3211	D496	Introduction to Data Science	4	8
DTMG 3221	D497	Data Wrangling	3	9
DTAN 3211	D498	Data Analysis with R	2	9
DTSC 3221	D499	Machine Learning	3	9
DTAN 3221	D500	Data Visualization	2	9
DTSC 3300	D501	Machine Learning DevOps	2	9
PHIL 1030	D372	Introduction to Systems Thinking	3	10
DTMG 3901	D502	Data Analytics Capstone	4	10
BSDA	**202309**	**Total CUs:**	**122**	

Bachelor of Science, Information Technology

The WGU Bachelor of Science in Information Technology (IT) program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as information technology professionals by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of six domains of study: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. At the end of the program, students develop a comprehensive portfolio and complete a capstone project.

CCN	Course Number	Course Description	CUs	Term
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
ITEC 2002	D322	Introduction to IT	4	1
HUMN 1020	D198	Global Arts and Humanities	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BUS 2301	C483	Principles of Management	4	2
ITEC 2113	D336	Business of IT - Applications	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	2
ITEC 2112	D315	Network and Security - Foundations	3	3
ENGL 1712	D270	Composition: Successful Self-Expression	3	3
MATH 1101	C955	Applied Probability and Statistics	3	3
ITEC 2023	D317	IT Applications	4	3
BUS 2001	C484	Organizational Behavior and Leadership	3	4
BUIT 2200	C268	Spreadsheets	3	4
ITEC 2013	D316	IT Foundations	4	4
MATH 1709	C277	Finite Mathematics	4	4
GEOG 1312	D199	Introduction to Physical and Human Geography	3	5
ITSW 2113	D278	Scripting and Programming - Foundations	3	5
MATH 1200	C957	Applied Algebra	3	5
ITSW 2120	D276	Web Development Foundations	3	5
ITWD 3120	C777	Web Development Applications	6	6
ITWD 3110	C773	User Interface Design	4	6
POLS 1030	C963	American Politics and the US Constitution	3	6
BUIT 3000	C724	Information Systems Management	3	7
SCIE 1001	C683	Natural Science Lab	2	7
ITEC 2109	D324	Business of IT - Project Management	4	7
HUMN 1101	D333	Ethics in Technology	3	7
ITEC 2116	D426	Data Management - Foundations	3	8

ITEC 2117	D427	Data Management - Applications	4	8
ITEC 2119	D282	Cloud Foundations	3	8
ITEC 2950	C850	Emerging Technologies	2	8
ITEC 3602	D325	Networks	4	9
COMM 1115	D339	Technical Communication	3	9
ITEC 2112	D329	Network and Security - Applications	4	9
ITEC 3004	D281	Linux Foundations	3	9
ITEC 4903	C769	IT Capstone Written Project	4	10
BSIT	**202207**	**Total CUs:**	**121**	

Bachelor of Science, Information Technology (BSIT to MSITM)

Students enrolled in the Accelerated Information Technology Bachelor's and Master's Degree program will first complete the Bachelor of Science in Information Technology portion of the program, and after completing the necessary bachelors and bridge course work will receive the Bachelor of Science, Information Technology degree. Students will then progress to the remaining graduate course work, and upon completion will receive the Master of Science, Information Technology Management degree. The Bachelor of Science in Information Technology (IT) degree program provides a solid foundation in computer information systems and technologies. In addition to the IT content, the degree program includes a broad collegiate-level education. The program is primarily designed for those seeking a career or to advance their current career as information technology professionals by developing levels of expertise required for increased responsibility in the information technology field. The foundation of the Bachelor of Science program consists of six domains of study: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. At the end of the program, students develop a comprehensive portfolio and complete a capstone project. The Master of Science in Information Technology Management is a competency-based degree program that represents a path for successful IT professionals to launch their careers and build them to an executive level. The graduate will advance his or her knowledge and skills through a practical, real-world program based on sound principles of Information Technology revolving around three primary themes: communication, technical competence and strategic vision: effective communication as essential to management at all levels, in all areas of human endeavor; and strategic vision that takes individuals and organizations beyond immediate difficulties and successes to a perception of future challenges and preparations to meet those challenges.

CCN	Course Number	Course Description	CUs	Term
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	1
ITEC 2002	D322	Introduction to IT	4	1
HUMN 1020	D198	Global Arts and Humanities	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BUS 2301	C483	Principles of Management	4	2
ITEC 2113	D336	Business of IT - Applications	4	2
ENGL 1711	D269	Composition: Writing with a Strategy	3	2
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	2
ITEC 2112	D315	Network and Security - Foundations	3	3
ENGL 1712	D270	Composition: Successful Self-Expression	3	3
MATH 1101	C955	Applied Probability and Statistics	3	3
ITEC 2023	D317	IT Applications	4	3
BUS 2001	C484	Organizational Behavior and Leadership	3	4
BUIT 2200	C268	Spreadsheets	3	4
ITEC 2013	D316	IT Foundations	4	4
MATH 1709	C277	Finite Mathematics	4	4
GEOG 1312	D199	Introduction to Physical and Human Geography	3	5
ITSW 2113	D278	Scripting and Programming - Foundations	3	5
MATH 1200	C957	Applied Algebra	3	5
ITSW 2120	D276	Web Development Foundations	3	5
ITWD 3120	C777	Web Development Applications	6	6

ITWD 3110	C773	User Interface Design	4	6
POLS 1030	C963	American Politics and the US Constitution	3	6
SCIE 1001	C683	Natural Science Lab	2	7
HUMN 1101	D333	Ethics in Technology	3	7
ITEC 2116	D426	Data Management - Foundations	3	7
ITEC 2117	D427	Data Management - Applications	4	7
ITEC 2119	D282	Cloud Foundations	3	8
ITEC 3602	D325	Networks	4	8
ITEC 2112	D329	Network and Security - Applications	4	8
ITEC 3004	D281	Linux Foundations	3	8
ITEC 6500	C948	Technical Communication	3	9
ITIM 5530	C954	Information Technology Management	3	9
INTE 5200	C962	Current and Emerging Technology	3	9
ITEC 5320	C783	Project Management	4	9
ITEC 4903	C769	IT Capstone Written Project	4	10
MSITMUG	**202207**	**Total CUs:**	**122**	

Master of Science, Information Technology Management portion

CCN	Course Number	Course Description	CUs	Term
INTE 5300	LZT2	Power, Influence and Leadership	3	1
ITIM 6520	C929	IT Sourcing and Development in a Global Economy	2	1
ITIM 6500	C927	Managing Technology Operations and Innovation	3	1
ITIM 6510	C928	Financial Management for IT Professionals	2	2
ITEC 6400	MBT2	Technological Globalization	3	2
ITEC 6901	C498	MS Information Technology Management Capstone	4	2
		Total CUs:	**17**	

Bachelor of Science, Network Engineering and Security

In response to an increasing demand for network engineering and security professionals, the Bachelor of Science, Network Engineering and Security (BSNES) degree program prepares IT professionals to apply knowledge and experience in network design, network engineering, network troubleshooting, network automation, network security, and cloud security to manage network infrastructure and secure data through effective IT policies and procedures. Courses deliver proven methods for network administration and operations to ensure uptime, performance, resources, and security of networks to meet the needs of the organization. The program builds upon a core IT curriculum: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS, Network Engineering and Security degree demonstrate additional competencies in this area by taking and passing specific industry certification exams that are vendor agnostic.

CCN	Course Number	Course Description	CUs	Term
ITEC 2002	D322	Introduction to IT	4	1
ITEC 2023	D317	IT Applications	4	1
ITEC 2013	D316	IT Foundations	4	1
HUMN 1101	D333	Ethics in Technology	3	2
ITEC 2112	D315	Network and Security - Foundations	3	2
ITEC 3004	D281	Linux Foundations	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
BUS 2140	D100	Introduction to Spreadsheets	1	3
ENGL 1711	D269	Composition: Writing with a Strategy	3	3
ITEC 2113	D336	Business of IT - Applications	4	3
ITSW 2120	D276	Web Development Foundations	3	3
GEOG 1312	D199	Introduction to Physical and Human Geography	3	3
MATH 1200	C957	Applied Algebra	3	4
MATH 2820	D420	Discrete Math: Logic	1	4
ITEC 3602	D325	Networks	4	4
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	4
MATH 2830	D421	Discrete Math: Functions and Relations	1	4
ITEC 3101	D412	Network Analytics and Troubleshooting	3	5
ITEC 2112	D329	Network and Security - Applications	4	5
MATH 2840	D422	Discrete Math: Algorithms and Cryptography	1	5
ITAS 2141	D334	Introduction to Cryptography	4	5
ITCL 3202	D320	Managing Cloud Security	4	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
ITEC 3201	D413	Telecomm and Wireless Communications	3	6
ITEC 3601	D318	Cloud Applications	3	6
ITEC 2114	D337	Internet of Things (IoT) and Infrastructure	3	7
ITEC 2116	D426	Data Management - Foundations	3	7
ITSW 2113	D278	Scripting and Programming - Foundations	3	7

ITEC 3100	D522	Python for IT Automation	3	7
ITEC 2801	D415	Software Defined Networking	3	8
ITSW 2110	D197	Version Control	1	8
ITEC 3501	D417	Network Automation and Deployment	3	8
COMM 1115	D339	Technical Communication	3	8
PHIL 1030	D372	Introduction to Systems Thinking	3	8
ITBU 2201	D370	IT Leadership Foundations	3	9
ITEC 2109	D324	Business of IT - Project Management	4	9
ITEC 4905	D418	BSNES Capstone Project	4	9
BSNES	**202406**	**Total CUs:**	**111**	

Bachelor of Science, Network Engineering and Security Cisco Track

In response to an increasing demand for Cisco network and security professionals, the Bachelor of Science, Network Engineering and Security - Cisco (BSNES-C) degree program prepares IT professionals to apply knowledge and experience in network design, network engineering, network troubleshooting, network automation, network security, and cloud security to manage network infrastructure and secure data through effective IT policies and procedures. Courses deliver proven methods for network administration and operations to ensure uptime, performance, resources, and security of networks to meet the needs of the organization. The program builds upon a core IT curriculum: systems and services, networking and security, scripting and programming, data management, business of IT, and web development. Students seeking the BS, Network Engineering and Security – Cisco degree demonstrate additional competencies in this area by taking and passing industry relevant certifications that include three Cisco Associates certification exams.

CCN	Course Number	Course Description	CUs	Term
ITEC 2002	D322	Introduction to IT	4	1
ITEC 2023	D317	IT Applications	4	1
ITEC 2013	D316	IT Foundations	4	1
HUMN 1101	D333	Ethics in Technology	3	2
ITEC 2112	D315	Network and Security - Foundations	3	2
ITEC 3004	D281	Linux Foundations	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
BUS 2140	D100	Introduction to Spreadsheets	1	3
ENGL 1711	D269	Composition: Writing with a Strategy	3	3
ITEC 2113	D336	Business of IT - Applications	4	3
ITSW 2120	D276	Web Development Foundations	3	3
GEOG 1312	D199	Introduction to Physical and Human Geography	3	3
MATH 1200	C957	Applied Algebra	3	4
MATH 2820	D420	Discrete Math: Logic	1	4
ITEC 3755	D419	Implementing and Administering Networking Solutions	6	4
PHIL 1020	D265	Critical Thinking: Reason and Evidence	3	4
MATH 2830	D421	Discrete Math: Functions and Relations	1	5
ITEC 3101	D412	Network Analytics and Troubleshooting	3	5
ITEC 3301	D414	Cyber Operations Fundamentals	6	5
MATH 2840	D422	Discrete Math: Algorithms and Cryptography	1	5
ITAS 2141	D334	Introduction to Cryptography	4	5
ITCL 3202	D320	Managing Cloud Security	4	6
SCIE 1020	C165	Integrated Physical Sciences	3	6
ITEC 3201	D413	Telecomm and Wireless Communications	3	6
ITEC 3601	D318	Cloud Applications	3	6
ITSW 2113	D278	Scripting and Programming - Foundations	3	7
ITEC 3100	D522	Python for IT Automation	3	7

ITEC 3401	D416	DevNet Fundamentals	6	7
ITEC 2116	D426	Data Management - Foundations	3	8
COMM 1115	D339	Technical Communication	3	8
PHIL 1030	D372	Introduction to Systems Thinking	3	8
ITBU 2201	D370	IT Leadership Foundations	3	8
ITEC 2109	D324	Business of IT - Project Management	4	9
ITEC 4905	D418	BSNES Capstone Project	4	9
BSNES_C	**202406**	**Total CUs:**	**111**	

Bachelor of Science, Software Engineering

The B.S. in Software Engineering program is designed to meet the growing industry need in the software space while preparing experienced information technology professionals for successful careers as software engineers, designers and developers.The program focuses on software engineering and it is offered in two tracks that utilize either Java or C# to achieve similar objectives.

CCN	Course Number	Course Description	CUs	Term
ITSW 2113	D278	Scripting and Programming - Foundations	3	1
ITSW 3126	D335	Introduction to Programming in Python	3	1
ITBU 2201	D370	IT Leadership Foundations	3	1
ITSW 2120	D276	Web Development Foundations	3	1
ITSW 2110	D197	Version Control	1	2
ITSW 2131	D277	Front-End Web Development	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ITEC 2002	D322	Introduction to IT	4	2
SCIE 1001	C683	Natural Science Lab	2	2
MATH 1200	C957	Applied Algebra	3	3
ICSC 2100	C949	Data Structures and Algorithms I	4	3
PHIL 1030	D372	Introduction to Systems Thinking	3	3
ITEC 2116	D426	Data Management - Foundations	3	3
ITEC 2117	D427	Data Management - Applications	4	4
ITSW 3151	D280	JavaScript Programming	3	4
HUMN 1101	D333	Ethics in Technology	3	4
ITEC 2112	D315	Network and Security - Foundations	3	4
DTMG 3179	D326	Advanced Data Management	3	5
ITSW 3110	D279	User Interface Design	3	5
ITSW 3111	D479	User Experience Design	3	5
ITSW 3172	D286	Java Fundamentals	3	5
HLTH 1010	C458	Health, Fitness, and Wellness	4	6
ITSW 3173	D287	Java Frameworks	3	6
ITEC 2119	D282	Cloud Foundations	3	6
ITEC 2022	D386	Hardware and Operating Systems Essentials	3	6
ITEC 2109	D324	Business of IT - Project Management	4	7
ITSW 3175	D288	Back-End Programming	3	7
ENGL 1712	D270	Composition: Successful Self-Expression	3	7
ITEC 2113	D336	Business of IT - Applications	4	7
GEOG 1312	D199	Introduction to Physical and Human Geography	3	8
ITSW 3024	D387	Advanced Java	3	8

ITEC 2034	D385	Software Security and Testing	3	8
COMM 1115	D339	Technical Communication	3	8
ITSW 3151	D480	Software Design and Quality Assurance	3	9
POLS 1030	C963	American Politics and the US Constitution	3	9
ITSW 2226	D284	Software Engineering	4	9
ITSW 3034	D308	Mobile Application Development (Android)	3	9
ITEC 4906	D424	Software Engineering Capstone	4	10
BSSWE	**202303**	**Total CUs:**	**119**	

Bachelor of Science, Software Engineering

The B.S. in Software Engineering program is designed to meet the growing industry need in the software space while preparing experienced information technology professionals for successful careers as software engineers, designers and developers.The program focuses on software engineering and it is offered in two tracks that utilize either Java or C# to achieve similar objectives.

CCN	Course Number	Course Description	CUs	Term
ITSW 2113	D278	Scripting and Programming - Foundations	3	1
ITSW 3126	D335	Introduction to Programming in Python	3	1
ITBU 2201	D370	IT Leadership Foundations	3	1
ITSW 2120	D276	Web Development Foundations	3	1
ITSW 2110	D197	Version Control	1	2
ITSW 2131	D277	Front-End Web Development	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ITEC 2002	D322	Introduction to IT	4	2
SCIE 1001	C683	Natural Science Lab	2	2
MATH 1200	C957	Applied Algebra	3	3
ICSC 2100	C949	Data Structures and Algorithms I	4	3
PHIL 1030	D372	Introduction to Systems Thinking	3	3
ITEC 2116	D426	Data Management - Foundations	3	3
ITEC 2117	D427	Data Management - Applications	4	4
ITSW 3151	D280	JavaScript Programming	3	4
HUMN 1101	D333	Ethics in Technology	3	4
ITEC 2112	D315	Network and Security - Foundations	3	4
DTMG 3179	D326	Advanced Data Management	3	5
ITSW 3110	D279	User Interface Design	3	5
ITSW 3111	D479	User Experience Design	3	5
HLTH 1010	C458	Health, Fitness, and Wellness	4	5
ITSW 3215	C968	Software I – C#	6	6
ITEC 2119	D282	Cloud Foundations	3	6
ITEC 2022	D386	Hardware and Operating Systems Essentials	3	6
ITEC 2109	D324	Business of IT - Project Management	4	7
ITSW 3225	C969	Software II – Advanced C#	6	7
ITEC 2113	D336	Business of IT - Applications	4	7
GEOG 1312	D199	Introduction to Physical and Human Geography	3	8
ENGL 1712	D270	Composition: Successful Self-Expression	3	8
ITEC 2034	D385	Software Security and Testing	3	8
COMM 1115	D339	Technical Communication	3	8

ITSW 3151	D480	Software Design and Quality Assurance	3	9
POLS 1030	C963	American Politics and the US Constitution	3	9
ITSW 2226	D284	Software Engineering	4	9
ITSW 3315	C971	Mobile Application Development Using C#	3	9
ITEC 4906	D424	Software Engineering Capstone	4	10
BSSWE_C	**202303**	**Total CUs:**	**119**	

Master of Science, Cybersecurity and Information Assurance

The Master of Science in Cybersecurity and Information Assurance prepares security professionals to protect an organization's operations in cyberspace and safeguard the confidentiality, integrity, and availability of information. The comprehensive curriculum covers topics such as secure network design; cyber defense; penetration testing; cloud security; governance, risk, and compliance (GRC); software design; enterprise architecture; information security programs; and business continuity and disaster recovery (BCDR). The program equips students with competencies in the latest technologies and best practices in cybersecurity to effectively protect their organization's assets and manage operations in today's digital landscape. This program features nationally recognized, high-demand certifications in the field of cybersecurity.

CCN	Course Number	Course Description	CUs	Term
ITAS 5100	D481	Security Foundations	2	1
ITAS 5221	D482	Secure Network Design	3	1
ITAS 5222	D483	Security Operations	4	1
ITAS 5223	D484	Penetration Testing	4	2
ITCL 5224	D485	Cloud Security	4	2
ITAS 5225	D486	Governance, Risk, and Compliance	2	3
ITAS 6231	D487	Secure Software Design	3	3
ITAS 6291	D488	Cybersecurity Architecture and Engineering	4	3
ITAS 6320	D489	Cybersecurity Management	4	4
ITAS 6460	D490	Cybersecurity Graduate Capstone	4	4
MSCSIA	**202306**	**Total CUs:**	**34**	

Master of Science, Data Analytics - Data Science

The MS Data Analytics degree prepares a diverse range of professionals for thriving careers in the dynamic field of data analytics. By arming graduates with the competencies needed to tackle business challenges through data mining, predictive analysis, analytics deployment, and compelling data storytelling techniques, the MSDA ensures they are well-prepared for success. Emphasizing both theory and practical application, the curriculum fosters the development of skills necessary to drive impactful change within organizations spanning various industries and sectors. The Data Science concentration enhances mastery in statistical and programming methodologies, delving into the advanced topics advanced analytics professionals will need such as machine learning, neural networks, and numerical optimization. The program includes a concentration-specific capstone, providing an opportunity for students to showcase their skills in a comprehensive manner.

CCN	Course Number	Course Description	CUs	Term
DTAN 5215	D596	The Data Analytics Journey	2	1
DTAN 5216	D597	Data Management	3	1
DTAN 5217	D598	Analytics Programming	3	1
DTAN 5218	D599	Data Preparation and Exploration	3	2
DTAN 5219	D600	Statistical Data Mining	3	2
DTAN 5221	D601	Data Storytelling for Varied Audiences	3	2
DTAN 5222	D602	Deployment	3	3
DTAN 6215	D603	Machine Learning	3	3
DTAN 6216	D604	Advanced Analytics	3	3
DTAN 6217	D605	Optimization	3	4
DTAN 6218	D606	Data Science Capstone	3	4
MSDADS	**202408**	**Total CUs:**	**32**	

Master of Science, Data Analytics - Data Engineering

The MS Data Analytics degree prepares a diverse range of professionals for thriving careers in the dynamic field of data analytics. By arming graduates with the competencies needed to tackle business challenges through data mining, predictive analysis, analytics deployment, and compelling data storytelling techniques, the MSDA ensures they are well-prepared for success. Emphasizing both theory and practical application, the curriculum fosters the development of skills necessary to drive impactful change within organizations spanning various industries and sectors. The Data Engineering concentration builds upon core techniques in data management and governance to further bolster analytics initiatives, delving into cloud-native databases, data processing, and approaches to support scale. The program includes a concentration-specific capstone, providing an opportunity for students to showcase their skills in a comprehensive manner.

CCN	Course Number	Course Description	CUs	Term
DTAN 5215	D596	The Data Analytics Journey	2	1
DTAN 5216	D597	Data Management	3	1
DTAN 5217	D598	Analytics Programming	3	1
DTAN 5218	D599	Data Preparation and Exploration	3	2
DTAN 5219	D600	Statistical Data Mining	3	2
DTAN 5221	D601	Data Storytelling for Varied Audiences	3	2
DTAN 5222	D602	Deployment	3	3
DTAN 6220	D607	Cloud Databases	3	3
DTAN 6221	D608	Data Processing	3	3
DTAN 6222	D609	Data Analytics at Scale	3	4
DTAN 6223	D610	Data Engineering Capstone	3	4
MSDADE	**202408**	**Total CUs:**	**32**	

Master of Science, Data Analytics - Decision Process Engineering

The MS Data Analytics degree prepares a diverse range of professionals for thriving careers in the dynamic field of data analytics. By arming graduates with the competencies needed to tackle business challenges through data mining, predictive analysis, analytics deployment, and compelling data storytelling techniques, the MSDA ensures they are well-prepared for success. Emphasizing both theory and practical application, the curriculum fosters the development of skills necessary to drive impactful change within organizations spanning various industries and sectors. The Decision Process Engineering concentration builds upon fundamental knowledge in the data analytics lifecycle, focusing on implementing successful business change. This concentration offers courses in project management, process engineering, and decision intelligence. The program includes a concentration-specific capstone, providing an opportunity for students to showcase their skills in a comprehensive manner.

CCN	Course Number	Course Description	CUs	Term
DTAN 5215	D596	The Data Analytics Journey	2	1
DTAN 5216	D597	Data Management	3	1
DTAN 5217	D598	Analytics Programming	3	1
DTAN 5218	D599	Data Preparation and Exploration	3	2
DTAN 5219	D600	Statistical Data Mining	3	2
DTAN 5221	D601	Data Storytelling for Varied Audiences	3	2
DTAN 5222	D602	Deployment	3	3
ITEC 5320	C783	Project Management	4	3
DTAN 6225	D612	Business Process Engineering	3	3
DTAN 6226	D613	Decision Intelligence	3	4
DTAN 6227	D614	Decision Process Engineering Capstone	3	4
MSDADPE	**202408**	**Total CUs:**	**33**	

Master of Science, Information Technology Management

The Master of Science in Information Technology Management is a competency-based degree program that represents a path for successful IT professionals to launch their careers and build them to an executive level. The graduate will advance his or her knowledge and skills through a practical, real-world program based on sound principles of Information Technology revolving around three primary themes: communication, technical competence and strategic vision: effective communication as essential to management at all levels, in all areas of human endeavor; and strategic vision that takes individuals and organizations beyond immediate difficulties and successes to a perception of future challenges and preparations to meet those challenges.

CCN	Course Number	Course Description	CUs	Term
ITEC 6500	C948	Technical Communication	3	1
ITIM 5530	C954	Information Technology Management	3	1
INTE 5300	LZT2	Power, Influence and Leadership	3	1
ITIM 6510	C928	Financial Management for IT Professionals	2	2
ITIM 6520	C929	IT Sourcing and Development in a Global Economy	2	2
ITIM 6500	C927	Managing Technology Operations and Innovation	3	2
ITEC 6400	MBT2	Technological Globalization	3	2
ITEC 5320	C783	Project Management	4	3
INTE 5200	C962	Current and Emerging Technology	3	3
ITEC 6901	C498	MS, Information Technology Management Capstone	4	3
MSITM	**201808**	**Total CUs:**	**30**	

School of Education

Teachers College Tenets:

- WGU's Teachers College radically improves the way people learn and lead across the K-20+ spectrum—i.e., the K- 12, higher-education, and workforce-education sectors.
- The surest path toward helping our students become next-generation educators is to ensure they experience high-quality, next-generation education.
- We know our students and are committed to supporting each one as they work to learn well, finish strong, and launch effectively into the next phase of their learning or working journey.
- School districts, colleges, universities, and industry employers are our customers too. Developing programming and services that meet their strategic needs matters.
- We are a beacon of Diversity, Equity, and Inclusion (DEI) impact in both expanding access and improving attainment.
- We own and champion larger-WGU strategic goals around student outcomes and financial sustainability.
- Our people are our college. How we recruit, hire, develop, evaluate, and culturally integrate our team is the most tangible evidence of our values and expectations around DEI, learning quality, and student care.

Steps to Become a Licensed Teacher

https://www.wgu.edu/online-teaching-degrees/becoming-licensed-teacher-accredited.html

WGU offers teacher certification programs including bachelor's and master's degree programs. Below is the standard process for earning an initial teaching license through the WGU Teachers College.

1a. Earn a bachelor's degree
The online bachelor's teaching degree programs in the Teachers College at WGU include coursework and assessments, a preclinical experience that includes observation hours and teaching lessons, and Student Teaching (explained in step 5).

1b. Complete a master's degree (if you already have a bachelor's degree)
If you already possess a bachelor's degree in a non-teaching field, WGU's Master of Arts in Teaching programs are the choice for you. These teacher-prep programs qualify you to become licensed in the field of your choice (such as elementary education, secondary mathematics, science, etc.), training you to become a highly qualified teacher. These programs include supervised practice teaching (see step 5: Student Teaching) in an actual classroom setting.

2. Pass a background check

WGU requires all candidates for a teacher-certification program to provide the university with verification of a cleared background check prior to entering the classroom for preclinical experiences and Student Teaching. Previously completed background checks may not satisfy WGU background check requirements. In some states, more than one background check may be required. In addition, most states require that applicants for teacher certification complete a background check for the Department of Education prior to submitting all application paperwork. This is a necessary precaution designed to prevent those who may pose a danger to the students in the classroom. You must be at least 18 years of age before you may begin the application process or participate in preclinical experiences and Student Teaching.

3. Pass basic skills, content, and pedagogy exams

Each state has specific testing requirements that must be met or completed in addition to completing a teaching degree program at WGU. WGU requires students to complete and pass:

- Basic Skills Exam: Pass the Basic Skills Exam required by your state for certification, or a designated Basic Skills Exam if your state does not require one.
- Content Exam: You must pass the designated Content Exam(s) required by your state in order to graduate from your program.
- WGU Program Exam: WGU also requires you to pass a specific Praxis exam to graduate from your program (with

the exception of Elementary programs), often in addition to any certification exam required by your state.
- Pedagogy Exam: Finally, some states require the completion of a Pedagogy Exam, which assesses your knowledge of teaching methods.

4. Complete preclinical experiences

In preparation for your formal Student Teaching (described in step 5 below), you will complete preclinical experiences designed to introduce you to the classroom through a series of activities, including observations and lesson planning. Working under the guidance of a WGU Placement Specialist, you will be asked to make arrangements with a local school to complete these activities.

5. Complete a term of in-classroom Student Teaching

Student Teaching is a critical component of any teaching degree program. This in-classroom experience is invaluable in helping to integrate the academic knowledge and teaching skills you've developed to this point into a practical application that will prepare you to tackle the challenges of your own classroom effectively and with confidence.

Student Teaching at WGU covers the competencies required for in-classroom proficiency. Student Teaching is a full-time, supervised, in-classroom experience of a minimum of 12–20 weeks. During Student Teaching, you will be hosted by an experienced teacher. You will undergo a series of at least six observations by a Clinical Supervisor and also receive evaluations from your Mentor Teacher to evaluate your performance based on accepted professional standards.

As you approach your Student Teaching, a WGU Placement Specialist will work with you to set up your placement. The process of scheduling your placement may take up to six months. You may be required to assist in the process of setting up your placement. In some cases, you may be required to commute up to two hours (or in rare cases longer than this). Note that students are not permitted to work during their Student Teaching experience. You must be at least 18 years of age before you may begin the application process or participate in preclinical experiences or Student Teaching.

Student Teaching may not be waived and prior experience may not be used to satisfy this requirement as you must demonstrate competency in the classroom in order to complete your WGU degree program.

More information on clinical experiences can be found in the student handbook:

Initial Licensure Programs - https://cm.wgu.edu/t5/Clinical-Experiences-Handbook/tkb-p/fieldplacement
Advanced Programs - https://cm.wgu.edu/t5/Clinical-Experiences-Handbook/tkb-p/advancedprograms

6. Meet any additional state certification requirements

Some states have additional requirements for certification, such as coursework not included in your WGU program, CPR certification, or workshops.

More information on your state's requirements - https://www.wgu.edu/online-teaching-degrees/state-licensure.html

Bachelor of Arts, Elementary Education

The Bachelor of Arts in Elementary Education (BAELED) is a competency-based degree program that prepares students with the competencies needed to apply for licensure as an elementary educator. This program consists of online courses which take the learner from general education through educational professional core coursework, continuing through methods of elementary instruction and assessment, including inclusive practices for students with mild to moderate exceptionalities. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in elementary settings. Clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in a real classroom. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in elementary education.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
MATH 1802	D772	Statistical Data Literacy	3	4
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
EDUC 2250	D668	Elementary Literacy Curriculum	3	5
EDUC 2251	D669	Early Literacy Methods	3	5
EDUC 2252	D670	Elementary Literacy Methods	3	5
EDUC 2257	D688	Foundations of Literacy Through Literature	3	6
EDUC 2258	D689	Literacy Assessment and Interventions	3	6
EDUC 3281	D706	Early Clinical in Elementary Education	3	6
EDUC 2260	D691	Elementary Mathematics Curriculum	3	6
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	7

EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	7
EDUC 2253	D671	Elementary Science Curriculum	3	7
EDUC 2254	D672	Elementary Science and Engineering Methods	3	7
SCIE 1001	C683	Natural Science Lab	2	8
EDUC 2255	D673	Elementary Social Studies Curriculum	3	8
EDUC 2256	D674	Elementary Social Studies Methods	3	8
EDUC 2263	D694	Elementary Health and Physical Education Methods	3	8
EDUC 2264	D695	Elementary Fine Arts Methods	3	8
EDUC 2259	D690	Elementary Disciplinary Literacy	3	9
EDUC 4734	D708	Advanced Clinical in Elementary Education	3	9
EDUC 4743	D717	Student Teaching I in Elementary Education	8	9
EDUC 4744	D718	Student Teaching II in Elementary Education	8	10
BAELED	**202411**	**Total CUs:**	**120**	

Bachelor of Arts, Special Education and Elementary Education (Dual Licensure)

The Bachelor of Arts, Special Education and Elementary Education Dual Licensure (BASPEE), is a competency-based degree program that provides teacher candidates to teach both Special Education (K-12) and Elementary Education (K-8).The Special and Elementary Education Dual Licensure program is specifically designed for the education and training of prospective teachers to work with both elementary students and students with mild/moderate disabilities in a variety of school settings, including inclusion K-12 classrooms, resource rooms or self-contained classrooms and serve as an elementary teacher who can teach all basic school subjects in the elementary education classroom. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management continuing special education courses for teaching students with special education content and methods of instruction, assessment, and progress monitoring, continuing with specialized courses for special education content and methods of instruction, assessment, and behavioral interventions. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in elementary and special education settings. Multiple clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in an elementary classroom and special education settings in both elementary and secondary levels. The different placements support the academic needs of students seeking multiple licenses in elementary education and across all P-12 grades with mild-to-moderate disabilities. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in special education.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
EDUC 2265	D753	Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
EDUC 3284	D754	Special Education Law, Policies and Procedures	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
MATH 1802	D772	Statistical Data Literacy	3	5
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	5
EDUC 3285	D755	Assessment for Special Education	3	5

EDUC 3286	D756	Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	3	6
EDUC 2250	D668	Elementary Literacy Curriculum	3	6
EDUC 2251	D669	Early Literacy Methods	3	6
EDUC 2252	D670	Elementary Literacy Methods	3	6
EDUC 2257	D688	Foundations of Literacy Through Literature	3	7
EDUC 2258	D689	Literacy Assessment and Interventions	3	7
EDUC 3287	D769	Secondary Literacy Methods and Interventions	3	7
EDUC 3280	D705	Early Clinical in Special Education	3	7
EDUC 2260	D691	Elementary Mathematics Curriculum	3	8
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	8
EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	8
EDUC 4777	D757	Special Education Curriculum	3	8
EDUC 4778	D758	Considerations for Instructional Planning for Learners	3	9
EDUC 4779	D759	Elementary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 4780	D760	Secondary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 2253	D671	Elementary Science Curriculum	3	9
EDUC 2254	D672	Elementary Science and Engineering Methods	3	10
EDUC 2255	D673	Elementary Social Studies Curriculum	3	10
EDUC 2256	D674	Elementary Social Studies Methods	3	10
EDUC 2263	D694	Elementary Health and Physical Education Methods	3	10
EDUC 2264	D695	Elementary Fine Arts Methods	3	11
EDUC 2259	D690	Elementary Disciplinary Literacy	3	11
EDUC 4280	D723	Advanced Clinical in Special Education	3	11
EDUC 4745	D719	Student Teaching I in Special Education	8	11
EDUC 4746	D720	Student Teaching II in Special Education	8	12
BASPEE	**202412**	**Total CUs:**	**146**	

Bachelor of Arts, Special Education, Mild to Moderate

The Bachelor of Arts, Special Education, Mild-to-Moderate (BASPMM), is a competency-based degree program that prepares teacher candidates to apply for a license in Special Education (K-12). The Special Education, Mild to Moderate Exceptionalities program is specifically designed for the preparation of prospective teachers to work with students with mild to moderate disabilities in a variety of educational settings, including inclusion K-12 classrooms and resource classrooms. This program consists of online courses which take the learner from general education through educational professional core coursework, continuing with specialized courses for special education content and methods of instruction, assessment, and progress monitoring. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in P-12 special education settings. Multiple clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in two authentic classroom placements, one in an elementary special education setting and another in a secondary special education setting. Both placements support the academic needs of students seeking a license across all P-12 grades with mild-to-moderate disabilities. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in special education.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
EDUC 2265	D753	Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
EDUC 3284	D754	Special Education Law, Policies and Procedures	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
MATH 1802	D772	Statistical Data Literacy	3	5
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	5
EDUC 3285	D755	Assessment for Special Education	3	5
EDUC 3286	D756	Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	3	6

EDUC 2250	D668	Elementary Literacy Curriculum	3	6
EDUC 2251	D669	Early Literacy Methods	3	6
EDUC 2252	D670	Elementary Literacy Methods	3	6
EDUC 2257	D688	Foundations of Literacy Through Literature	3	7
EDUC 2258	D689	Literacy Assessment and Interventions	3	7
EDUC 3287	D769	Secondary Literacy Methods and Interventions	3	7
EDUC 3280	D705	Early Clinical in Special Education	3	7
EDUC 2260	D691	Elementary Mathematics Curriculum	3	8
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	8
EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	8
EDUC 4777	D757	Special Education Curriculum	3	8
EDUC 4778	D758	Considerations for Instructional Planning for Learners	3	9
EDUC 4779	D759	Elementary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 4780	D760	Secondary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 4280	D723	Advanced Clinical in Special Education	3	9
EDUC 4745	D719	Student Teaching I in Special Education	8	10
EDUC 4746	D720	Student Teaching II in Special Education	8	10
BASPMM	**202412**	**Total CUs:**	**125**	

Bachelor of Science, Mathematics Education (Middle Grades)

The Bachelor of Science, Mathematics Education (Middle Grades) is a competency-based program that prepares students to be licensed as mathematics teachers in middle grades. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. This program consists of work in General Education, Teacher Education Foundations, Mathematics Content, and Mathematics Education. This program includes clinical experiences that 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. Observations 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.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
SCIE 1001	C683	Natural Science Lab	2	3
MATH 1709	C277	Finite Mathematics	4	4
MATH 1015	C278	College Algebra	4	4
POLS 1030	C963	American Politics and the US Constitution	3	4
HUMN 1020	D198	Global Arts and Humanities	3	4
MATH 3321	C646	Trigonometry and Precalculus	4	5
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
MATH 2505	C280	Probability and Statistics I	4	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
MATH 3610	C972	College Geometry	4	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
MATH 4305	C903	Middle School Mathematics: Content Knowledge	2	6
MATH 2405	C282	Calculus I	4	7
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	7

EDUC 4305	C285	Mathematics History and Technology	4	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	7
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 4315	C284	Mathematics Learning and Teaching	4	8
EDUC 4112	C965	Teaching in the Middle School	2	8
EDUC 3411	C930	Preclinical Experiences in Mathematics	3	8
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4762	D148	Teacher Performance Assessment in Mathematics Education	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSMEMG	**202402**	**Total CUs:**	**122**	

Bachelor of Science, Mathematics Education (Secondary)

The Bachelor of Science, Mathematics Education (Secondary) is a competency-based degree program that prepares students to be licensed as mathematics teachers in middle and secondary grades. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components. The program consists of work in Mathematics Content, Teacher Education Foundations, and Mathematics Education. This program includes clinical experiences that 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. Observations prepare candidates for authentic collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
MATH 1015	C278	College Algebra	4	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	2
MATH 3321	C646	Trigonometry and Precalculus	4	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
SCIE 1001	C683	Natural Science Lab	2	4
MATH 2505	C280	Probability and Statistics I	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	4
BIO 1010	C190	Introduction to Biology	3	4
MATH 2000	C362	Calculus I	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
MATH 2415	C283	Calculus II	4	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2520	TQC1	Probability and Statistics II	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	6
EDUC 3103	C883	Statistics and Probability for Secondary Mathematics Teaching	3	7
MATH 3610	C972	College Geometry	4	7
EDUC 3102	C881	Geometry for Secondary Mathematics Teaching	3	7

MATH 4315	C897	Mathematics: Content Knowledge	2	7
MATH 3311	C656	Calculus III	3	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
MATH 3100	C877	Mathematical Modeling and Applications	3	8
MATH 3310	RKT1	Linear Algebra	3	9
EDUC 4305	C285	Mathematics History and Technology	4	9
MATH 3320	QDT1	Abstract Algebra	3	9
MATH 3104	C885	Advanced Calculus	3	9
EDUC 4315	C284	Mathematics Learning and Teaching	4	10
EDUC 3414	C932	Preclinical Experiences in Mathematics	3	10
EDUC 4773	D533	Student Teaching I in Secondary Education	6	10
EDUC 4762	D148	Teacher Performance Assessment in Mathematics Education	3	11
EDUC 4765	D151	Professional Portfolio	2	11
EDUC 4990	C341	Cohort Seminar	3	11
EDUC 4774	D535	Student Teaching II in Secondary Education	6	11
BSMES	**202402**	**Total CUs:**	**138**	

Bachelor of Science, Science Education (Middle Grades)

The Bachelor of Science, Science Education (Middle Grades) is a competency-based degree program that prepares students to be licensed as science teachers in the middle grades. All work in this degree program is online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepares 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, Science Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
BIO 3105	C652	Heredity and Genetics	3	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
PHYS 2100	RNT1	General Physics	5	6
POLS 1030	C963	American Politics and the US Constitution	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
GEOS 3513	C925	Earth: Inside and Out	4	7
EDUC 4409	C388	Science, Technology, and Society	5	7
GEOS 2104	C894	Astronomy	3	7

EDUC 4117	C974	Science Methods—Middle Grades General Science	4	8
SCIE 4405	C902	Middle School Science: Content Knowledge	2	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 4112	C965	Teaching in the Middle School	2	9
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4764	D150	Teacher Performance Assessment in Science	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSSEMG	**202402**	**Total CUs:**	**124**	

Bachelor of Science, Science Education (Secondary Biological Science)

The Bachelor of Science, Science Education (Secondary Biological Science) is a competency based degree program that prepares students to be licensed as secondary biology 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, Biology Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
BIO 2102	C888	Molecular and Cellular Biology	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
BIO 2012	C875	Human Anatomy and Physiology	4	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
BIO 3105	C652	Heredity and Genetics	3	6
BIO 2101	C654	Zoology	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	7
EDUC 4409	C388	Science, Technology, and Society	5	7
BIO 3261	C736	Evolution	4	7

EDUC 4113	C940	Science Methods—Secondary Biology	4	8
BIO 4405	C900	Biology: Content Knowledge	2	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4764	D150	Teacher Performance Assessment in Science	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSSESB	**202402**	**Total CUs:**	**122**	

Bachelor of Science, Science Education (Secondary Chemistry)

The Bachelor of Science, Science Education (Secondary Chemistry) is a competency based degree program that prepares students to be licensed as secondary chemistry 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, Chemistry Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2110	C373	General Chemistry I with Lab	4	4
MATH 3321	C646	Trigonometry and Precalculus	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
CHEM 2210	C374	General Chemistry II with Lab	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
CHEM 3310	BVT1	Physical Chemistry	3	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2405	C282	Calculus I	4	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
CHEM 3300	BWT1	Inorganic Chemistry	3	7
CHEM 2300	UQT1	Organic Chemistry	3	7
CHEM 3501	C624	Biochemistry	3	7

EDUC 4409	C388	Science, Technology, and Society	5	7
EDUC 3512	C264	Climate Change	4	8
EDUC 4114	C941	Science Methods—Secondary Chemistry	4	8
CHEM 4405	C915	Chemistry: Content Knowledge	2	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	9
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4764	D150	Teacher Performance Assessment in Science	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSSESC	**202402**	**Total CUs:**	**129**	

Bachelor of Science, Science Education (Secondary Earth Science)

The Bachelor of Science, Science Education (Secondary Earth Science) is a competency based degree program that prepares students to be licensed as secondary earth and space science 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, Geosciences Content, Pedagogy, Science Education, Field Experience, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
PHYS 2100	RNT1	General Physics	5	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
GEOS 2101	C649	Geology I: Physical	4	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
GEOS 2103	C892	Geology II: Earth Systems	4	6
EDUC 3511	C263	The Ocean Systems	4	7
EDUC 4409	C388	Science, Technology, and Society	5	7
GEOS 2104	C894	Astronomy	3	7

EDUC 4115	C942	Science Methods—Secondary Earth Science	4	8
GEOS 4405	C898	Earth Science: Content Knowledge	2	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4764	D150	Teacher Performance Assessment in Science	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSSESE	**202402**	**Total CUs:**	**124**	

Bachelor of Science, Science Education (Secondary Physics)

The Bachelor of Science, Science Education (Secondary Physics) is a competency based degree program that prepares students 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.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
MATH 3321	C646	Trigonometry and Precalculus	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
PHYS 2102	C876	Conceptual Physics	5	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2405	C282	Calculus I	4	6
PHYS 2300	BYT1	Physics: Mechanics	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
MATH 2415	C283	Calculus II	4	7
SCIE 2310	BZT1	Physics: Waves and Optics	3	7
PHYS 2320	DPT1	Physics: Electricity and Magnetism	3	7

EDUC 4409	C388	Science, Technology, and Society	5	7
PHYS 3262	C738	Space, Time and Motion	4	8
EDUC 4116	C943	Science Methods—Secondary Physics	4	8
PHYS 4405	C901	Physics: Content Knowledge	2	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	9
EDUC 3412	C937	Preclinical Experiences in Science	3	9
EDUC 4773	D533	Student Teaching I in Secondary Education	6	9
EDUC 4764	D150	Teacher Performance Assessment in Science	3	10
EDUC 4765	D151	Professional Portfolio	2	10
EDUC 4990	C341	Cohort Seminar	3	10
EDUC 4774	D535	Student Teaching II in Secondary Education	6	10
BSSESP	**202402**	**Total CUs:**	**131**	

Bachelor of Arts, Educational Studies in Elementary Education

The Bachelor of Arts, Educational Studies in Elementary Education (BAESELED) includes content knowledge related to elementary teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to elementary education courses for interacting with elementary-level students. It does not include supervised clinical experiences in a real classroom and does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want academic knowledge that relates to teaching, but who cannot or do not want to participate in clinical experiences to be eligible to teach as a result of completing the program. This is a non-licensure program and will not, in any state, lead to an institutional recommendation for licensure.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
MATH 1802	D772	Statistical Data Literacy	3	4
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
EDUC 2250	D668	Elementary Literacy Curriculum	3	5
EDUC 2251	D669	Early Literacy Methods	3	5
EDUC 2252	D670	Elementary Literacy Methods	3	5
EDUC 2257	D688	Foundations of Literacy Through Literature	3	6
EDUC 2258	D689	Literacy Assessment and Interventions	3	6
EDUC 2260	D691	Elementary Mathematics Curriculum	3	6
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	6
EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	7
EDUC 2253	D671	Elementary Science Curriculum	3	7

EDUC 2254	D672	Elementary Science and Engineering Methods	3	7
SCIE 1001	C683	Natural Science Lab	2	7
EDUC 2255	D673	Elementary Social Studies Curriculum	3	7
EDUC 2256	D674	Elementary Social Studies Methods	3	8
EDUC 2263	D694	Elementary Health and Physical Education Methods	3	8
EDUC 2264	D695	Elementary Fine Arts Methods	3	8
EDUC 2259	D690	Elementary Disciplinary Literacy	3	8
BAESELED	**202411**	**Total CUs:**	**98**	

Bachelor of Arts, Educational Studies in Special and Elementary Education

The Bachelor of Arts, Educational Studies in Special and Elementary Education (BAESSPEE), is a competency-based degree program that includes content knowledge related to special education (K-12) and elementary (K-8) teaching. The Special Education, Mild to Moderate and Elementary program is specifically designed for individuals interested in interacting with students with mild to moderate disabilities. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to special education courses for interacting with students with mild to moderate exceptionalities. This program does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program. This is a non-licensure program and will not, in any state, lead to an institutional recommendation for licensure.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
EDUC 2265	D753	Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
EDUC 3284	D754	Special Education Law, Policies and Procedures	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
MATH 1802	D772	Statistical Data Literacy	3	5
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	5
EDUC 3285	D755	Assessment for Special Education	3	5
EDUC 3286	D756	Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	3	6
EDUC 2250	D668	Elementary Literacy Curriculum	3	6
EDUC 2251	D669	Early Literacy Methods	3	6

EDUC 2252	D670	Elementary Literacy Methods	3	6
EDUC 2257	D688	Foundations of Literacy Through Literature	3	7
EDUC 2258	D689	Literacy Assessment and Interventions	3	7
EDUC 3287	D769	Secondary Literacy Methods and Interventions	3	7
EDUC 2260	D691	Elementary Mathematics Curriculum	3	7
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	8
EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	8
EDUC 4777	D757	Special Education Curriculum	3	8
EDUC 4778	D758	Considerations for Instructional Planning for Learners	3	8
EDUC 4779	D759	Elementary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 4780	D760	Secondary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 2253	D671	Elementary Science Curriculum	3	9
EDUC 2254	D672	Elementary Science and Engineering Methods	3	9
EDUC 2255	D673	Elementary Social Studies Curriculum	3	10
EDUC 2256	D674	Elementary Social Studies Methods	3	10
EDUC 2263	D694	Elementary Health and Physical Education Methods	3	10
EDUC 2264	D695	Elementary Fine Arts Methods	3	10
EDUC 2259	D690	Elementary Disciplinary Literacy	3	11
BAESSPEE	**202412**	**Total CUs:**	**124**	

Bachelor of Arts, Educational Studies in Mild to Moderate Exceptionalities Special Education

The Bachelor of Arts, Educational Studies in Mild to Moderate Exceptionalities Special Education (BAESSPMM), is a competency-based degree program that includes content knowledge related to special education (K-12) teaching The Special Education, Mild to Moderate Exceptionalities program is specifically designed for individuals interested in interacting with students with mild to moderate disabilities. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to special education courses for interacting with students with mild to moderate exceptionalities. This program does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program. This is a non-licensure program and will not, in any state, lead to an institutional recommendation for licensure.

CCN	Course Number	Course Description	CUs	Term
EDUC 2225	D663	The Professional Educator	3	1
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
EDUC 2226	D664	Learners and Learning Science	3	1
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
SCIE 1020	C165	Integrated Physical Sciences	3	2
PHIL 1032	D459	Introduction to Systems Thinking and Applications	3	2
EDUC 2224	D662	Personalized Learning for Inclusive Classrooms	3	2
EDUC 2223	D661	Creating Positive Learning Environments	3	3
MATH 1801	D771	Quantitative Literacy	3	3
HUMN 1110	D773	Technology and Ethics: Emerging Trends and Society	3	3
EDUC 2220	D658	Planning Instructional Strategies for Meaningful Learning	3	3
EDUC 2221	D659	Assessing and Monitoring Student Learning	3	4
BIO 1010	C190	Introduction to Biology	3	4
EDUC 2265	D753	Behavioral Intervention Strategies and Applied Behavior Analysis	4	4
EDUC 3284	D754	Special Education Law, Policies and Procedures	3	4
POLS 1030	C963	American Politics and the US Constitution	3	5
MATH 1802	D772	Statistical Data Literacy	3	5
EDUC 2222	D660	Instructional Technology and Online Pedagogy	3	5
EDUC 3285	D755	Assessment for Special Education	3	5
EDUC 3286	D756	Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	3	6
EDUC 2250	D668	Elementary Literacy Curriculum	3	6
EDUC 2251	D669	Early Literacy Methods	3	6

EDUC 2252	D670	Elementary Literacy Methods	3	6
EDUC 2257	D688	Foundations of Literacy Through Literature	3	7
EDUC 2258	D689	Literacy Assessment and Interventions	3	7
EDUC 3287	D769	Secondary Literacy Methods and Interventions	3	7
EDUC 2260	D691	Elementary Mathematics Curriculum	3	7
EDUC 2261	D692	Early Mathematics Methods and Interventions	3	8
EDUC 2262	D693	Elementary Mathematics Methods and Interventions	3	8
EDUC 4777	D757	Special Education Curriculum	3	8
EDUC 4778	D758	Considerations for Instructional Planning for Learners	3	8
EDUC 4779	D759	Elementary Literacy and Mathematics Strategies and Assistive Technologies	3	9
EDUC 4780	D760	Secondary Literacy and Mathematics Strategies and Assistive Technologies	3	9
BAESSPMM	**202412**	**Total CUs:**	**103**	

Bachelor of Arts, Educational Studies in Middle Grades Mathematics Education

The Bachelor of Arts, Educational Studies in Middle Grades Mathematics Education (BAESMEMG),includes content knowledge related to middle grades mathematics (5-9) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to mathematics education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
SCIE 1001	C683	Natural Science Lab	2	3
MATH 1709	C277	Finite Mathematics	4	4
MATH 1015	C278	College Algebra	4	4
POLS 1030	C963	American Politics and the US Constitution	3	4
HUMN 1020	D198	Global Arts and Humanities	3	4
MATH 3321	C646	Trigonometry and Precalculus	4	5
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
MATH 2505	C280	Probability and Statistics I	4	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
MATH 3610	C972	College Geometry	4	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
MATH 2405	C282	Calculus I	4	6
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	7
EDUC 4305	C285	Mathematics History and Technology	4	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	7

EDUC 3275	C728	Secondary Disciplinary Literacy	3	7
EDUC 4315	C284	Mathematics Learning and Teaching	4	8
EDUC 4112	C965	Teaching in the Middle School	2	8
BAESMEMG	**202402**	**Total CUs:**	**97**	

Bachelor of Arts, Educational Studies in Secondary Mathematics Education

The Bachelor of Arts, Educational Studies in Secondary Mathematics Education (BAESMES),includes content knowledge related to secondary grades mathematics (5-12) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to mathematics education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
MATH 1015	C278	College Algebra	4	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	2
MATH 3321	C646	Trigonometry and Precalculus	4	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
SCIE 1001	C683	Natural Science Lab	2	4
MATH 2505	C280	Probability and Statistics I	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	4
BIO 1010	C190	Introduction to Biology	3	4
MATH 2000	C362	Calculus I	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
MATH 2415	C283	Calculus II	4	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2520	TQC1	Probability and Statistics II	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
EDUC 3101	C879	Algebra for Secondary Mathematics Teaching	3	6
EDUC 3103	C883	Statistics and Probability for Secondary Mathematics Teaching	3	7
MATH 3610	C972	College Geometry	4	7
EDUC 3102	C881	Geometry for Secondary Mathematics Teaching	3	7

MATH 3311	C656	Calculus III	3	7
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
MATH 3100	C877	Mathematical Modeling and Applications	3	8
MATH 3310	RKT1	Linear Algebra	3	8
EDUC 4305	C285	Mathematics History and Technology	4	9
MATH 3320	QDT1	Abstract Algebra	3	9
MATH 3104	C885	Advanced Calculus	3	9
EDUC 4315	C284	Mathematics Learning and Teaching	4	9
BAESMES	**202402**	**Total CUs:**	**113**	

Bachelor of Arts, Educational Studies in Middle Grades Science Education

The Bachelor of Arts, Educational Studies in Middle Grades Science Education (BAESSEMG),includes content knowledge related to middle grades science (5-9) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to science education courses for interacting with middle grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
BIO 3105	C652	Heredity and Genetics	3	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
PHYS 2100	RNT1	General Physics	5	6
POLS 1030	C963	American Politics and the US Constitution	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
GEOS 3513	C925	Earth: Inside and Out	4	7
EDUC 4409	C388	Science, Technology, and Society	5	7
GEOS 2104	C894	Astronomy	3	7

EDUC 4117	C974	Science Methods—Middle Grades General Science	4	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
EDUC 4112	C965	Teaching in the Middle School	2	8
BAESSEMG	**202402**	**Total CUs:**	**99**	

Bachelor of Arts, Educational Studies in Secondary Biological Science Education

The Bachelor of Arts, Educational Studies inSeconary Bilogical Science Education (BAESSESB),includes content knowledge related to secondary biological science (5-12) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to science education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
BIO 2102	C888	Molecular and Cellular Biology	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
BIO 2012	C875	Human Anatomy and Physiology	4	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
BIO 3105	C652	Heredity and Genetics	3	6
BIO 2101	C654	Zoology	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	7
EDUC 4409	C388	Science, Technology, and Society	5	7
BIO 3261	C736	Evolution	4	7

EDUC 4113	C940	Science Methods—Secondary Biology	4	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
BAESSESB	**202402**	**Total CUs:**	**97**	

Bachelor of Arts, Educational Studies in Secondary Chemistry Science Education

The Bachelor of Arts, Educational Studies in Secondary Chemistry Science Education (BAESSESC),includes content knowledge related to secondary chemistry sciences (5-12) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to science education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2110	C373	General Chemistry I with Lab	4	4
MATH 3321	C646	Trigonometry and Precalculus	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
CHEM 2210	C374	General Chemistry II with Lab	4	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
CHEM 3310	BVT1	Physical Chemistry	3	6
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2405	C282	Calculus I	4	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
CHEM 3300	BWT1	Inorganic Chemistry	3	7
CHEM 2300	UQT1	Organic Chemistry	3	7
CHEM 3501	C624	Biochemistry	3	7

EDUC 4409	C388	Science, Technology, and Society	5	7
EDUC 3512	C264	Climate Change	4	8
EDUC 4114	C941	Science Methods—Secondary Chemistry	4	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
BAESSESC	**202402**	**Total CUs:**	**104**	

Bachelor of Arts, Educational Studies in Secondary Earth Science Education

The Bachelor of Arts, Educational Studies in Secondary Earth Science Education (BAESSESE),includes content knowledge related to secondary earth sciences (5-12) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to science education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
GEOS 2102	C890	Ecology and Environmental Science	3	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
PHYS 2100	RNT1	General Physics	5	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
GEOS 2101	C649	Geology I: Physical	4	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
GEOS 2103	C892	Geology II: Earth Systems	4	6
EDUC 3511	C263	The Ocean Systems	4	7
EDUC 4409	C388	Science, Technology, and Society	5	7
GEOS 2104	C894	Astronomy	3	7

EDUC 4115	C942	Science Methods—Secondary Earth Science	4	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
BAESSESE	**202402**	**Total CUs:**	**99**	

Bachelor of Arts, Educational Studies in Secondary Physics Science Education

The Bachelor of Arts, Educational Studies in Secondary Physics Science Education (BAESSESP),includes content knowledge related to secondary physics sciences (5-12) teaching. This program consists of online courses which take the learner from general education, through methods of instruction, assessment, and classroom management to science education courses for interacting with secondary grades students. It does not include a supervised teaching practicum in a real classroom and therefore does not meet the requirements for initial teacher licensure. This program is for individuals who, for various reasons, want the academic knowledge that relates to teaching, but who cannot or do not want to participate in a supervised classroom practicum and do not expect to be eligible to teach as a result of completing the program.

CCN	Course Number	Course Description	CUs	Term
ENGL 1711	D269	Composition: Writing with a Strategy	3	1
EDUC 2212	D090	The School as a Community of Care	3	1
COMM 3015	D268	Introduction to Communication: Connecting with Others	3	1
SCIE 1020	C165	Integrated Physical Sciences	3	1
BIO 1010	C190	Introduction to Biology	3	2
MATH 1101	C955	Applied Probability and Statistics	3	2
ENGL 1712	D270	Composition: Successful Self-Expression	3	2
HIST 1017	D267	US History: Stories of American Democracy	3	2
EDUC 2219	D097	Educational Foundations	2	3
SCIE 2025	C371	Concepts in Science	2	3
EDUC 2216	D094	Educational Psychology and Development of Children and Adolescents	4	3
EDUC 2218	D096	Fundamentals of Diverse Learners	4	3
MATH 1015	C278	College Algebra	4	4
SCIE 1001	C683	Natural Science Lab	2	4
CHEM 2111	C832	Chemistry with Lab	4	4
MATH 3321	C646	Trigonometry and Precalculus	4	4
EDUC 2217	D095	Managing Engaging Learning Environments	3	5
HUMN 1020	D198	Global Arts and Humanities	3	5
EDUC 2213	D091	Introduction to Curriculum, Instruction, and Assessment	3	5
PHYS 2102	C876	Conceptual Physics	5	5
EDUC 2215	D093	Assessing Impact on Student Learning	3	6
MATH 2405	C282	Calculus I	4	6
PHYS 2300	BYT1	Physics: Mechanics	3	6
EDUC 2214	D092	Educational Technology for Teaching and Learning	3	6
MATH 2415	C283	Calculus II	4	7
SCIE 2310	BZT1	Physics: Waves and Optics	3	7
PHYS 2320	DPT1	Physics: Electricity and Magnetism	3	7

EDUC 4409	C388	Science, Technology, and Society	5	7
PHYS 3262	C738	Space, Time and Motion	4	8
EDUC 4116	C943	Science Methods—Secondary Physics	4	8
EDUC 3276	C730	Secondary Reading Instruction and Interventions	3	8
EDUC 3275	C728	Secondary Disciplinary Literacy	3	8
BAESSESP	**202402**	**Total CUs:**	**106**	

Master of Arts in Teaching, Elementary Education

The Master of Arts in Teaching Elementary Education (MATELED) is a competency-based degree program that prepares students with the competencies at the graduate level needed to apply for licensure as an elementary educator. This program consists of online courses which take the learner from educational professional core coursework, continuing through methods of elementary instruction and assessment, including inclusive practices for students with mild to moderate exceptionalities. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in elementary settings. Clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in a real classroom. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in elementary education.

CCN	Course Number	Course Description	CUs	Term
EDUC 5267	D752	The Education Professional	2	1
EDUC 5266	D665	Learner Development and the Science of Learning	2	1
EDUC 5075	D635	Practices for Inclusive Classrooms	2	1
EDUC 5076	D636	Establishing Positive and Engaging Learning Environments	2	1
HUMN 5000	D842	Technology and Ethics: A Look at Emerging Trends and Society	2	2
EDUC 5077	D637	Curriculum and Instructional Strategies for Meaningful Learning	2	2
EDUC 5078	D638	Monitoring Student Learning Through Assessment	2	2
EDUC 5079	D639	Technology for Instruction and Online Pedagogy	2	2
EDUC 5082	D677	Elementary Literacy Curriculum	2	3
EDUC 5081	D676	Early Literacy Methods	2	3
EDUC 5080	D675	Elementary Literacy Methods	2	3
EDUC 5087	D696	Foundations of Literacy Through Literature	2	3
EDUC 5088	D697	Literacy Assessment and Interventions	2	4
EDUC 5122	D724	Early Clinical in Elementary Education	2	4
EDUC 5090	D699	Elementary Mathematics Curriculum	2	4
EDUC 5091	D700	Early Mathematics Methods and Interventions	2	4
EDUC 5092	D701	Elementary Mathematics Methods and Interventions	2	5
EDUC 5083	D678	Elementary Science Curriculum	2	5
EDUC 5084	D679	Elementary Science and Engineering Methods	2	5
EDUC 5085	D680	Elementary Social Studies Curriculum	2	5
EDUC 5086	D681	Elementary Social Studies Methods	2	6
EDUC 5093	D702	Elementary Health and Physical Education Methods	2	6
EDUC 5094	D703	Elementary Fine Arts Methods	2	6
EDUC 5089	D698	Elementary Disciplinary Literacy	2	6

EDUC 6321	D727	Advanced Clinical in Elementary Education	2	7
EDUC 6331	D737	Student Teaching I in Elementary Education	4	7
EDUC 6332	D738	Student Teaching II in Elementary Education	4	7
EDUC 6337	D743	Education Portfolio	1	8
MATELED	**202411**	**Total CUs:**	**59**	

Master of Arts in Teaching, English Education (Secondary)

The Master of Arts in Teaching, English Education (Secondary) is a competency-based degree program that prepares students at the graduate level for licensure to teach English in a secondary setting, through the development of pedagogical skills in English curriculum development, design, and evaluation. All work in this degree program is completed online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepares 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 instructionand participation in simulated classroom environments. Observations 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. Students enter this program with an English major or equivalent and build on the existing knowledge base of English through the Foundations of Teaching, Teacher Education Diversity, Instructional Planning and Presentation, English Pedagogy, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5055	D168	Schools as Communities of Care	2	1
EDUC 5053	D166	Foundations of Education	2	1
EDUC 5074	D307	Educational Psychology and Human Development of Children and Adolescents	4	1
EDUC 5056	D169	Essential Practices for Supporting Diverse Learners	3	2
EDUC 5057	D170	Creating and Managing Engaging Learning Environments	2	2
EDUC 5058	D171	Curriculum, Instruction, and Assessment	2	2
EDUC 5059	D172	Assessing Student Learning	2	2
EDUC 5060	D173	Using Educational Technology for Teaching and Learning	2	3
EDUC 5347	C396	English Pedagogy	3	3
EDUC 5317	D163	Secondary Reading Instruction and Interventions	2	3
EDUC 5316	D162	Secondary Disciplinary Literacy	2	3
EDUC 5256	C945	Preclinical Experiences in English	2	4
EDUC 6054	D534	Student Teaching I in Secondary Education	4	4
EDUC 5252	C853	Teacher Performance Assessment in English	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
EDUC 6055	D536	Student Teaching II in Secondary Education	4	5
MATEES	**202402**	**Total CUs:**	**39**	

Master of Arts in Teaching, Mathematics Education (Middle Grades)

The Master of Arts in Teaching-Mathematics Education (Middle Grades) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in middle grades and to develop significant skills in mathematics curriculum development, design, and evaluation. 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 instructionand participation in simulated classroom environments.Observations 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. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching, and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5055	D168	Schools as Communities of Care	2	1
EDUC 5053	D166	Foundations of Education	2	1
EDUC 5074	D307	Educational Psychology and Human Development of Children and Adolescents	4	1
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 5056	D169	Essential Practices for Supporting Diverse Learners	3	2
EDUC 5057	D170	Creating and Managing Engaging Learning Environments	2	2
EDUC 5058	D171	Curriculum, Instruction, and Assessment	2	2
EDUC 5059	D172	Assessing Student Learning	2	3
EDUC 5060	D173	Using Educational Technology for Teaching and Learning	2	3
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	3
EDUC 5317	D163	Secondary Reading Instruction and Interventions	2	3
EDUC 5316	D162	Secondary Disciplinary Literacy	2	4
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	4
EDUC 5043	C966	Teaching in the Middle School	2	4
EDUC 5303	C931	Preclinical Experiences in Mathematics	2	4
EDUC 6054	D534	Student Teaching I in Secondary Education	4	5
EDUC 6902	C914	Teacher Performance Assessment in Mathematics Education	1	6
EDUC 5255	C347	Professional Portfolio	1	6
EDUC 5253	C339	Cohort Seminar	1	6
EDUC 6055	D536	Student Teaching II in Secondary Education	4	6
MATMEMG	**202402**	**Total CUs:**	**44**	

Master of Arts in Teaching, Mathematics Education (Secondary)

The Master of Arts in Teaching, Mathematics Education (Secondary) is a competency-based degree program that prepares students at the graduate level both to be licensed to teach mathematics in a secondary setting and to develop significant skills in mathematics curriculum development, design, and evaluation. 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 instructionand participation in simulated classroom environments. Observations 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. Students enter this program with a significant background in mathematics and then proceed through study in the Foundations of Teaching, Instructional Planning and Presentation, Mathematics Education, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.

CCN	Course Number	Course Description	CUs	Term
EDUC 5055	D168	Schools as Communities of Care	2	1
EDUC 5053	D166	Foundations of Education	2	1
EDUC 5074	D307	Educational Psychology and Human Development of Children and Adolescents	4	1
EDUC 6310	OOT2	Mathematics History and Technology	2	2
EDUC 5056	D169	Essential Practices for Supporting Diverse Learners	3	2
EDUC 5057	D170	Creating and Managing Engaging Learning Environments	2	2
EDUC 5058	D171	Curriculum, Instruction, and Assessment	2	2
EDUC 5059	D172	Assessing Student Learning	2	3
EDUC 5060	D173	Using Educational Technology for Teaching and Learning	2	3
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	3
EDUC 5102	C882	Geometry for Secondary Mathematics Teaching	2	3
EDUC 5103	C884	Statistics and Probability for Secondary Mathematics Teaching	2	4
EDUC 5317	D163	Secondary Reading Instruction and Interventions	2	4
EDUC 5316	D162	Secondary Disciplinary Literacy	2	4
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	4
EDUC 5306	C933	Preclinical Experiences in Mathematics	2	5
EDUC 6054	D534	Student Teaching I in Secondary Education	4	5
EDUC 6902	C914	Teacher Performance Assessment in Mathematics Education	1	6
EDUC 5255	C347	Professional Portfolio	1	6
EDUC 5253	C339	Cohort Seminar	1	6
EDUC 6055	D536	Student Teaching II in Secondary Education	4	6
MATMES	**202402**	**Total CUs:**	**46**	

Master of Arts in Teaching, Science Education (Secondary)

The Master of Arts in Teaching (Secondary Science Education) is a competency-based degree program that prepares students at the graduate level to be licensed to teach secondary science and supports development of significant skills in science curriculum development, design, and evaluation. 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 and participation in simulated classroom environments. Observations 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. Students enter this program with a substantial background in science and proceed through coursework in Foundations of Teaching, Pedagogy, Science Education, Research, video-based classroom observation, Field Experiences, and Demonstration Teaching.

CCN	Course Number	Course Description	CUs	Term
EDUC 5055	D168	Schools as Communities of Care	2	1
EDUC 5053	D166	Foundations of Education	2	1
EDUC 5074	D307	Educational Psychology and Human Development of Children and Adolescents	4	1
EDUC 5056	D169	Essential Practices for Supporting Diverse Learners	3	2
EDUC 5057	D170	Creating and Managing Engaging Learning Environments	2	2
EDUC 5058	D171	Curriculum, Instruction, and Assessment	2	2
EDUC 5059	D172	Assessing Student Learning	2	2
EDUC 5060	D173	Using Educational Technology for Teaching and Learning	2	3
EDUC 5409	C389	Science, Technology, and Society	2	3
EDUC 5041	C645	Science Methods	3	3
EDUC 5317	D163	Secondary Reading Instruction and Interventions	2	3
EDUC 5316	D162	Secondary Disciplinary Literacy	2	4
EDUC 5304	C938	Preclinical Experiences in Science	2	4
EDUC 6054	D534	Student Teaching I in Secondary Education	4	4
EDUC 6903	C904	Teacher Performance Assessment in Science	1	5
EDUC 5255	C347	Professional Portfolio	1	5
EDUC 5253	C339	Cohort Seminar	1	5
EDUC 6055	D536	Student Teaching II in Secondary Education	4	5
MATSES	**202402**	**Total CUs:**	**41**	

Master of Arts in Teaching, Special Education

The Master of Arts in Teaching, Special Education (MATSPED) is a competency-based program that enables teacher candidates to earn a Master of Arts degree with a concentration in Special Education, Mild to Moderate disabilities which leads to an initial licensure in Special Education (K-12) teaching certificate. The program will be completed online except for preclinical experiences, classroom clinical components, and student teaching. This program will involve an intensive, fast-paced education in fundamental issues, methodology, knowledge, and skills for special education teachers. The Master of Arts in Special Education, Mild to Moderate Exceptionalities program is specifically designed for the preparation of prospective teachers to work with students with mild to moderate disabilities in a variety of educational settings, including inclusion K-12 classrooms and resource classrooms. This program consists of online courses which take the learner educational professional core coursework and continues with specialized courses for special education content and methods of instruction, assessment, and behavioral interventions. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with video-based observations and simulations of classroom instruction to prepare candidates for authentic, collaborative, clinical teaching experiences in P-12 special education settings. Multiple clinical experiences include teaching in face-to-face environments and culminate with supervised student teaching in two authentic classroom placements, one in an elementary special education setting and another in a secondary special education setting. Both placements support the academic needs of students seeking a license across all P-12 grades with mild-to-moderate disabilities. With the successful completion of degree requirements for graduation, including required assessments in the major area of teaching, the student can receive institutional recommendation for licensure in special education.

CCN	Course Number	Course Description	CUs	Term
EDUC 5267	D752	The Education Professional	2	1
EDUC 5266	D665	Learner Development and the Science of Learning	2	1
EDUC 5075	D635	Practices for Inclusive Classrooms	2	1
EDUC 5076	D636	Establishing Positive and Engaging Learning Environments	2	1
HUMN 5000	D842	Technology and Ethics: A Look at Emerging Trends and Society	2	2
EDUC 5322	D761	Behavioral Intervention Strategies and Applied Behavior Analysis	3	2
EDUC 5323	D762	Special Education Law, Policies and Procedures	2	2
EDUC 5077	D637	Curriculum and Instructional Strategies for Meaningful Learning	2	2
EDUC 5079	D639	Technology for Instruction and Online Pedagogy	2	3
EDUC 5078	D638	Monitoring Student Learning Through Assessment	2	3
EDUC 5324	D763	Assessment for Special Education	2	3
EDUC 5325	D764	Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff	2	3
EDUC 5250	D770	Secondary Literacy Methods and Interventions	2	4
EDUC 5249	D746	Early Clinical in Elementary and Secondary Education	2	4
EDUC 5082	D677	Elementary Literacy Curriculum	2	4
EDUC 5081	D676	Early Literacy Methods	2	4
EDUC 5080	D675	Elementary Literacy Methods	2	5
EDUC 5087	D696	Foundations of Literacy Through Literature	2	5

EDUC 5088	D697	Literacy Assessment and Interventions	2	5
EDUC 5090	D699	Elementary Mathematics Curriculum	2	5
EDUC 5091	D700	Early Mathematics Methods and Interventions	2	6
EDUC 5092	D701	Elementary Mathematics Methods and Interventions	2	6
EDUC 6060	D765	Special Education Curriculum	2	6
EDUC 6061	D766	Considerations for Instructional Planning for Learners	2	6
EDUC 6062	D767	Elementary Literacy and Mathematics Strategies and Assistive Technologies	2	7
EDUC 6063	D768	Secondary Literacy and Mathematics Strategies and Assistive Technologies	2	7
EDUC 6322	D728	Advanced Clinical in Special Education	2	7
EDUC 6333	D739	Student Teaching I in Special Education	4	7
EDUC 6334	D740	Student Teaching II in Special Education	4	8
EDUC 6337	D743	Education Portfolio	1	8
MATSPED	**202412**	**Total CUs:**	**64**	

Master of Science, Curriculum and Instruction

The Master of Science in Curriculum and Instruction is a competency-based degree program designed for K-12 teachers who are interested in improving their teaching practice and leading innovation in teaching and learning. The program is built in alignment with the National Board Professional Teaching Standards and the National Education Association's Teacher Leadership Competencies. Intended to be practical and application-based, the program incorporates six pillars of curriculum and instruction: reflective practice, social-emotional learning, evidence-based practices, technology, leadership, and cultural competency. The competencies of this program focus on in-demand skills, preparing candidates for careers as instructional coaches, curriculum specialists, and distinguished teacher leaders.

CCN	Course Number	Course Description	CUs	Term
EDUC 5069	D630	Designing Curriculum and Instruction I	3	1
EDUC 5066	D186	Learning as a Science	3	1
EDUC 5068	D629	The Reflective Practitioner	3	1
EDUC 6302	D187	Differentiated Instruction	3	2
EDUC 5064	D184	Standards-Based Assessment	3	2
EDUC 5070	D631	Designing Curriculum and Instruction II	3	2
EDUC 6303	D188	The Collaborative Leader	3	3
EDUC 5061	D179	Data-Informed Practices	3	3
EDUC 6300	D180	Educational Research	3	3
EDUC 6301	D181	MSCIN Capstone	5	4
MSCIN	**202404**	**Total CUs:**	**32**	

Master of Science, Educational Leadership

The Master of Science in Educational Leadership is a competency-based degree program that prepares qualified K-12 educators to become state-licensed school principals. The foundation of the program's philosophy is to create innovative instructional leaders for today's schools. The program is aligned to the NELP, SPA, and PSEL standards. The candidate learns contemporary theories while engaging in practices related to leading in 21st century schools, applying new learning at local practicum sites. Graduates of this program enter the field having demonstrated competencies in leadership practices and ethics, school law, exceptional child services, leading in inclusive schools with diverse populations, instructional leadership, human resource leadership, school financial management, systems and operations management, strategic planning, data literacy, and educational inquiry. The candidate is guided through the program by qualified program mentors, course instructors, and school leaders. The cumulative program activity consists of a capstone action research project that is conducted in the K-12 school setting.

CCN	Course Number	Course Description	CUs	Term
EDUC 5288	D016	Leadership Foundations and Ethics	3	1
EDUC 5289	D017	School Law	3	1
EDUC 5290	D018	Leading Inclusive Schools	3	1
EDUC 5291	D019	Data Literacy and Evidence-Based Practices	3	2
EDUC 5071	D632	Cultural Competency and Social-Emotional Learning	3	2
EDUC 5072	D633	Leadership of Curriculum Design and Instruction	3	2
EDUC 5294	D022	People and Talent in Educational Leadership	3	3
EDUC 5298	D036	Practicum in Educational Leadership - Focus on Professional Practices	3	3
EDUC 5295	D023	School Financial Leadership	3	3
EDUC 5296	D034	Systems Management and School Operations	3	4
EDUC 5299	D037	Practicum in Educational Leadership - Focus on Instruction and Operations	3	4
EDUC 5297	D035	Educational Inquiry	3	4
EDUC 5300	D038	Educational Leadership Capstone	3	5
MSEDL	**202404**	**Total CUs:**	**39**	

Master of Education, Education Technology and Instructional Design

The Master of Education, Education Technology and Instructional Design is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as instructional designers and technologists, learning experience designers, workforce development specialists, e-learning designers and developers, learning and development leads, and other related roles.

CCN	Course Number	Course Description	CUs	Term
LXD 5071	D294	Learning Technology	3	1
LXD 5070	D293	Assessment and Learning Analytics	3	1
LXD 5068	D291	Learning Experience Design Foundations I	3	1
LXD 5069	D292	Learning Experience Design Foundations II	3	2
LXD 5072	D295	Designing and Facilitating E-Learning Experiences for K–12 Students	3	2
LXD 5073	D296	Quality and Impact of K–12 E-Learning Solutions	3	2
LXD 6050	D297	Designing E-Learning Experiences for Adults	3	3
LXD 5051	D298	Quality and Impact of Adult E-Learning Solutions	3	3
LXD 6052	D299	Learning Experience Design Lab	3	3
LXD 6053	D300	Identifying Learner Needs and a Research Problem	3	4
LXD 6054	D301	Developing an E-Learning Solution and Research Methodology	3	4
LXD 6055	D302	Implementing and Evaluating E-Learning Solutions	5	4
MEDETID	**202312**	**Total CUs:**	**38**	

Master of Education, Education Technology and Instructional Design

The Master of Education, Education Technology and Instructional Design is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as instructional designers and technologists, learning experience designers, workforce development specialists, e-learning designers and developers, learning and development leads, and other related roles.

CCN	Course Number	Course Description	CUs	Term
LXD 5071	D294	Learning Technology	3	1
LXD 5070	D293	Assessment and Learning Analytics	3	1
LXD 5068	D291	Learning Experience Design Foundations I	3	1
LXD 5069	D292	Learning Experience Design Foundations II	3	2
LXD 6050	D297	Designing E-Learning Experiences for Adults	3	2
LXD 5051	D298	Quality and Impact of Adult E-Learning Solutions	3	2
LXD 6052	D299	Learning Experience Design Lab	3	3
LXD 6053	D300	Identifying Learner Needs and a Research Problem	3	3
LXD 6054	D301	Developing an E-Learning Solution and Research Methodology	3	3
LXD 6055	D302	Implementing and Evaluating E-Learning Solutions	5	4
MEDETIDA	**202312**	**Total CUs:**	**32**	

Master of Education, Education Technology and Instructional Design

The Master of Education, Education Technology and Instructional Design is a competency-based degree program designed for professionals looking to create experiences that enable learners to achieve desired outcomes in a human-centered, goal-oriented way. Intended to be practical and application-based, the program incorporates seven cross-cutting themes: Design Thinking; diversity, equity, and inclusion (DE&I); social and emotional learning (SEL); learning analytics; learning technology; Universal Design for Learning (UDL); and accessibility. The program offers two specialization options, which allow candidates to learn best practices for designing learning experiences for students in K-12 education or adult learners in higher education, corporate, government, or healthcare sectors. Candidates may also choose to complete both specializations. The competencies in this program measure in-demand skills, preparing candidates for careers as instructional designers and technologists, learning experience designers, workforce development specialists, e-learning designers and developers, learning and development leads, and other related roles.

CCN	Course Number	Course Description	CUs	Term
LXD 5071	D294	Learning Technology	3	1
LXD 5070	D293	Assessment and Learning Analytics	3	1
LXD 5068	D291	Learning Experience Design Foundations I	3	1
LXD 5069	D292	Learning Experience Design Foundations II	3	2
LXD 5072	D295	Designing and Facilitating E-Learning Experiences for K–12 Students	3	2
LXD 5073	D296	Quality and Impact of K–12 E-Learning Solutions	3	2
LXD 6052	D299	Learning Experience Design Lab	3	3
LXD 6053	D300	Identifying Learner Needs and a Research Problem	3	3
LXD 6054	D301	Developing an E-Learning Solution and Research Methodology	3	3
LXD 6055	D302	Implementing and Evaluating E-Learning Solutions	5	4
MEDETIDK12	**202312**	**Total CUs:**	**32**	

Master of Arts, English Language Learning (PreK-12)

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.

CCN	Course Number	Course Description	CUs	Term
EDUC 5260	CUA1	Culture	3	1
EDUC 5261	LPA1	Language Production, Theory and Acquisition	4	1
EDUC 5262	SLO1	Theories of Second Language Acquisition and Grammar	3	1
EDUC 5264	ASA1	Assessment Theory and Practice	3	2
EDUC 5263	NNA1	Planning, Implementing, Managing Instruction	4	2
EDUC 5265	NMA1	Professional Role of the ELL Teacher	2	2
EDUC 6260	ELO1	Subject Specific Pedagogy: ELL	3	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 6261	FEA1	Field Experience for ELL	3	3
EDUC 6754	C360	Teacher Work Sample in English Language Learning	1	4
MAELLP12	**201501**	**Total CUs:**	**30**	

Master of Arts, Mathematics Education (K-6)

The Master of Arts in Mathematics Education (K-6) is a competency-based degree program that prepares already licensed teachers both to teach mathematics in grades K - 6 and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online, and includes Mathematics Content and Research Fundamentals. All students complete a Capstone Project.

CCN	Course Number	Course Description	CUs	Term
MATH 5210	AOA2	Number Sense and Functions	4	1
MATH 5220	AUA2	Graphing, Proportional Reasoning and Equations/Inequalities	4	1
MATH 5230	AVA2	Geometry and Statistics	4	2
EDUC 6836	MFT2	Mathematics (K-6) Portfolio Oral Defense	2	2
MATH 5710	QTT2	Finite Mathematics	2	2
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 5113	C226	Research Design and Analysis	2	3
EDUC 5114	C227	Research Proposals	2	3
EDUC 6029	C635	MA, Mathematics Education (K-6) Capstone	6	4
MAMEK6	**201504**	**Total CUs:**	**30**	

Master of Arts in Mathematics Education (Middle Grades)

The Master of Arts in Mathematics Education (Middle Grades) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach mathematics in middle grades and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, Mathematics Education and Research Fundamentals. All students complete a culminating Teacher Work Sample.

CCN	Course Number	Course Description	CUs	Term
MATH 5015	C912	College Algebra	3	1
MATH 5710	QTT2	Finite Mathematics	2	1
MATH 6321	C647	Trigonometry and Precalculus	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5030	C992	College Geometry	2	2
EDUC 5043	C966	Teaching in the Middle School	2	2
MATH 5510	TOC2	Probability and Statistics I	2	2
MATH 6711	C613	Middle School Mathematics: Content Knowledge	1	2
MATH 5410	QJT2	Calculus I	2	2
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	3
EDUC 6310	OOT2	Mathematics History and Technology	2	3
EDUC 5111	C224	Research Foundations	2	3
EDUC 5112	C225	Research Questions and Literature Review	2	3
EDUC 6753	C887	MA, Mathematics Education (5-9) Teacher Performance Assessment	6	4
MAMEMG	**201810**	**Total CUs:**	**32**	

Master of Arts in Mathematics Education (Secondary)

The Master of Arts in Mathematics Education (Secondary) is a competency-based degree program that prepares already licensed teachers both to be licensed to teach mathematics in middle grades and to develop significant skills in mathematics curriculum development, design, and evaluation. All work in this degree program is online and includes Middle School Mathematics Content and Mathematics Education. All students complete a culminating Teacher Work Sample.

CCN	Course Number	Course Description	CUs	Term
MATH 6321	C647	Trigonometry and Precalculus	2	1
MATH 5030	C992	College Geometry	2	1
MATH 5406	C363	Calculus I	2	1
EDUC 6320	OPT2	Mathematics Learning and Teaching	2	1
MATH 5420	CQC2	Calculus II	2	2
MATH 5510	TOC2	Probability and Statistics I	2	2
MATH 5520	TQC2	Probability and Statistics II	2	2
EDUC 5101	C880	Algebra for Secondary Mathematics Teaching	2	2
EDUC 5102	C882	Geometry for Secondary Mathematics Teaching	2	3
EDUC 5103	C884	Statistics and Probability for Secondary Mathematics Teaching	2	3
EDUC 6310	OOT2	Mathematics History and Technology	2	3
MATH 6331	C612	Mathematics: Content Knowledge	1	3
MATH 5100	C878	Mathematical Modeling and Applications	2	3
MATH 6311	C657	Calculus III	2	4
MATH 6310	RKT2	Linear Algebra	2	4
MATH 6320	QDT2	Abstract Algebra	2	4
MATH 5104	C886	Advanced Calculus	2	4
EDUC 6752	C874	MA, Mathematics Education (5-12) Teacher Performance Assessment	6	5
MAMES	**201810**	**Total CUs:**	**39**	

Master of Arts Science Education (Middle Grades)

The Master of Arts Science Education (Middle Grades) is a competency-based degree program that prepares already licensed teachers for an endorsement in middle levelgeneral science and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science Content, Biology Content, Geosciences Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5408	C670	Concepts in Science	1	1
SCIE 5020	C908	Integrated Physical Sciences	2	1
BIO 5111	C907	Introduction to Biology	2	1
CHEM 5107	C833	Chemistry with Lab	3	1
BIO 5105	C653	Heredity and Genetics	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
PHYS 5100	RNT2	General Physics	3	2
GEOS 5104	C895	Astronomy	2	2
GEOS 5102	C891	Ecology and Environmental Science	2	3
GEOS 5513	C926	Earth: Inside and Out	3	3
SCIE 6405	C616	Middle School Science: Content Knowledge	1	3
EDUC 5043	C966	Teaching in the Middle School	2	3
EDUC 5048	C975	Science Methods—Middle Grades General Science	3	4
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
MASEMG	**201806**	**Total CUs:**	**34**	

Master of Arts Science Education (Secondary Biological Science)

The Master of Arts in Science Education (Secondary Biological Science) is a competency-based degree program that prepares already licensed teachers for an endorsement in secondary biology and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes General Science Content, Biology Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5408	C670	Concepts in Science	1	1
BIO 5111	C907	Introduction to Biology	2	1
BIO 5120	C870	Human Anatomy and Physiology	3	1
CHEM 5107	C833	Chemistry with Lab	3	1
BIO 5106	C889	Molecular and Cellular Biology	3	2
BIO 5105	C653	Heredity and Genetics	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
BIO 5101	C655	Zoology	2	2
GEOS 5102	C891	Ecology and Environmental Science	2	3
BIO 5247	C737	Evolution	3	3
BIO 6405	C614	Biology: Content Knowledge	1	3
EDUC 5044	C976	Science Methods—Secondary Biology	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
MASESB	**201806**	**Total CUs:**	**33**	

Master of Arts Science Education (Secondary Chemistry)

The Master of Arts Science Education (Secondary Chemistry) is a competency-based degree program that prepares already licensed teachers for an endorsement insecondary chemistry and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Chemistry Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5408	C670	Concepts in Science	1	1
SCIE 5020	C908	Integrated Physical Sciences	2	1
CHEM 5409	C672	General Chemistry I with Lab	3	1
CHEM 5410	C673	General Chemistry II with Lab	3	1
MATH 5350	RXT2	Precalculus and Calculus	2	2
CHEM 5310	BVT2	Physical Chemistry	2	2
CHEM 5300	BWT2	Inorganic Chemistry	2	2
EDUC 5409	C389	Science, Technology, and Society	2	2
CHEM 5250	AIT2	Organic Chemistry	2	3
SCIE 5501	C625	Biochemistry	2	3
EDUC 5512	C267	Climate Change	3	3
CHEM 6405	C617	Chemistry: Content Knowledge	1	3
EDUC 5045	C977	Science Methods—Secondary Chemistry	3	4
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
MASESC	**201806**	**Total CUs:**	**34**	

Master of Arts Science Education (Secondary Earth Science)

The Master of Arts in Science Education (Secondary Earth Science) is a competency-based degree program that prepares already licensed teachers for an endorsement in secondaryearth and space science and provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Earth Sciences Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5408	C670	Concepts in Science	1	1
CHEM 5107	C833	Chemistry with Lab	3	1
PHYS 5100	RNT2	General Physics	3	1
GEOS 5101	C650	Geology I: Physical	3	1
EDUC 5409	C389	Science, Technology, and Society	2	2
GEOS 5103	C893	Geology II: Earth Systems	3	2
GEOS 5102	C891	Ecology and Environmental Science	2	2
GEOS 5104	C895	Astronomy	2	2
EDUC 5511	C266	The Ocean Systems	3	3
GEOS 6405	C618	Earth Science: Content Knowledge	1	3
EDUC 5046	C978	Science Methods—Secondary Earth Science	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	3
MASESE	**201806**	**Total CUs:**	**32**	

Master of Arts Science Education (Secondary Physics)

The Master of Arts in Science Education (Secondary Physics) is a competency-based degree program that prepares already licensed teachers for an endorsement in secondary physicsand provides the opportunity to develop skills in science curriculum development, design, and evaluation. All work in this degree program is online and includes Mathematics Content, General Science Content, Physics Content, and Science Education courses. All students complete a culminating Teacher Performance Assessment.

CCN	Course Number	Course Description	CUs	Term
SCIE 5408	C670	Concepts in Science	1	1
SCIE 5020	C908	Integrated Physical Sciences	2	1
MATH 5350	RXT2	Precalculus and Calculus	2	1
PHYS 5101	C659	Conceptual Physics	3	1
PHYS 5150	BYT2	Physics: Mechanics	2	2
CHEM 5107	C833	Chemistry with Lab	3	2
PHYS 5310	BZT2	Physics: Waves and Optics	2	2
PHYS 5320	DPT2	Physics: Electricity and Magnetism	2	2
EDUC 5409	C389	Science, Technology, and Society	2	3
PHYS 5248	C739	Space, Time and Motion	3	3
PHYS 6405	C615	Physics: Content Knowledge	1	3
EDUC 5052	C979	Science Methods—Secondary Physics	3	3
EDUC 6264	C871	MA, Science Education Teacher Performance Assessment	6	4
MASESP	**201806**	**Total CUs:**	**32**	

Endorsement Preparation Program, English Language Learning (PreK-12)

The English Language Learning (ELL) Endorsement Preparation Program is a competency-based program that prepares already licensed teachers to be licensed to teach in English Language Learning (ELL) settings. All work in this degree program is online and includes ELL content and methodology.

CCN	Course Number	Course Description	CUs	Term
EDUC 5260	CUA1	Culture	3	1
EDUC 5261	LPA1	Language Production, Theory and Acquisition	4	1
EDUC 5262	SLO1	Theories of Second Language Acquisition and Grammar	3	1
EDUC 5264	ASA1	Assessment Theory and Practice	3	2
EDUC 5263	NNA1	Planning, Implementing, Managing Instruction	4	2
EDUC 5265	NMA1	Professional Role of the ELL Teacher	2	2
EDUC 6260	ELO1	Subject Specific Pedagogy: ELL	3	3
EDUC 6261	FEA1	Field Experience for ELL	3	3
ENDELL	**201112**	**Total CUs:**	**25**	

Program Outcomes

School of Business

B.S. Business Administration - Accounting

- The graduate explains the processes and controls for the revenue, expenditure, and general ledger transaction cycles used in business information systems.
- The graduate interprets the statement of cash flows in accordance with generally accepted accounting principles (GAAP).
- The graduate applies the full disclosure principle in accordance with generally accepted accounting principles (GAAP).
- The graduate completes an audit engagement by performing end-of-audit procedures.
- The graduate reports the results of an audit engagement to the appropriate stakeholders.

B.S. Business Administration - Human Resource Management

- The graduate recommends strategies to prevent discrimination, limit employer risk, and manage compliance with employment laws and workplace policies.
- The graduate explains how strategic compensation practices support an organization’s objectives.
- The graduate describes the development and impact of talent management programs.
- The graduate analyzes HRIS needs analysis, system design and acquisition, return on investment (ROI), and change management considerations in the final implementation of HRIS into their organization.
- The graduate discusses specific groups and categories of diversity in organizations.

B.S. Business Administration - Information Technology Management

- The graduate explains how IT enables business operations.
- The graduate explains how different types of project-management methods are used.
- The graduate describes effective strategies for systems development and the use of various decision-support tools.
- The graduate analyzes the role of management in information systems and the necessity for security and contingency planning.
- The graduate determines appropriate network security operations to protect an organization’s assets.
- The graduate interprets the concepts of analytical processing within the context of business intelligence.

B.S. Business Administration - Management

- The graduate analyzes the culture within an organization to determine how to work effectively within that organization.
- The graduate applies effective communication techniques and principles to business environments.
- The graduate explains how the leadership of cultures fosters diversity, inclusion, ethics, and problem-solving.
- The graduate compares the effectiveness of business strategies in the global business environment.
- The graduate explains the various approaches to implementing change and the roles that leaders and other stakeholders fulfill.
- The graduate explains key activities for executing, monitoring and controlling, and closing projects.

B.S. Marketing

- The graduate describes the role of consumer behavior in meeting consumer needs to achieve organizational goals.
- The graduate explains how search engine optimization and digital advertising support an organization's mission and business goals.
- The graduate applies the components of distribution and promotion to align with content marketing goals.
- The graduate describes the process of managing and motivating a sales force to support an organization’s business goals.

- The graduate interprets how brand equity is measured to support an organization's business strategy.

B.S. Communications

- The graduate will be able to craft, implement, and evaluate strategic communication plans tailored to various business needs and audiences.
- The graduate will develop the ability to work effectively in teams, incorporating diverse perspectives and leveraging inclusive collaboration strategies.
- The graduate will be able to apply ethical decision-making frameworks, particularly in contexts involving technology, data privacy, and AI.
- The graduate will be trained to lead and manage change within organizations by applying leadership theories, strategic thinking, and innovative problem-solving techniques.
- The graduate will be able to apply technical skills in data analysis, visual design, and the use of AI in communication.

B.S. Finance

- The graduate explains the structures, goals, and regulatory environment of corporations and business organizations.
- The graduate evaluates an enterprise's sources and uses of long-term capital.
- The graduate analyzes the economic impact of debt and equity on an enterprise and its shareholders.
- The graduate explains how capital appreciation and corporate investment policies affect shareholders and enterprise value.
- The graduate explains the interrelationship between emerging technologies and financial innovation.

B.S. Healthcare Administration

- The graduate describes ethical theories, and ethical and legal principles, standards, and laws as applied in a healthcare setting.
- The graduate analyzes the requirements and practices for maintaining the security and privacy of healthcare information.
- The graduate analyzes revenue sources, the revenue cycle, financial accounting, and reporting methods in healthcare.
- The graduate examines clinical care performance and management in the healthcare environment.
- The graduate analyzes business plans, strategic plans and communications strategies that align to mission and vision of a healthcare organization.

B.S. Supply Chain and Operations Management

- The graduate explains how different types of project-management methods are used.
- The graduate describes how financial and operational practices influence global business.
- The graduate describes key elements of distribution, logistics, and transportation management.
- The graduate explains the role of the Sales and Operations Planning (S&OP) process in Operations and Supply Chain Management.
- The graduate applies quality management principles and strategies for continuous improvement in an organization.
- The graduate evaluates solutions to operational problems based on relevant qualitative and quantitative data.
- The graduate synthesizes business analytics, operations, and supply chain management skills to solve business problems.

B.S. User Experience Design

- The graduate will master the ability to apply empathy-driven, user-centered design thinking to create solutions that address user needs and business problems.
- The graduate will gain hands-on experience in creating wireframes, low-fidelity prototypes, and high-fidelity prototypes using industry-standard tools.
- The graduate will be equipped to lead design projects that prioritize inclusivity, accessibility, and ethical responsibility.
- The graduate will be adept at collaborating with diverse teams, incorporating feedback, and leveraging multiple perspectives to solve complex design challenges.

- The graduate will build a professional portfolio showcasing their design projects and skills, refine their personal brand, and be able to effectively narrate their educational and professional accomplishments, positioning themselves strategically for careers in user experience design.

Master of Business Administration

- The graduate demonstrates best practices to overcome biases that inhibit organizations and teams from communicating effectively.
- The graduate identifies influences on ethical leadership and analyzes a code of ethics.
- The graduate demonstrates the management of working capital to achieve the appropriate value for the firm.
- The graduate analyzes data from business intelligence and knowledge management systems to make appropriate decisions.
- The graduate applies operations and inventory management requirements and concepts to achieve operating objectives.

MBA Information Technology Management

- The graduate applies management and leadership theories for long-term global-business success.
- The graduate evaluates potential project management tools for alignment with specified project activities.
- The graduate develops strategic technology plans that include vision, standards, and direction of technology in line with organizational strategy.
- The graduate identifies influences on ethical leadership and analyzes a code of ethics.
- The graduate demonstrates the management of working capital to achieve the appropriate value for the firm.
- The graduate analyzes data from business intelligence and knowledge management systems to make appropriate decisions.

MBA Healthcare Management

- The graduate applies operations and inventory management requirements and concepts to achieve operating objectives.
- The graduate develops risk management programs that result in improved quality patient care.
- The graduate identifies and helps a healthcare organization comply with applicable healthcare statutes and regulations.
- The graduate identifies influences on ethical leadership and analyzes a code of ethics.
- The graduate analyzes how work is accomplished and applies quality metrics and tools to increase efficiency, effectiveness, and quality.
- The graduate analyzes data from business intelligence and knowledge management systems to make appropriate decisions.
- The graduate manages costs and productivity to improve a healthcare organization’s sustainability.

M.S. Management and Leadership

- The graduate demonstrates knowledge of key concepts in leading organizational culture to achieve individual and organizational goals.
- The graduate applies appropriate leadership development and innovation techniques to improve motivation, development, and innovation of others.
- The graduate analyzes team performance and proposes strategies to improve team effectiveness.
- The graduate recommends new methodologies to enhance organizational efficiency and effectiveness.
- The graduate analyzes the relationship between management practices, culture, and organizational structures within the context of innovation and change.
- The graduate analyzes the concepts of ethics, corporate social responsibility, and environmental sustainability and assesses the impact these policies have on strategic decision-making.

M.S. Marketing (Digital Marketing Specialization)

- The graduate applies strategic marketing tools and methodologies to inform decision-making.
- The graduate constructs engaging stories for a target audience that influences consumer behaviors and builds consumer relationships.
- The graduate develops social media marketing strategies to achieve organizational goals.

- The graduate explains the digital marketing specializations and how they are used within digital marketing strategy.
- The graduate determines email marketing best practices for target audiences.
- The graduate analyzes how digital marketing tools are used to reach and retain customers to e-commerce stores.

M.S. Marketing (Marketing Analytics Specialization)

- The graduate designs the market research process to achieve specific organizational objectives.
- The graduate explains the digital marketing specializations and how they are used within digital marketing strategy.
- The graduate analyzes how digital marketing tools are used to reach and retain customers to e-commerce stores.
- The graduate analyzes data from paid, earned, and owned media using marketing technology (MarTech) stacks to deliver actionable insights for marketing strategies.
- The graduate determines how to optimize a web page including content, visible page elements, and metadata in order to rank well and obtain backlinks.

M.S. Accounting

- The graduate reports on an audit of the revenue cycle during an audit of a company's financial statements.
- The graduate demonstrates the management of working capital to achieve the appropriate value for the firm.
- The graduate applies generally accepted accounting principles (GAAP) as they relate to business combinations and parent/subsidiary relationships.
- The graduate explains the government and nonprofit accounting environment, in accordance with the Financial Accounting Standards Board (FASB) and the Governmental Accounting Standards Board (GASB).
- The graduate applies knowledge of tax laws for planning and compliance purposes.

M.S. Human Resource Management

- The graduate analyzes strategies to maintain positive employee relations.
- The graduate defines a strategy to establish and maintain a flow of qualified talent to an organization.
- The graduate analyzes quantitative and qualitative data within human resource metrics.
- The graduate creates a competitive total rewards strategy for employees.
- The graduate evaluates methods of creating strategic inclusive workplace culture initiatives to drive lasting change within an organization.

Certificate: Accounting Fundamentals

- The graduate will be able to utilize spreadsheets to control revenues, expenditure, and general ledger transactions.
- The graduate interprets the statement of cash flows in accordance with generally accepted accounting principles (GAAP).
- The graduate applies the full disclosure principle in accordance with generally accepted accounting principles (GAAP).

Certificate: Digital Marketing and E-Commerce

- The graduate designs the market research process to achieve specific organizational objectives.
- The graduate determines how to optimize a web page including content, visible page elements, and metadata in order to rank well and obtain backlinks.

Certificate: Leadership

- The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.
- The graduate identifies leadership opportunities to enhance organizational performance.
- The graduate describes how interpersonal skills are applied to effectively collaborate, communicate, and lead within a team and across an organization.

Certificate: Supply Chain

- The graduate will be able to manage operations systems and processes including transportation, warehousing, and distribution.
- The graduate will be able to build ethical and sustainable operating models.
- The graduate will employ best practices for relationship management, identify interdependence effects on consumers, and mitigate risk.
- The graduate will be able to employ strategic planning to improve efficiency and continuous improvement while mitigating supply chain disruptions.

Leavitt School of Health

B.S. Nursing Prelicensure

- The graduate provides holistic and compassionate person-centered care that respects individual and community diversity while considering determinants of health.
- The graduate demonstrates leadership by identifying and prioritizing goals to achieve optimal outcomes for person-centered care and population health.
- The graduate provides a safe, fiscally responsive quality care environment for individuals, families, communities, and multidisciplinary teams using established and emerging principles of safety science.
- The graduate integrates best evidence into nursing practice incorporating individual values as well as clinical expertise from industry analyses to persons and populations at the local, regional, national, and global levels.
- The graduate integrates informatics knowledge and skills to provide safe, high-quality care, incorporating best practices, industry and professional guidance, and regulatory standards.
- The graduate innovates creative, agile responses to complex and evolving care environments through a systems-based approach to values-based care across the care continuum.
- The graduate effectively communicates and collaborates with interprofessional teams, persons, families, and communities to optimize care and improve health outcomes using a value-centered approach.
- The graduate collects, analyzes, and interprets data to improve patient outcomes and to provide value-based care to persons and populations at the local, regional, national, and global levels.
- The graduate engages in self-reflection and other activities to foster personal health, resilience, well-being, and lifelong learning in a purposeful leadership practice.
- The graduate formulates and cultivates a professional identity that includes accountability, collaborative disposition, and ethical comportment reflective of the profession's characteristics, norms, and values.

B.S. Nursing (RN to BSN)

- The graduate will develop advanced clinical judgment and comprehensive health assessment abilities. They will be proficient in assessing the physical, mental, emotional, and spiritual well-being of patients, using current and innovative techniques to provide holistic care. This includes the ability to critically analyze cultural and lifestyle factors impacting patient health.
- The graduate will be equipped with leadership skills necessary for influencing positive change in healthcare settings. They will be able to differentiate between leadership and management principles, apply them across various healthcare environments, and engage in continuous professional growth. This includes fostering resilience, self-care, and cultural competence in their practice.
- The graduate will be able to apply evidence-based practices to improve patient outcomes and healthcare quality. They will demonstrate the ability to conduct research, perform literature reviews, and implement evidence-based standards of practice, differentiating them from conventional methods. This competency also includes understanding the ethics of nursing research and patient-centered care.
- The graduate will understand the role of healthcare policy, economics, and information technology in nursing practice. They will be able to evaluate healthcare policies, leverage health informatics to enhance decision-making, and advocate for value-based, equitable patient care. Additionally, they will recognize the legal and ethical implications of informatics in the healthcare environment.
- The graduate will be prepared to address the health needs of diverse populations by applying principles of global and population health. They will be able to identify social determinants of health, use epidemiological data to inform interventions, and plan health services that promote disease prevention and environmental health in community settings.

B.S. Health Information Management

- The graduate integrates key concepts and skills from health information management (HIM) standards and policies to ensure data quality and integrity in an HIM environment.
- The graduate evaluates privacy and security concerns involved in the use of technology in a healthcare setting.
- The graduate evaluates quality improvement projects to ensure they comply with both internal organizational processes and applicable standards established by external agencies.
- The graduate determines organizational and departmental readiness for change based on health records documentation requirements set forth by external agencies (e.g., certifications, accreditation, licensing, regulatory).
- The graduate analyzes the financial management control processes in healthcare organizations.
- The graduate analyzes procedural and ethical guidelines, rules, and regulations for clinical coding within healthcare organizations.
- The graduate evaluates data that is found in health information management (HIM) research to support leadership in improving standards and techniques for electronic health records (EHR) data collection, storage, and protection.
- The graduate recommends strategies to develop and maintain a positive culture in healthcare organizations.
- The graduate exemplifies high professional standards, upholds confidentiality requirements, promotes guidelines of the American Health Information Management Association Code of Ethics, and demonstrates leadership skills as a health informatics professional at a healthcare organization.

B.S. Health and Human Services

- The graduate demonstrates compassion and empathy in the administration of health and human services.
- The graduate discusses components of managing affordable quality care with stakeholders.
- The graduate identifies the rights and community health needs of individuals and groups.
- The graduate evaluates community services and resources for positive health and human services outcomes.
- The graduate demonstrates problem solving and decision-making in a given context.
- The graduate collaborates with healthcare team members, clients, and family members for achieving mutually acceptable care plan goals.
- The graduate develops a plan for achieving goals.
- The graduate demonstrates the ability to communicate in a professional manner that supports achieving high-quality, safe client care.

B.S. Health Science

- The graduate analyzes the major processes involved in attention, problem-solving, and decision-making.
- The graduate applies ethical strategies for responding to personal biases.
- The graduate applies a framework to assess factors impacting individual well-being.
- The graduate analyzes strategies to improve health equity for a population.

B.S. Psychology

- The graduate applies knowledge of key concepts, principles, theories and content domains in psychology to human thought, feeling, and behavior.
- The graduate demonstrates psychology information literacy by accessing new information from a variety of sources, evaluating information for usefulness, validity and accuracy, and summarizing and communicating new information.
- The graduate applies critical thinking, scientific reasoning, problem-solving skills and an understanding of sociocultural factors to real-world situations.
- The graduate optimizes their contributions to a diverse society by demonstrating ethically and socially responsible behavior and communicating effectively with diverse audiences.
- The graduate applies psychological principles and professional values to enhance interpersonal relationships and build community.
- The graduate communicates in a variety of styles that are reflective of their consideration of audience, purpose and format, and communicates in a manner that is sensitive to the experiences of diverse groups.
- The graduate applies principles of psychology to support their own personal and professional growth and resilience.

B.S. Public Health

- The graduate will be equipped with the skills necessary to promote healthy lifestyles, safeguard community health, and conduct research on infectious disease prevention.
- The graduate will learn about community public health and a wide range of related topics such as women's or gender health, mental health, human sexuality, health and wellness, and both chronic and infectious diseases.
- The graduate will gain skills in planning and implementing evidence-based public health programs that address the most important health issues affecting communities.
- The graduate will be ready to apply public health principles and practices, including leadership, ethics, communication, and data-driven decision-making, to real-world public health challenges.

M.S. Nursing - Family Nurse Practitioner

- The graduate demonstrates advanced health assessment techniques that are comprehensive and focused to gather patient health data in the care of individuals and groups across the lifespan as a competent provider.
- The graduate synthesizes subjective and objective data from across the patient lifespan to provide accurate diagnoses as a competent provider.
- The graduate creates evidence-based and family-centered health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations as a competent provider.
- The graduate evaluates the effectiveness of patient health plans in order to modify the plan, offer additional education, or refer patients to improve quality outcomes as a competent provider.

M.S. Nursing - Psychiatric Mental Health Nurse Practitioner

- The graduate gathers patient mental health data in the care of individuals, families, and populations across the lifespan and care settings as a competent provider.
- The graduate synthesizes subjective and objective data from individuals, families, and populations across the lifespan in order to provide accurate mental health diagnoses in a range of care settings as a competent provider.
- The graduate creates evidence-based individual-, family-, and population-centered mental health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations in a range of care settings as a competent provider.
- The graduate evaluates the effectiveness of individual-, family-, and population-centered mental health plans in order to modify the plan, offer additional mental health education, or refer patients to other providers to improve quality outcomes in a range of settings as a competent provider.

M.S. Nursing - Education

- The graduate creates an environment in diverse academic settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- The graduate synthesizes contemporary theories, concepts, and principles in the development of assessments for student learning outcomes in various educational settings.
- The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.
- The graduate creates a plan to pursue professional development related to the academic nurse educator role.

M.S. Nursing - Leadership and Management

- The graduate develops a vision for assuming the role of a leader and manager that includes self-awareness, self-management, interpersonal communication, executive function, and social awareness.
- The graduate collaborates with internal and external stakeholders to assess the need and organizational readiness for a healthcare improvement project using improvement science methods and practices.
- The graduate collaborates with key stakeholders to plan for the use of available resources needed to achieve project aims and goals.
- The graduate examines the structure, processes, and outcomes of an organizational plan that may facilitate or impede the implementation of a healthcare improvement project.
- The graduate manages implementation of the healthcare improvement project using organizational standards and practices to problem-solve risks that emerge during implementation.

M.S. Nursing - Nursing Informatics

- The graduate integrates the latest evidence and technology and the expertise of the interprofessional team to design or refine clinical decision-support tools.
- The graduate designs innovations in data collection and management, in collaboration with the interprofessional team, to effect change in practice and improve health outcomes.
- The graduate designs comprehensive solutions, integrating change and complexity theory concepts, for effective implementation to enhance health outcomes.

M.S. Nursing - Education (RN to MSN)

- The graduate creates an environment in diverse academic settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- The graduate synthesizes contemporary theories, concepts, and principles in the development of assessments for student learning outcomes in various educational settings.
- The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.
- The graduate creates a plan to pursue professional development related to the academic nurse educator role.

M.S. Nursing - Leadership and Management (RN to MSN)

- The graduate develops a vision for assuming the role of a leader and manager that includes self-awareness, self-management, interpersonal communication, executive function, and social awareness.
- The graduate collaborates with internal and external stakeholders to assess the need and organizational readiness for a healthcare improvement project using improvement science methods and practices.
- The graduate collaborates with key stakeholders to plan for the use of available resources needed to achieve project aims and goals.
- The graduate examines the structure, processes, and outcomes of an organizational plan that may facilitate or impede the implementation of a healthcare improvement project.
- The graduate manages implementation of the healthcare improvement project using organizational standards and practices to problem-solve risks that emerge during implementation.

M.S. Nursing - Nursing Informatics (RN to MSN)

- The graduate integrates the latest evidence and technology and the expertise of the interprofessional team to design or refine clinical decision-support tools.
- The graduate designs innovations in data collection and management, in collaboration with the interprofessional team, to effect change in practice and improve health outcomes.
- The graduate designs comprehensive solutions, integrating change and complexity theory concepts, for effective implementation to enhance health outcomes.

Master of Healthcare Administration

- The graduate recommends methods of organizational communication to increase effectiveness of interpersonal communication, collaboration, and problem-solving among healthcare organizational stakeholders.
- The graduate proposes solutions that use strategies and processes to lead effective healthcare organizational change.
- The graduate assesses operational, ethical, governance, regulatory, legal, and financial factors in healthcare that manage, mitigate, exacerbate, and shift risk.
- The graduate manages healthcare organizational sustainability and productivity by using fiscal management tools, principles, and strategies.
- The graduate explains how laws, standards, tools, techniques, and procedures are used to maintain data quality and security within an administrative healthcare environment.
- The graduate evaluates the challenges and opportunities in healthcare technology that will promote better healthcare services.
- The graduate analyzes the evolution of the U.S. healthcare system to determine its impact on healthcare stakeholder interactions.

Master of Public Health

- The graduate advocates for political, social, or economic policies and programs that improve health in diverse populations.
- The graduate compares the organization, structure, and function of healthcare, public health, and regulatory systems across national and international settings.
- The graduate develops communication strategies around a public health issue for a diverse population.
- The graduate designs a program using evidence-based solutions to educate a target audience in the community.

Post-Master's Certificate, Nursing - Family Nurse Practitioner

- The graduate gathers patient mental health data in the care of individuals, families, and populations across the lifespan and care settings as a competent provider.
- The graduate synthesizes subjective and objective data from individuals, families, and populations across the lifespan in order to provide accurate mental health diagnoses in a range of care settings as a competent provider.
- The graduate creates evidence-based individual-, family-, and population-centered mental health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations in a range of care settings as a competent provider.
- The graduate evaluates the effectiveness of individual-, family-, and population-centered mental health plans in order to modify the plan, offer additional mental health education, or refer patients to other providers to improve quality outcomes in a range of settings as a competent provider.

Post-Master's Certificate, Nursing - Psychiatric Mental Health Nurse Practitioner

- The graduate gathers patient mental health data in the care of individuals, families, and populations across the lifespan and care settings as a competent provider.
- The graduate synthesizes subjective and objective data from individuals, families, and populations across the lifespan in order to provide accurate mental health diagnoses in a range of care settings as a competent provider.
- The graduate creates evidence-based individual-, family-, and population-centered mental health plans, including guidelines, clinical expertise, consumer preferences and values, organizational context, and resource limitations in a range of care settings as a competent provider.
- The graduate evaluates the effectiveness of individual-, family-, and population-centered mental health plans in order to modify the plan, offer additional mental health education, or refer patients to other providers to improve quality outcomes in a range of settings as a competent provider.

Post-Master's Certificate, Nursing - Education

- The graduate creates an environment in diverse academic settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- The graduate synthesizes contemporary theories, concepts, and principles in the development of assessments for student learning outcomes in various educational settings.
- The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.
- The graduate creates a plan to pursue professional development related to the academic nurse educator role.

Post-Master's Certificate, Nursing - Leadership and Management

- The graduate develops a vision for assuming the role of a leader and manager that includes self-awareness, self management, interpersonal communication, executive function, and social awareness.
- The graduate collaborates with internal and external stakeholders to assess the need and organizational readiness for a healthcare improvement project using improvement science methods and practices.
- The graduate collaborates with key stakeholders to plan for the use of available resources needed to achieve project aims and goals.
- The graduate examines the structure, processes, and outcomes of an organizational plan that may facilitate or impede the implementation of a healthcare improvement project.
- The graduate manages implementation of the healthcare improvement project using organizational standards and practices to problem-solve risks that emerge during implementation.

School of Technology

B.S. Cloud Computing (AWS Track)

- The graduate designs security policies and access for cloud applications and architectures.
- The graduate designs cloud service deployments with Amazon Web Services (AWS) infrastructure services, platform services, and features.
- The graduate monitors automated testing for quality control.
- The graduate configures network connectivity as part of AWS network infrastructure design, troubleshooting, and remediation.
- The graduate determines optimal baseline for cost and performance using AWS Services.
- The graduate creates implementation plans for cloud solutions.

B.S. Cloud Computing (Azure Track)

- The graduate explains Azure core solutions and management tools.
- The graduate implements secure user and group authentication and authorization with Microsoft Azure Active Directory, Microsoft Identity Platform, Azure Key Vault, and Microsoft Graph.
- The graduate designs secure data architectures and infrastructure as a service (IaaS) architectures based on Azure Monitor and Azure Application Insights.
- The graduate architects the end-to-end data security and supporting infrastructures.
- The graduate defines continuous delivery and deployment strategies.
- The graduate creates implementation plans for cloud solutions.

B.S. Cloud Computing (Multi-Cloud Track)

- The graduate designs security policies and access for cloud applications and architectures.
- The graduate explains Azure core solutions and management tools.
- The graduate describes cost management and service lifecycles in Microsoft Azure.
- The graduate implements secure user and group authentication and authorization with Microsoft Azure Active Directory, Microsoft Identity Platform, Azure Key Vault, and Microsoft Graph.
- The graduate designs secure data architectures and infrastructure as a service (IaaS) architectures based on Azure Monitor and Azure Application Insights.
- The graduate develops cloud platform integrations for interoperable and compatible functionality.
- The graduate creates implementation plans for cloud solutions.

B.S. Computer Science

- The graduate applies core information technology skills in IT systems, operating systems, networking, security, scripting and programming, data management, project management, and web development to support organizational functions.
- The graduate will be able to solve computing problems using critical thinking and mathematical reasoning.
- The graduate will be able to develop secure software systems to support organizational goals and needs.
- The graduate will be able to analyze the impact of computing on individuals, organizations, and society in relation to professional, social, ethical, legal, security, business, and global issues and responsibilities.
- The graduate will be able to create computer-based solutions using autonomous frameworks and algorithms.
- The graduate will be able to use effective communication and team-focused skills and recognize the need for professional development and life-long learning.

B.S. Cybersecurity and Information Assurance

- The graduate will be able to evaluate security of a given system design according to defined security goals.
- The graduate will be able to mitigate security concerns related to network, cloud, cellular, mobile, and wireless technologies.
- The graduate will be able to evaluate the effectiveness of an organization’s cyber operations to protect and preserve data.
- The graduate will be able to conduct digital forensics as part of an incident response plan.
- The graduate will be able to create a risk management plan that includes disaster recovery and continuity plan for information systems within a given organization.

- The graduate will be able to relate ethical principles and legal issues governing cyber operations within an organization.
- The graduate applies core information technology skills in IT systems, operating systems, networking, security, scripting and programming, data management, and project management to support organizational functions.

B.S. Data Analytics

- The graduate identifies an appropriate data architecture according to organizational needs.
- The graduate applies data wrangling techniques to investigate data sets.
- The graduate uses data cleansing processes to transform data for downstream analysis.
- The graduate creates visuals using code to communicate insights from data analysis.
- The graduate creates a report presenting data analysis findings that incorporates best practices for data visualization design.
- The graduate implements an end-to-end Machine Learning pipeline to address organizational needs.

B.S. Information Technology

- The graduate identifies operating systems and their configurations.
- The graduate explains user interface design principles.
- The graduate recommends databases and database management systems to meet organizational needs.
- The graduate articulates the value proposition of cloud solutions in business scenarios.
- The graduate determines the impact of a proposed technology on an organization.
- The graduate optimizes network operations for availability, performance, and security.
- The graduate identifies threats, attacks, and vulnerabilities to organizational security.
- The graduate develops resources for data access and security.

B.S. Network Engineering and Security

- The graduate identifies software defined networking (SDN) concepts and services used in development of network infrastructures.
- The graduate determines how to maintain networks with centralized monitoring and troubleshooting processes.
- The graduate uses industry standard tools for automation and scripting.
- The graduate develops automated solutions with scripting and APIs for continuous integration.
- The graduate applies Python principles and syntax to manage variables, data structures, and operators and to perform IT tasks.
- The graduate identifies security policies and procedures for cloud applications.

B.S. Network Engineering and Security (Cisco Track)

- The graduate configures network access and management for secure operations.
- The graduate implements prevention, intrusion detection systems, and remediation processes for hosts on the network.
- The graduate determines how to maintain network security throughout the security lifecycle.
- The graduate determines how to deploy automated solutions with scripting, APIs, and web application services for continuous integration.
- The graduate determines how to secure networks with firewalls, system monitoring, and vulnerability analysis.
- The graduate applies Python principles and syntax to manage variables, data structures, and operators and to perform IT tasks.
- The graduate identifies security policies and procedures for cloud applications.

B.S. Software Engineering (Java Track)

- The graduate explains design decisions based on the history and foundations of technology stacks.
- The graduate creates methods in Java.
- The graduate implements object-oriented programming frameworks.
- The graduate writes code for object-oriented applications using Spring framework.
- The graduate designs mobile application infrastructure and user interfaces.
- The graduate describes alternative methods in overcoming mobile application development problems.
- The graduate writes multithreaded, object-oriented code using Java frameworks.

- The graduate determines how to deploy software applications using cloud services.

B.S. Software Engineering (C# Track)

- The graduate produces applications using high-level programming language constructs to meet business requirements.
- The graduate develops user interfaces to meet project requirements.
- The graduate applies application programming interfaces (APIs) in application development to support end users in various geographic regions.
- The graduate incorporates advanced exception control mechanisms in application development for improving user experience and application stability.
- The graduate explains design decisions based on the history and foundations of technology stacks.
- The graduate explains the configuration and deployment of software applications.
- The graduate develops a simple mobile application using an integrated development environment (IDE).
- The graduate develops an application that accounts for different platforms and device conditions.
- The graduate writes basic scripts to accomplish tasks with JavaScript.

M.S. Cybersecurity and Information Assurance

- The graduate determines optimal software design for given requirements.
- The graduate evaluates a penetration testing engagement plan.
- The graduate designs secure network architecture solutions for the enterprise.
- The graduate implements secure solutions to manage cybersecurity risks.
- The graduate designs technical integration of cybersecurity solutions to protect enterprises.
- The graduate develops secure architecture to comply with organizational governance, risk, and compliance strategies.
- The graduate describes the risks, standards, and roles that inform a company’s information security policy.

M.S. Data Analytics (Data Science)

- The graduate will develop expertise in applying data analytics life cycles, including data mining, statistical modeling, and predictive analytics. They will be proficient in using both supervised and unsupervised machine learning techniques, such as regression analysis, classification models, clustering, and dimensional reduction, to derive actionable insights from complex datasets.
- The graduate will possess strong competencies in data management, including the ability to work with both relational and non-relational databases. They will be capable of designing and implementing data storage architectures, performing complex data queries using SQL, and managing data integrity and quality throughout the analytics process.
- The graduate will demonstrate advanced programming skills in languages such as Python and R, enabling them to perform data acquisition, preparation, exploration, and the development of analytical models. They will be adept at leveraging programming libraries and frameworks for tasks such as statistical analysis, machine learning, and data visualization.
- The graduate will be skilled in translating complex data findings into compelling stories and visualizations tailored to diverse audiences, including technical and non-technical stakeholders. They will be able to create interactive dashboards, visual data representations, and deliver presentations that effectively communicate data-driven insights to inform business decisions.
- The graduate will be equipped to deploy data analytics solutions within organizational contexts, ensuring scalability, security, and usability. They will also be capable of optimizing business processes through advanced techniques such as neural networks, deep learning, and natural language processing, and solving optimization problems using algorithmic approaches.

M.S. Data Analytics (Data Engineering)

- The graduate will develop advanced skills in data management, including working with both relational and non-relational databases. They will be proficient in designing, implementing, and managing cloud-native data architectures, ensuring scalability, security, and efficiency in handling large-scale data systems.
- The graduate will gain competencies in automating data flows within analytics systems using Extract, Transform, and Load (ETL) processes. They will be adept at designing and implementing data pipelines, both batch and streaming, to process and transform data efficiently within cloud environments, supporting real-time analytics and large-scale data processing.

- The graduate will be skilled in using programming languages such as Python and R to perform data acquisition, organization, and analysis. They will also be proficient in applying statistical data mining techniques, including supervised and unsupervised machine learning, to derive insights from complex datasets and inform business decisions.
- The graduate will develop the ability to scale data analytics solutions using big data technologies such as Apache Spark and cloud-native tools. They will be able to design, implement, and optimize large-scale data analytics architectures, integrating data processing pipelines and storage solutions to address complex business challenges.
- The graduate will be adept at translating complex data engineering and analytics results into compelling narratives and visualizations. They will be able to communicate insights effectively to both technical and non-technical stakeholders, using interactive dashboards and data storytelling techniques to support strategic decision-making.

M.S. Data Analytics (Decision Process Engineering)

- The graduate will develop proficiency in applying the data analytics life cycle, including data mining, statistical analysis, and predictive modeling, to solve complex business problems. They will be capable of leveraging both supervised and unsupervised machine learning techniques to extract insights from data and drive decision-making.
- The graduate will gain expertise in analyzing, visualizing, and improving business processes. They will be able to design and implement process engineering methodologies to enhance organizational efficiency and address specific business needs, using tools and frameworks commonly applied in business process reengineering.
- The graduate will be equipped with project management skills necessary for planning, executing, and managing analytics projects. They will understand the core concepts of the Project Management Institute framework and be able to apply project management tools and techniques across the project life cycle, ensuring successful project delivery in data-driven initiatives.
- The graduate will develop competencies in decision intelligence, focusing on optimizing decision-making processes by balancing technology, processes, and people. They will apply decision intelligence principles, including behavioral frameworks and multi-criteria decision analysis, to support business decision-making, while integrating human-centered design techniques to ensure user-friendly solutions.
- The graduate will be skilled in translating complex data analyses into compelling narratives and visualizations tailored to diverse audiences. They will be able to conduct audience analysis, design interactive dashboards, and effectively communicate data insights to both technical and non-technical stakeholders, driving informed decision-making within organizations.

M.S. Information Technology Management

- The graduate develops security policy, standards, procedures, and guidelines to strategically secure an organization’s assets.
- The graduate generates technical information according to principles of ethics, clarity, and conciseness to ensure content integrity.
- The graduate selects appropriate strategies that foster engagement and collaboration among a variety of teams.
- The graduate justifies the use of specific conflict management strategies as a means of maximizing results for all relevant stakeholders.
- The graduate formulates the alignment of IT operations with an organization's strategic vision and objectives.
- The graduate analyzes information technology trends and initiatives in a global context to ensure alignment with an organization’s mission and business goals.
- The graduate explains the core concepts that make up the Project Management Institute framework and life cycle and the environment in which projects operate.
- The graduate proposes cloud, security, and data infrastructure and business strategies.
- The graduate identifies technologies in a tech stack, explains their relationships, and develops a cohesive technology strategy using current and new technologies to meet business needs.
- The graduate strategizes solutions to problems in a broader business context and competitive landscape.
- The graduate applies product management approaches for IT implementation.
- The graduate manages a product across a program lifecycle: conducting product research, creating basic designs, collecting feedback, launching a product, and managing a product post launch.
- The graduate creates a product vision and roadmap.

Certificate: Back End Web Development

- The graduate creates methods in Java.

- The graduate implements object-oriented programming frameworks.
- The graduate writes code for object-oriented applications using Spring framework.
- The graduate designs mobile application infrastructure and user interfaces.
- The graduate describes alternative methods in overcoming mobile application development problems.

Certificate: Front End Web Development

- The graduate creates the structure of basic web documents using HTML and XML.
- The graduate identifies scripts for computer program requirements.
- The graduate implements data entry and data storage capabilities in a web environment.
- The graduate implements user-centered solutions from multiple perspectives emphasizing usability and functional page layouts.

Certificate: Web Application Deployment and Support

- The graduate writes basic scripts to accomplish tasks with JavaScript.
- The graduate develops resources for data access and security.
- The graduate articulates the value proposition of cloud solutions in business scenarios.
- The graduate writes scripts that automate configuration tasks.

Certificate: ServiceNow Application Developer

- The graduate uses tips, tricks, and how-to guides to effectively navigate and fully understand the ServiceNow platform's features and capabilities.
- The graduate develops a custom application using various considerations for application creation.
- The graduate writes, tests, and debugs scripts using JavaScript.

School of Education

B.A. Elementary Education

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice, supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.
- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.
- The graduate applies knowledge, skills and professional dispositions to strategically plan and implement effective instruction in an elementary education setting.

B.A. Special Education and Elementary Education (Dual Licensure)

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice, supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.
- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.
- The graduate applies knowledge, skills and professional dispositions to strategically plan and implement effective instruction in an elementary education setting.

B.A. Special Education (Mild to Moderate)

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice,

supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.
- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.
- The graduate applies knowledge, skills and professional dispositions to strategically plan and implement effective instruction in an elementary education setting.

B.S. Mathematics Education (Middle Grades)

- The graduate will demonstrate a deep understanding of middle-grade mathematics, including algebra, geometry, trigonometry, and calculus. They will be able to apply mathematical concepts, theories, and techniques to solve problems and to explain these concepts to students in an accessible and effective manner.
- The graduate will develop and implement evidence-based instructional strategies tailored to the diverse needs of middle-grade students. This includes the ability to create engaging, standards-aligned lesson plans, integrate technology into teaching, and utilize formative and summative assessments to monitor and enhance student learning.
- The graduate will be equipped to establish and maintain a positive, safe, and inclusive learning environment that fosters student engagement, motivation, and academic success. They will employ effective classroom management techniques and develop classroom norms that support both individual and collaborative learning.
- The graduate will possess the skills necessary to design, implement, and interpret various assessment tools, including formative, summative, and standardized assessments. They will use data from these assessments to inform instructional decisions, differentiate instruction, and ensure that all students are progressing toward meeting learning objectives.
- The graduate will exhibit professional dispositions such as ethical behavior, reflective practice, and a commitment to lifelong learning. They will be prepared to engage in continuous professional development, collaborate with colleagues, parents, and the community, and contribute to the field of education through innovative practices and leadership.

B.S. Mathematics Education (Secondary)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

B.S. Science Education (Middle Grades)

- The graduate will have a thorough understanding of middle-grade science subjects, including biology, chemistry, physics, and earth sciences. They will be able to apply scientific principles and theories to explain natural phenomena and support student learning in a classroom setting.
- The graduate will be skilled in designing and implementing effective, standards-based science instruction. They will be able to create engaging lesson plans that integrate science and engineering practices, crosscutting concepts, and disciplinary core ideas to enhance student understanding and interest in science.
- The graduate will develop strategies to create and maintain a positive and productive learning environment. They will be able to manage classroom behaviors, establish routines, and implement practices that engage students actively in the learning process, fostering a collaborative and supportive classroom community.
- The graduate will be proficient in using various assessment tools to monitor and evaluate student learning. They will be able to interpret assessment data to inform instructional decisions, differentiate instruction, and provide targeted support to ensure all students achieve academic success in science.
- The graduate will demonstrate professional dispositions, including ethical behavior, continuous improvement, and reflective practice. They will be prepared to engage in lifelong learning, collaborate with colleagues, and contribute

to the educational community by applying best practices and adapting to new educational challenges.

B.S. Science Education (Secondary Biological Science)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

B.S. Science Education (Secondary Chemistry)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

B.S. Science Education (Secondary Earth Science)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

B.S. Science Education (Secondary Physics)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

B.A. Educational Studies in Elementary Education

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice, supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.

- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.

B.A. Educational Studies in Special and Elementary Education

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice, supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.
- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.

B.A. Educational Studies in Mild to Moderate Exceptionalities Special Education

- The graduate demonstrates an ongoing commitment to applying the science of learning to instructional practice, supporting unique learning needs, engaging with learners and families, developing and utilizing varied assessment methods, creating mutually respectful relationships with and between students, integrating technology to enhance learning, and to growing their professional dispositions as an educator.
- The graduate applies a comprehensive understanding of foundational special education subject matter and learning standards to support student learning effectively.
- The graduate applies learning sciences and the instructional cycle knowledge and developmentally appropriate practices to actively engage students in the learning process and foster a culture conducive to academic growth.

B.A. Educational Studies in Middle Grades Mathematics Education

- The graduate will have a strong foundation in middle grades mathematics, including algebra, geometry, statistics, and calculus. They will be able to apply these mathematical concepts and theories in educational settings, preparing them to support and enhance student learning effectively.
- The graduate will be equipped with evidence-based instructional strategies and classroom management techniques. They will learn to create engaging lesson plans, manage diverse classrooms, and adapt teaching methods to meet the varied learning needs of middle-grade students.
- The graduate will develop the ability to design and implement various assessments, including formative, summative, and standardized tests. They will use data from these assessments to inform instructional decisions, differentiate teaching approaches, and monitor student progress.
- The graduate will be prepared to create inclusive learning environments that accommodate students with different abilities, cultural backgrounds, and learning styles, ensuring that all students have access to quality education.
- The graduate will demonstrate a commitment to continuous professional development and ethical teaching practices. They will engage in reflective practice, seek opportunities for growth, and adhere to ethical standards in their interactions with students, families, and colleagues.

B.A. Educational Studies in Secondary Mathematics Education

- The graduate analyzes the axiomatic nature of Euclidean and non-Euclidean geometries to reflect on geometric reasoning and formal proof.
- The graduate demonstrates understanding of functions of more than one variable and applies that knowledge to solve problems.
- The graduate applies matrix theory and matrix algebra to model and solve problems.
- The graduate demonstrates an understanding of important number theory principles, their applications, and proofs.
- The graduate analyzes functions of one real variable using precise definitions and theorems to develop an advanced perspective.

B.A. Educational Studies in Middle Grades Science Education

- The graduate will have a solid understanding of middle-grade science topics, including biology, chemistry, physics, and earth sciences. They will be able to apply scientific principles and reasoning to explain natural phenomena

and solve problems, preparing them to support student learning effectively.
- The graduate will be skilled in designing and delivering effective, standards-based science instruction that is tailored to the diverse needs of middle-grade students. They will be able to create engaging lesson plans, integrate technology into teaching, and use a variety of instructional strategies to facilitate student understanding of scientific concepts.
- The graduate will be competent in designing and implementing various assessment tools to monitor and evaluate student learning. They will be able to interpret assessment data to inform instructional decisions, differentiate instruction, and ensure that all students are progressing toward meeting educational goals.
- The graduate will develop effective classroom management strategies to create a positive and inclusive learning environment. They will be able to engage students actively in the learning process, promote positive behaviors, and foster a collaborative classroom culture that supports the academic and personal growth of all students.
- The graduate will demonstrate a commitment to professional development and ethical teaching practices. They will engage in reflective practice, seek opportunities for continuous improvement, and adhere to ethical standards in their interactions with students, families, and colleagues, ensuring they contribute positively to the educational community.

B.A. Educational Studies in Secondary Biological Science Education

- The graduate examines chemical principles, enzymes, biochemical pathways, energy flow, and cellular environments to analyze cellular metabolism.
- The graduate applies the principles of population genetics to determine characteristics of a population.
- The graduate analyzes the anatomies of animals to distinguish the relationships among organisms.
- The graduate has an in-depth understanding of how coevolution, genetic drift, natural selection, and sexual selection contribute to the organization of the Earth’s biodiversity.
- The graduate synthesizes concepts and processes from across biology to generate a comprehensive understanding of the field.

B.A. Educational Studies in Secondary Chemistry Science Education

- The graduate analyzes nuclear reactions to determine the nature of the nuclear decay.
- The graduate applies concepts of thermodynamics and electrochemistry to analyze the interchange of chemical and electrical energy.
- The graduate can demonstrate how the structure of a material's molecules can determine its strength and uses.
- The graduate applies mechanisms to analyze organic reactions, including organic synthesis.
- The graduate analyzes the role of ATP in carbohydrate metabolism and the impact of irregular ATP synthesis on the human body.

B.A. Educational Studies in Secondary Earth Science Education

- The graduate assesses the challenges associated with resource management in order to compare potential sustainable solutions.
- The graduate analyzes composition, location, movement, and physical evidence of tectonic plates to distinguish landforms and geologic features.
- The graduate analyzes how Earth's systems (i.e., biosphere, geosphere, atmosphere, and hydrosphere) interface and evolve over geologic time to teach biologic, geologic, atmospheric, meteorologic, and hydrologic interaction.
- The graduate analyzes the interrelationships of life forms, natural systems, and cycles within the ocean environment.
- The graduate applies tools and techniques necessary to study astronomical objects and events.

B.A. Educational Studies in Secondary Physics Science Education

- The graduate has a broad understanding of energy, including mechanics, heat, and electricity and magnetism.
- The graduate applies concepts of static and dynamic fluids to solve problems.
- The graduate applies models of light to solve problems and describe the behavior of light.
- The graduate demonstrates an understanding of electromagnetic waves and the electromagnetic spectrum.
- The graduate appraises emergent research in superstring theory, dark energy, and the grand unified theory.

M.A. Teaching, Elementary Education

- The graduate demonstrates an advanced and continuous commitment to synthesizing the science of learning into

instructional practice, addressing complex and unique learning needs, collaborating with learners and families, designing and implementing clear assessment methods, fostering and nurturing mutually respectful relationships with and between students, leveraging technology to enhance and transform learning, and cultivating their professional dispositions as an educator.

- The graduate demonstrates a thorough comprehension and critically evaluates foundational special education subject matter and learning standards to enhance and innovate student learning effectively.
- The graduate synthesizes and applies advanced learning sciences and instructional cycle knowledge, designs and implements developmentally appropriate practices to deeply engage students in the learning process, and fosters and leads a culture that is conducive to academic growth and excellence.
- The graduate integrates and reflects upon knowledge, skills, and professional dispositions to design, plan, and implement highly effective and innovative instruction in a special education setting, demonstrating leadership and mentorship capabilities.
- The graduate develops and curates an advanced professional portfolio that exemplifies their educational philosophy, extensive teaching experiences, and significant professional achievements. The portfolio will enable learners to demonstrate their expertise in curriculum design, classroom management, student assessment, and educational technology through rigorous and innovative practices. Additionally, the portfolio requires candidates to synthesize and apply research, theory, and practice in complex special education contexts, showcasing their leadership and reflective practice in the field.

M.A. Teaching, English Education (Secondary)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Teaching, Mathematics Education (Middle Grades)

- The graduate will possess a deep and comprehensive understanding of middle-grade mathematics topics, including algebra, geometry, calculus, trigonometry, and probability. They will be capable of applying advanced mathematical concepts and techniques to solve complex problems and to facilitate student learning effectively in the classroom.
- The graduate will be skilled in designing and implementing mathematics curricula and instructional strategies that are grounded in research and best practices. They will be able to create engaging, standards-aligned lessons that accommodate the diverse needs of middle-grade students and promote a deep understanding of mathematical concepts.
- The graduate will develop expertise in designing and utilizing various assessment tools to measure student understanding and progress. They will be proficient in interpreting assessment data to inform instructional decisions, differentiate instruction, and enhance student achievement in mathematics.
- The graduate will be able to incorporate technology effectively into mathematics instruction to support student engagement and learning. Additionally, they will have a strong understanding of the historical development of mathematical concepts and will be able to integrate this knowledge into their teaching to provide students with a richer understanding of the subject.
- The graduate will demonstrate the ability to conduct educational research, critically evaluate research findings, and apply research-based practices in their teaching. They will also be committed to continuous professional development, reflecting on their teaching practices and seeking opportunities for growth to improve their effectiveness as mathematics educators.

M.A. Teaching, Mathematics Education (Secondary)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.

- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Teaching, Science Education (Secondary)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Teaching, Special Education

- The graduate demonstrates an advanced and continuous commitment to synthesizing the science of learning into instructional practice, addressing complex and unique learning needs, collaborating with learners and families, designing and implementing clear assessment methods, fostering and nurturing mutually respectful relationships with and between students, leveraging technology to enhance and transform learning, and cultivating their professional dispositions as an educator.
- The graduate demonstrates a thorough comprehension and critically evaluates foundational special education subject matter and learning standards to enhance and innovate student learning effectively.
- The graduate synthesizes and applies advanced learning sciences and instructional cycle knowledge, designs and implements developmentally appropriate practices to deeply engage students in the learning process, and fosters and leads a culture that is conducive to academic growth and excellence.
- The graduate integrates and reflects upon knowledge, skills, and professional dispositions to design, plan, and implement highly effective and innovative instruction in a special education setting, demonstrating leadership and mentorship capabilities.
- The graduate develops and curates an advanced professional portfolio that exemplifies their educational philosophy, extensive teaching experiences, and significant professional achievements. The portfolio will enable learners to demonstrate their expertise in curriculum design, classroom management, student assessment, and educational technology through rigorous and innovative practices. Additionally, the portfolio requires candidates to synthesize and apply research, theory, and practice in complex special education contexts, showcasing their leadership and reflective practice in the field.

M.S. Curriculum and Instruction

- The graduate applies curriculum models to inform the design processes and achieve curricular goals.
- The graduate applies instructional models to design effective and engaging learning experiences.
- The graduate designs authentic learning activities that leverage digital tools to maximize active, deep learning.
- The graduate develops strategies to support stakeholders in implementing curriculum for a diverse group of students.

M.S. Educational Leadership

- The graduate explains how federal law, state law, and case law has impacted American schooling since the 1800s.
- The graduate evaluates curricula in order to make recommendations for improvements that will address academic and non-academic gaps.
- The graduate evaluates school and individual performance data to create professional growth plans for staff and personal development that promote leadership, well-being, and professional growth to support a school's mission, vision, and values.
- The graduate analyzes school accounting systems to ensure legal and ethical use of financial resources.

- The graduate integrates operational systems to create a school environment conducive to learning.
- The graduate presents the completed research study paper supported by a multimedia and oral presentation, contributing to the body of knowledge in the chosen field of specialization.

M.Ed. Education Technology and Instructional Design (K-12 and Adult Learner)

- The graduate designs collaborative e-learning experiences to improve learning for K–12 students.
- The graduate designs opportunities for assessment and feedback in e-learning experiences for K–12 students.
- The graduate designs inclusive experiential and transformative e-learning experiences for adults.
- The graduate designs inclusive problem-based e-learning experiences for adults.
- The graduate defines an instructional problem based on learner analysis.

M.Ed. Education Technology and Instructional Design (Adult Learner)

- The graduate designs inclusive experiential and transformative e-learning experiences for adults.
- The graduate designs inclusive problem-based e-learning experiences for adults.
- The graduate defines an instructional problem based on learner analysis.

M.Ed. Education Technology and Instructional Design (K-12 Learner)

- The graduate designs collaborative e-learning experiences to improve learning for K–12 students.
- The graduate designs opportunities for assessment and feedback in e-learning experiences for K–12 students.
- The graduate defines an instructional problem based on learner analysis.

M.A. English Language Learning (ELL) (PreK-12)

- The graduate understands language as a system and applies this understanding to help English language learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.
- The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.
- 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 understands the importance of acting as a professional resource, advocating for English language learner (ELL) students, and building partnerships with students' families.
- The graduate evaluates teaching experiences including the planning and implementing of curriculum and instruction through ongoing reflection.

M.A. Mathematics Education (K-6)

- The graduate understands fractions, decimals and percentages and uses this knowledge to perform the basic arithmetic algorithms, estimate, and decide upon the equivalence of rational numbers.
- The graduate understands how to solve linear and quadratic equations and linear inequalities and uses this knowledge to model and solve problems.
- The graduate demonstrates plane geometric and three-dimensional reasoning, concepts and principles and locates, develops and solves real world problems using important geometric and measurement principles.
- The graduate describes the theory of probability, including the fundamental counting principle, and its relationship to sampling, statistical inference, and how to make and evaluate predictions.
- The graduate applies the fundamental ideas of discrete mathematics including logic, set theory, and graph theory in formulating and solving problems.

M.A. Mathematics Education (Middle Grades)

- The graduate will possess a deep and comprehensive understanding of middle-grade mathematics topics, including algebra, geometry, calculus, trigonometry, and probability. They will be capable of applying advanced mathematical concepts and techniques to solve complex problems and to facilitate student learning effectively in the classroom.
- The graduate will be skilled in designing and implementing mathematics curricula and instructional strategies that

are grounded in research and best practices. They will be able to create engaging, standards-aligned lessons that accommodate the diverse needs of middle-grade students and promote a deep understanding of mathematical concepts.
- The graduate will develop expertise in designing and utilizing various assessment tools to measure student understanding and progress. They will be proficient in interpreting assessment data to inform instructional decisions, differentiate instruction, and enhance student achievement in mathematics.
- The graduate will be able to incorporate technology effectively into mathematics instruction to support student engagement and learning. Additionally, they will have a strong understanding of the historical development of mathematical concepts and will be able to integrate this knowledge into their teaching to provide students with a richer understanding of the subject.
- The graduate will demonstrate the ability to conduct educational research, critically evaluate research findings, and apply research-based practices in their teaching. They will also be committed to continuous professional development, reflecting on their teaching practices and seeking opportunities for growth to improve their effectiveness as mathematics educators.

M.A. Mathematics Education (Secondary)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Science Education (Middle Grades)

- The graduate will have an in-depth understanding of key concepts across various scientific disciplines, including biology, chemistry, physics, and earth sciences. This knowledge enables them to teach these subjects effectively at the middle grades level, helping students build a strong foundation in science.
- The graduate will be skilled in designing and implementing science curricula that align with educational standards and incorporate best practices in science education. They will be able to create engaging, inquiry-based lessons that integrate the three dimensions of science learning: disciplinary core ideas, crosscutting concepts, and science and engineering practices.
- The graduate will be proficient in using a variety of assessment tools to measure student understanding and progress in science. They will be able to analyze assessment data to inform instructional decisions, differentiate instruction, and ensure that all students achieve mastery of the content.
- The graduate will be equipped to integrate technology into their science instruction effectively, using digital tools to enhance student engagement and learning. They will also have a strong understanding of laboratory safety procedures and ethical considerations, ensuring a safe and supportive learning environment for all students.
- The graduate will demonstrate a commitment to continuous professional development and reflective practice. They will be able to evaluate their teaching experiences, seek opportunities for growth, and contribute to the field of science education through ongoing inquiry and learning.

M.A. Science Education (Secondary Biological Science)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Science Education (Secondary Chemistry)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Science Education (Secondary Earth Science)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

M.A. Science Education (Secondary Physics)

- The graduate evaluates the teaching context to accommodate student differences to plan for instruction and assessment.
- The graduate plans learning environments that support individual learning, collaboration, and positive social interaction.
- The graduate applies instructional strategies that promote learning, engage students, and provide differentiated instruction.
- The graduate integrates strategies to develop academic language that facilitates effective student participation and engagement in learning.
- The graduate utilizes assessment data to profile student learning, communicate information about student progress and achievement, and guide and modify instruction.

Endorsement Preparation Program, English Language Learning (ELL) (PreK-12)

- The graduate understands language as a system and applies this understanding to help English language learning (ELL) students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- The graduate understands and applies concepts, linguistic theories, research, knowledge of the structure of English, and sociolinguistics to facilitate the acquisition of new language in and out of classroom settings.
- The graduate knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement.
- 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 understands the importance of acting as a professional resource, advocating for English language learner (ELL) students, and building partnerships with students' families.

Courses

https://cm.wgu.edu/t5/WGU-Student-Policy-Handbook/Course-Descriptions-and-Course-of-Study/ta-p/38923

AFT2 - Accreditation Audit - Accreditation Audit covers regulatory audits, resource assessment, quality improvement, patient care improvement, organization plans, risk management, effective interaction, and compliance as evidenced during an accreditation audit.

AIT2 - Organic Chemistry - Organic Chemistry focuses on the study of compounds that contain carbon, much of which is learning how to organize and group organic compounds in order to predict their structure, behavior, and reactivity based on common bonds found within an organic compound.

AMT2 - Service Line Development - Service Line Development will address how to critically assess the competitive marketplace as well as the internal environment to establish a new line of business. Topics include needs assessment, international healthcare trends, service line management, revenue analysis, costs and productivity, communication, negotiation, health policy, health legislation, and facilities management, which are variables in the evaluation process.

AOA2 - Number Sense and Functions - Number Sense and Functions is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as number sense, patterns and functions, integers and order of operations, fractions, decimals, and percentages.

ASA1 - Assessment Theory and Practice - Assessment Theory and Practice focuses on issues central to assessment in the ELL environment, including high-stakes testing, standardized tests, placement and exit assessment, formative and summative assessments, and making adaptations in assessments to meet the needs of ELL students.

AUA2 - Graphing, Proportional Reasoning and Equations/Inequalities - Graphing, Proportional Reasoning and Equations/Inequalities is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as coordinate pairs and graphing, ratios and proportional reasoning, and equations and inequalities.

AVA2 - Geometry and Statistics - Geometry and Statistics is a performance-based assessment that evaluates a student's portfolio of work. This portfolio includes the student's responses to various prompts and an original lesson plan for each of the mathematics modules such as geometry and measurement, statistics and probability.

BVT1 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BVT2 - Physical Chemistry - Physical Chemistry introduces the study of chemistry in terms of physical concepts. It includes thermodynamics, reaction kinetics, chemical equilibrium, electrochemistry, and matter.

BWT1 - Inorganic Chemistry - Inorganic Chemistry introduces the concepts of inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

BWT2 - Inorganic Chemistry - Inorganic Chemistry introduces the concepts of inorganic chemistry—the branch of chemistry that studies the properties and behavior of any compound, avoiding a specific focus on carbon. It will focus on the three most important areas of inorganic chemistry: the structure, properties, and reactions of various groups of inorganic compounds.

BYT1 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BYT2 - Physics: Mechanics - Physics: Mechanics introduces foundational concepts of mechanics, including motion, gravitation, work and energy, momentum and collisions, rotational motion, static equilibrium, fluids, and oscillation.

BZT1 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. They will also learn about thermodynamics and theories governing the physics of gases.

BZT2 - Physics: Waves and Optics - Physics: Waves and Optics addresses foundational topics in the physics of waves and optics. Students will study basic wave motion and then apply that knowledge to the study of sound and light with even further applications to optical instruments. This course will also cover thermodynamics and theories governing the physics of gases.

C100 - Introduction to Humanities - This introductory humanities course allows candidates to practice essential writing, communication, and critical thinking skills necessary to engage in civic and professional interactions as mature, informed adults. Whether through studying literature, visual and performing arts, or philosophy, all humanities courses stress the need to form reasoned, analytical, and articulate responses to cultural and creative works. Studying a wide variety of creative works allows candidates to more effectively enter the global community with a broad and enlightened perspective.

C121 - Survey of United States History - This course presents a broad and thematic survey of U.S. history from European colonization to the mid-twentieth century. Students will explore how historical events and major themes in American history have affected a diverse population.

C165 - 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.

C168 - Critical Thinking and Logic - Reasoning and Problem Solving helps candidates internalize a systematic process for exploring issues that takes them beyond an unexamined point of view and encourages them to become more self-aware thinkers by applying principles of problem identification and clarification, planning and information gathering, identifying assumptions and values, analyzing and interpreting information and data, reaching well-founded conclusions, and identifying the role of critical thinking in disciplines and professions.

C172 - Network and Security - Foundations - Network and Security - Foundations introduces students to the components of a computer network and the concept and role of communication protocols. The course covers widely used categorical classifications of networks (e.g., LAN, MAN, WAN, WLAN, PAN, SAN, CAN, and VPN) as well as network topologies, physical devices, and layered abstraction. The course also introduces students to basic concepts of security, covering vulnerabilities of networks and mitigation techniques, security of physical media, and security policies and procedures. This course has no prerequisites.

C175 - Data Management - Foundations - This course introduces students to the concepts and terminology used in the field of data management. Students will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured (relational, hierarchical, XML, textual, visual, etc); it also covers aspects of data management (quality, policy, storage methodologies). Foundational concepts of data security are included.

C179 - Business of IT - Applications - This course introduces IT students to information systems (IS). The course includes important topics related to the management of information systems (MIS), such as system development and business continuity. The course also provides an overview of management tools and issue tracking systems.

C180 - Introduction to Psychology - In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

C182 - Introduction to IT - Introduction to IT examines information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

C190 - 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.

C200 - Managing Organizations and Leading People - This course covers principles of effective management and leadership that maximize organizational performance. The following topics are included: the role and functions of a manager, analysis of personal leadership styles, approaches to self-awareness and self-assessment, and application of foundational leadership and management skills.

C201 - Business Acumen - The Business Acumen course introduces you to the operation of the business enterprise and the role of management in directing the activities of the business. You will examine the roles of management in the context of business functions such as marketing, operations, accounting, and finance.

C202 - Managing Human Capital - This course focuses on strategies and tools that managers use to maximize employee contribution and create organizational excellence. You will learn talent management strategies to motivate and develop employees as well as best practices to manage performance for added value.

C203 - Becoming an Effective Leader - This course explores major theories and approaches to leadership, leadership style evaluation, and personal leadership development while focusing on motivation, development, and achievement of others. You will learn how to influence followers, manage organizational culture, and enhance your effectiveness as a leader.

C204 - Management Communication - This course prepares students for the communication challenges in organizations. Topics examined include theories and strategies of communication, persuasion, conflict management, and ethics that enhance communication to various audiences.

C205 - Leading Teams - This course helps students establish team objectives, align the team purpose with organizational goals, build credibility and trust, and develop the talents of individuals to enhance team performance.

C206 - Ethical Leadership - This course examines the ethical issues and dilemmas managers face. This course provides a framework for analysis of management-related ethical issues and decision-making action required for satisfactory resolution of these issues.

C207 - Data-Driven Decision Making - This course presents critical problem-solving methodologies, including field research and data collection methods that enhance organizational performance. Topics include quantitative analysis, statistical and quality tools. You will improve your ability to use data to make informed decisions.

C208 - Change Management and Innovation - This course provides an overview of change theories and innovation practices. This course will emphasize the role of leadership in influencing and managing change in response to challenges and opportunities facing organizations.

C209 - Strategic Management - This course focuses on models and practices of strategic management including developing and implementing both short- and long-term strategy and evaluating performance to achieve strategic goals and objectives.

C210 - Management and Leadership Capstone - This course is the culminating assessment of the MSML curriculum that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of management and leadership development and practices.

C211 - Global Economics for Managers - This course examines how economic tools, techniques, and indicators can be used for solving organizational problems related to competitiveness, productivity, and growth. You will explore the management implications of a variety of economic concepts and effective strategies to make decisions within a global context.

C212 - Marketing - Marketing Fundamentals introduces students to principles of the marketing environment, social media, consumer behavior, marketing research, and market segmentation. Students will also explore marketing strategies that are related to products and services, distribution channels, promotions, sales, and pricing.

C213 - Accounting for Decision Makers - This course provides you with the accounting knowledge and skills to assess and manage a business. Topics include the accounting cycle, financial statements, taxes, and budgeting. This course will improve students' ability to understand reports and use accounting information to plan and make sound business decisions.

C214 - Financial Management - This course covers practical approaches to analysis and decision-making in the administration of corporate funds, including capital budgeting, working capital management, and cost of capital. Topics include financial planning, management of working capital, analysis of investment opportunities, sources of long-term financing, government regulations, and global influences. This course will improve students' ability to interpret financial statements and manage corporate finances.

C215 - Operations Management - This course focuses on the strategic importance of operations management to overall performance. This course also emphasizes principles of supply chain management relevant to a variety of business operations ranging from manufacturing goods to retail services. You will examine the various planning, control, and decision-making tools and techniques of the operations function.

C216 - MBA Capstone - MBA Capstone is the culminating course in the MBA program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C218 - MBA, Information Technology Management Capstone - MBA Information Technology Management Capstone is the culminating course in the MBA ITM program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C219 - MBA, Healthcare Management Capstone - MBA Healthcare Management Capstone is the culminating course in the MBA HCM program that provides an integrative experience with all competencies and assessment topics throughout the program. Students synthesize concepts from previously completed coursework and demonstrate an understanding of responsible practices for growing and running a business. This course promotes a meaningful connection between the academic work and career experience.

C224 - Research Foundations - The Research Foundations course focuses on the essential concepts in educational research, including quantitative, qualitative, mixed, and action research. This course also teaches students concepts about measurement and assessment, as well as strategies for obtaining warranted research results.

C225 - Research Questions and Literature Review - 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.

C226 - Research Design and Analysis - The Research Design and Analysis course focuses on applying strategies for effective design of empirical research studies. Particular emphasis is placed on selecting or constructing the design that will provide the most valid results, analyzing the kind of data that would be obtained, and making defensible interpretations and drawing appropriate conclusions based on the data. Research Questions and Literature Review is a prerequisite for this course.

C227 - Research Proposals - Research Proposals focuses on planning and writing a well-organized and complete research proposal. The relationship of the sections in a research proposal to the sections in a research report will be highlighted. Research Design and Analysis is a prerequisite for this course.

C232 - Introduction to Human Resource Management - This course provides an introduction to the management of human resources, the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; and occupational health, safety, and security.

C233 - Employment Law - This course reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. This course covers how to analyze current trends and issues in employment law and apply this knowledge to manage risk effectively in the employment relationship.

C234 - Workforce Planning: Recruitment and Selection - This course focuses on building a highly skilled workforce by using effective strategies and tactics for recruiting, selecting, hiring, and retaining employees.

C236 - Compensation and Benefits - Compensation and Benefits develops competence in the design and implementation of compensation and benefits systems in an organization. The total rewards perspective integrates tangible rewards (e.g., salary, bonuses) with employee benefits (e.g., health insurance, retirement plan) and intangible rewards (e.g., location, work environment). This perspective allows students to use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance. There are no prerequisites.

C237 - Taxation I - This course focuses on the taxation of individuals. It provides an overview of income taxes of both individuals and business entities in order to enhance awareness of the complexities and sources of tax law and to measure and analyze the effect of various tax options. The course will introduce taxation of sole proprietorships. Students will learn principles of individual taxation and how to develop effective personal tax strategies for individuals. Students will also be introduced to tax research of complex taxation issues.

C263 - The Ocean Systems - In this course, learners investigate the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, and hydrosphere—interact. Specific topics include: origins of Earth's oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water, and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C264 - Climate Change - This course explores the science of climate change. Students will learn how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level, and acidity due to global warming. Students will learn how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic, and environmental consequences of climate change.

C266 - The Ocean Systems - This course investigates the complex ocean system by looking at the way its components—atmosphere, biosphere, geosphere, hydrosphere—interact. Specific topics include the origins of Earth’s oceans and the early history of life; physical characteristics and geologic processes of the ocean floor; chemistry of the water molecule; energy flow between air and water and how ocean surface currents and deep circulation patterns affect weather and climate; marine biology and why ecosystems are an integral part of the ocean system; the effects of human activity; and the role of professional educators in teaching about ocean systems.

C267 - Climate Change - This course explores the science of climate change and covers how the climate system works; what factors cause climate to change across different time scales and how those factors interact; how climate has changed in the past; how scientists use models, observations, and theory to make predictions about future climate; and the possible consequences of climate change for our planet. The course explores evidence for changes in ocean temperature, sea level, and acidity due to global warming. It covers how climate change today is different from past climate cycles and how satellites and other technologies are revealing the global signals of a changing climate. Finally, the course looks at the connection between human activity and the current warming trend and considers some of the potential social, economic, and environmental consequences of climate change.

C268 - Spreadsheets - The Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business/accounting applications (e.g., using essential spreadsheet functions, formulas, charts, etc.)

C273 - Introduction to Sociology - This course teaches students to think like sociologists, or, in other words, to see and understand the hidden rules, or norms, by which people live, and how they free or restrain behavior. Students will learn about socializing institutions, such as schools and families, as well as workplace organizations and governments. Participants will also learn how people deviate from the rules by challenging norms and how such behavior may result in social change, either on a large scale or within small groups.

C277 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, and trees and networks. There are no prerequisites for this course.

C278 - 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.

C280 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning, and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. Candidates should have completed a course in College Algebra before engaging in this course.

C282 - 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.

C283 - 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.

C284 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help students develop the knowledge and skills necessary to become prospective and practicing educators. Students will be able to use a variety of instructional strategies to effectively facilitate the learning of mathematics. This course focuses on selecting appropriate resources, using multiple strategies, and planning instruction, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.

C285 - Mathematics History and Technology - Mathematics History and Technology introduces a variety of technological tools for doing mathematics, and you will develop a broad understanding of the historical development of mathematics. You will come to understand that mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change, as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. Most importantly, you will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment. There are no prerequisites for this course.

C339 - 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.

C341 - 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.

C347 - Professional Portfolio - Professional Portfolio requires candidates to create an online teaching portfolio that demonstrates professional beliefs, growth, and effective teaching practices from the Demonstration Teaching experience. The portfolio includes reflective essays (educational beliefs, professional growth, and collaboration with stakeholders) and professional artifacts (resume 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.

C360 - Teacher Work Sample in English Language Learning - 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.

C362 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative, the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions, implicit differentiation, position, velocity, and acceleration, optimization, related rates, curve sketching, and L'Hopital's Rule. Pre-Calculus is a pre-requisite for this course.

C363 - 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 apply differential calculus of one variable and to use appropriate technology to model and solve real-life problems. Topics include functions, limits, continuity, differentiability, visual, analytical, and conceptual approaches to the definition of the derivative; the power, chain, sum, product, and quotient rules applied to polynomial, trigonometric, exponential, and logarithmic functions; implicit differentiation, position, velocity, and acceleration; optimization, related rates, curve sketching, and L'Hopital's rule. Precalculus is a prerequisite for this course.

C371 - 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, analyzing and converting measurements, understanding the basic nature and behavior of matter and energy, examining atomic structure, identifying and naming basic types of chemical bonds, and analyzing and interpreting scientific data. Concepts in Science provides a solid foundation for future, in-depth scientific studies and should be taken prior to any other science content course. There are no prerequisites for this course.

C373 - General Chemistry I with Lab - General Chemistry I with Lab for undergraduates provides students seeking initial teacher licensure in secondary chemistry with an introduction to the field of chemistry, the branch of science that studies the composition, structure, properties, and behavior of matter. 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 is a prerequisite for this course.

C374 - General Chemistry II with Lab - C374: General Chemistry II with Lab for undergraduates continues the study of general chemistry for students seeking initial teacher licensure in secondary chemistry. Building on the topics covered in General Chemistry I, General Chemistry II examines the behavior of gases and solutions, reaction rates and equilibrium, acids and bases, and oxidation-reduction reactions. Also, this course provides an introduction to three sub-disciplines of chemistry: organic chemistry, biochemistry, and nuclear chemistry. Laboratory experiences reinforce the essential skills required for conducting successful scientific investigations. C373: General Chemistry I for undergraduates is a prerequisite for this course.

C388 - 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.

C389 - Science, Technology, and Society - Science, Technology, and Society explores the ways in which science influences and is influenced by society and technology. A humanistic and social endeavor, science 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.

C396 - English Pedagogy - English Pedagogy examines pedagogical applications for the teaching of reading, literature, composition, and related English Language Arts (ELA) content and skills for middle and secondary schools. Focused on fostering and developing pedagogical content knowledge in the aforementioned areas, students will analyze assessment strategies and incorporate methods of literacy instruction into their instructional planning to meet the needs of diverse learners. This course helps students prepare and develop skills for classroom practice, lesson planning, and working in school settings. C397 Preclinical Experiences in English is a prerequisite.

C455 - English Composition I - English Composition I introduces candidates to the types of writing and thinking that are valued in college and beyond. Candidates will practice writing in several genres with emphasis placed on writing and revising academic arguments. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Composition I is a foundational course designed to help candidates prepare for success at the college level. There are no prerequisites for English Composition I.

C456 - English Composition II - English Composition II introduces candidates to the types of research and writing that are valued in college and beyond. Candidates will practice writing, with emphasis placed on research, writing, and revising an academic argument. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary. Composition II is a foundational course designed to help candidates prepare for success at the college level. Composition I is the prerequisite for Composition II.

C458 - Health, Fitness, and Wellness - Health, Fitness, and Wellness focuses on the importance and foundations of good health and physical fitness—particularly for children and adolescents—addressing health, nutrition, fitness, and substance use and abuse.

C464 - Introduction to Communication - This introductory communication course allows candidates to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Candidates will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages candidates to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, candidates will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, candidates become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts. Note: There are references within this video to Taskstream. If Taskstream is not part of your student experience, please disregard, and locate your task(s) within your course.

C483 - Principles of Management - Principles of Management provides students with an introductory look at the discipline of management and its context within the business environment. Students of this course build on previously mastered competencies by taking a more in-depth look at management as a discipline and how it differs from leadership while further exploring the importance of communication within business. This course provides students with a business generalist overview in the areas of strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

C484 - Organizational Behavior and Leadership - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. The course requires students to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C494 - Advanced Standing for RN License - Advanced Standing for RN License

C498 - MS, Information Technology Management Capstone - MSITM Capstone course challenges students to demonstrate mastery of all the MSITM program outcomes. The capstone challenges students to integrate skills and knowledge from all program domains into one project.

C612 - Mathematics: Content Knowledge - Mathematics: Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful secondary mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, Pre-Calculus, Calculus I, and Calculus II. Linear Algebra, and Calculus III are recommended.

C613 - Middle School Mathematics: Content Knowledge - Mathematics: Middle School Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful middle school mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.

C614 - Biology: Content Knowledge - This comprehensive course examines a student’s conceptual understanding of a broad range of biology topics. High school biology teachers must help students make connections between isolated topics. This course starts with macromolecules that make up cellular components and continues with understanding the many cellular processes that allow life to exist. Connections are then made between genetics and evolution. Classification of organisms leads into plant and animal development that study the organ systems and their role in maintaining homeostasis. The course finishes by studying ecology and the effect humans have on the environment.

C615 - 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.

C616 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, earth and space sciences, and the role of science and technology and their impact on society.

C617 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, the nature of science and technology, mathematics, and laboratory procedures.

C618 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary earth science teacher is expected to know and understand. Topics include basic scientific principles of earth and space sciences, tectonics and internal earth processes, earth materials and surface processes, history of the Earth and its life-forms, Earth's atmosphere and hydrosphere, and astronomy.

C624 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application. Be sure to understand the underlying biochemistry in order to grasp how it is applied. By successfully completing this course, you will gain an introductory understanding of the chemicals and reactions that sustain life. You will also begin to see the importance of this subject matter to health.

C625 - Biochemistry - Biochemistry covers the structure and function of the four major polymers produced by living organisms. These include nucleic acids, proteins, carbohydrates, and lipids. This course focuses on application and the underlying biochemistry in order to grasp how it is applied. This course will help students gain an introductory understanding of the chemicals and reactions that sustain life. Students will see the importance of this subject matter to health.

C635 - MA, Mathematics Education (K-6) Capstone - MA, Mathematics Education (K-6) Capstone Written Project takes the student through the steps of planning and conducting research on a topic or issue related to the students' practice setting. The result is expected to be a significant piece of research, culminating in a written research report, including sections describing a literature review, methodology, and detailed analysis and reporting of results. Prerequisite Courses: Research Foundations (C224), Research Questions and Literature Review (C225), Research Design and Analysis (C226), and Research Proposals (C227) or permission of a faculty manager. Additionally, students wishing to add the Capstone with fewer than eight weeks remaining in the term must receive permission of the faculty manager.

C645 - Science Methods - Science Methods provides an introduction to science teaching methods for graduate students seeking initial licensure or an additional endorsement in secondary biology, chemistry, geosciences, physics, or middle grades general science. 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. Students seeking initial licensure should complete Curriculum, Instruction, and Assessment before this course. There are no prerequisites for students seeking an endorsement in a new content area.

C646 - 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.

C647 - Trigonometry and Precalculus - Trigonometry and Precalculus covers the knowledge and skills necessary to apply trigonometry, complex numbers, systems of equations, vectors and matrices, and sequences 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.

C649 - Geology I: Physical - Geology I: Physical provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to minerals and rocks, the physical features of the Earth, and the internal and surface processes that shape those features. This course has no prerequisites.

C650 - Geology I: Physical - Geology I: Physical provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to minerals and rocks, the physical features of the Earth, and the internal and surface processes that shape those features. This course has no prerequisites.

C652 - Heredity and Genetics - Heredity and Genetics is an introductory course for undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education. This course addresses the basic principles of heredity and the function of molecular genetics. Topics include Mendelian and non-Mendelian inheritance and population genetics. This course has no prerequisites.

C653 - Heredity and Genetics - Heredity and Genetics is an introductory course for graduate students seeking initial licensure or endorsement and/or students earning their MA degree in secondary or middle grade science education. This course addresses the basic principles of heredity and the function of molecular genetics. Topics include Mendelian and non-Mendelian inheritance and population genetics. This course has no prerequisites.

C654 - Zoology - Zoology provides undergraduate students seeking licensure or endorsement in secondary science education with an introduction to the field of zoology. Zoology includes the study of major animal phyla emphasizing characteristics, variations in anatomy, life cycles, adaptations, and relationships among the animal kingdom. A prerequisite for this course is Introduction to Biology.

C655 - Zoology - Zoology provides graduate students seeking licensure or endorsement and/or their MA degree in secondary science education with an introduction to the field of zoology. Zoology includes the study of major animal phyla emphasizing characteristics, variations in anatomy, life cycles, adaptations, and relationships among the animal kingdom. A prerequisite for this course is Introduction to Biology.

C656 - Calculus III - Calculus III is the study of calculus conducted in three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply calculus of multiple variables while using the appropriate technology to model and solve real-life problems. Topics include: infinite series and convergence tests (integral, comparison, ratio, root, and alternating), power series, taylor polynomials, vectors, lines and planes in three dimensions, dot and cross products, multivariable functions, limits, and continuity, partial derivatives, directional derivatives, gradients, tangent planes, normal lines, and extreme values. Calculus II is a prerequisite for this course.

C657 - Calculus III - Calculus III is the study of calculus conducted in three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply calculus of multiple variables while using the appropriate technology to model and solve real-life problems. Topics include: infinite series and convergence tests (integral, comparison, ratio, root, and alternating), power series,taylor polynomials, vectors, lines and planes in three dimensions, dot and cross products, multivariable functions, limits, and continuity, partial derivatives, directional derivatives, gradients, tangent planes, normal lines, and extreme values. Calculus II is a prerequisite for this course.

C659 - Conceptual Physics - Conceptual Physics provides a broad, conceptual overview of the main principles of physics, including mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. Problem-solving activities and laboratory experiments provide students with opportunities to apply these main principles, creating a strong foundation for future studies in physics. There are no prerequisites for this course.

C670 - Concepts in Science - Concepts in Science for graduates provides already-licensed teachers seeking an additional license or endorsement 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, analyzing and converting measurements, understanding the basic nature and behavior of matter and energy, examining atomic structure, identifying and naming basic types of chemical bonds, and analyzing and interpreting scientific data. Concepts in Science provides a solid foundation for future, in-depth, scientific studies and should be taken prior to any other science content course. There are no prerequisites for this course.

C672 - General Chemistry I with Lab - General Chemistry I with Lab for graduates provides an introduction to the field of chemistry to already-licensed teachers seeking an additional license or endorsement in secondary chemistry. 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 is a prerequisite for this course.

C673 - General Chemistry II with Lab - General Chemistry II with Lab for graduates continues the study of general chemistry for already-licensed teachers seeking an additional license or endorsement in secondary chemistry. Building on the topics covered in General Chemistry I, General Chemistry II examines the behavior of gases and solutions, reaction rates and equilibrium, acids and bases, and oxidation-reduction reactions. Also, this course provides an introduction to three subdisciplines of chemistry: organic chemistry, biochemistry, and nuclear chemistry. Laboratory experiences reinforce the essential skills required for conducting successful scientific investigations. C672: General Chemistry I for graduates is a prerequisite for this course.

C683 - 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 will design and carry out an experiment to investigate a hypothesis by gathering quantitative data. They will also research a specific ecosystem using academic sources and draw conclusions from their findings.

C715 - Organizational Behavior - Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

C716 - Business Communication - Business Communication is a survey course of communication skills needed in the business environment. Course content includes writing messages, reports, and résumés and delivering oral presentations. The course emphasizes communication processes, writing skills, message types, and presentation of data. The development of these skills is integrated with the use of technology.

C717 - Business Ethics - Business Ethics is designed to enable students to identify the ethical and socially responsible courses of action available through the exploration of various scenarios in business. Students will also learn to develop appropriate ethics guidelines for a business. This course has no prerequisites.

C720 - Operations and Supply Chain Management - Operations and Supply Chain Management provides a streamlined introduction to how organizations efficiently produce goods and services, determine supply chain management strategies, and measure performance. Emphasis is placed on integrative topics essential for managers in all disciplines, such as supply chain management, product development, and capacity planning. This course guides students in analyzing processes, managing quality for both services and products, and measuring performance while creating value along the supply chain in a global environment. Topics include forecasting, product and service design, process design and location analysis, capacity planning, management of quality and quality control, inventory management, scheduling, supply chain management, and performance measurement.

C721 - Change Management - Change Management provides an understanding of change and an overview of successfully managing change using various methods and tools. Emphasizing change theories and various best practices, this course covers how to recognize and implement change using an array of other effective strategies, including those related to innovation and leadership. Other topics include approaches to change, diagnosing and planning for change, implementing change, and sustaining change.

C722 - Project Management - Project Management prepares you to manage projects from start to finish within any organization structure. The course represents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work with on in the future, and apply proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.

C723 - Quantitative Analysis For Business - Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. This course helps student learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, it covers developing project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs. This course has no prerequisites.

C724 - Information Systems Management - Information Systems Management provides an overview of many facets of information systems applicable to business. The course explores the importance of viewing information technology (IT) as an organizational resource that must be managed, so that it supports or enables organizational strategy.

C728 - Secondary Disciplinary Literacy - Secondary Disciplinary Literacy examines teaching strategies designed to help learners in middle and high school improve upon the literacy skills required to read, write, and think critically while engaging content in different academic disciplines. Themes include exploring how language structures, text features, vocabulary, and context influence reading comprehension across the curriculum. The course highlights strategies and tools designed to help teachers assess the reading comprehension and writing proficiency of learners and provides strategies to support students' reading and writing success in all curriculum areas. This course has no prerequisites.

C730 - Secondary Reading Instruction and Interventions - Secondary Reading Instruction and Interventions explores the comprehensive, student-centered response to intervention (RTI) model used to identify and address the needs of learners in middle school and high school who struggle with reading comprehension and/or information retention. Course content provides educators with effective strategies designed to scaffold instruction and help learners develop increased skill in the following areas: reading, vocabulary, text structures and genres, and logical reasoning related to the academic disciplines. This course is designed to be taken after successful completion of the Introduction to Curriculum, Instruction, and Assessment course OR Introduction to Instructional Planning and Presentation AND Instructional Planning and Presentation in Special Education.

C736 - Evolution - Students will learn why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health, and conservation. Course participants will gain a firm understanding of the basic mechanisms of evolution, including the process of speciation, and how these systems have given rise to the great diversity of life in the world today. They will also explore how new ideas, discoveries, and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C737 - Evolution - This course addresses why evolution is the fundamental concept that underlies all life sciences and how it contributes to advances in medicine, public health, and conservation. This course helps participants gain a firm understanding of the basic mechanisms of evolution including the process of speciation and how these systems have given rise to the great diversity of life in the world today. This course also explore how new ideas, discoveries, and technologies are modifying prior evolutionary concepts. Ultimately, the course will explain how evolution works and how we know what we know.

C738 - Space, Time and Motion - Throughout history, humans have grappled with questions about the origin, workings, and behavior of the universe. This seminar begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton, and Albert Einstein. Einstein's work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein's special theory of relativity, his photon hypothesis, wave-particle duality, his general theory of relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the big bang, and the role of the scientist in modern society.

C739 - Space, Time and Motion - This course begins with a quick tour of discovery and exploration in physics, from the ancient Greek philosophers on to Galileo Galilei, Isaac Newton, and Albert Einstein. Einstein’s work then serves as the departure point for a detailed look at the properties of motion, time, space, matter, and energy. The course considers Einstein’s special theory of relativity, his photon hypothesis, wave-particle duality, his general theory of relativity and its implications for astrophysics and cosmology, as well as his three-decade quest for a unified field theory. It also looks at Einstein as a social and political figure and his contributions as a social and political force. Scientist-authored essays, online interaction, videos, and web resources enable learners to trace this historic path of discovery and explore implications of technology for society, energy production in stars, black holes, the Big Bang, and the role of the scientist in modern society.

C769 - IT Capstone Written Project - The capstone project consists of a technical work proposal, the proposal’s implementation, and a post-implementation report that describes the graduate’s experience in developing and implementing the capstone project. The capstone project should be presented and approved by the course instructor in relation to the graduate’s technical emphasis.

C773 - User Interface Design - This course covers tools and techniques employed in user interface design, including web and mobile applications. Concepts of clarity, usability, and detectability are included in this course, as well as other design elements such as color schemes, typography, and layout. Techniques like wireframing, usability testing, and SEO optimization are also covered.

C777 - Web Development Applications - This course builds upon a student's manual coding skills by teaching how to develop web documents and pages using the web development trifecta: Hypertext Markup Language version 5 (HTML5), Cascading Style Sheets version 3 (CSS3), and JavaScript. Students will utilize the skills learned in this course to create web documents and pages that easily adapt to display on both traditional and mobile devices. In addition, students will learn techniques for code validation and testing, form creation, inline form field validation, and mobile design for browsers and apps, including Responsive Web Design (RWD).

C783 - Project Management - Project Management is a thorough exploration of the inputs, tools, techniques, and outputs across the Project Management Body of Knowledge (PMBOK). The essential concepts and practical scenarios included enable students to build the competencies of an effective project manager. There is no prerequisite for this course.

C784 - Applied Healthcare Statistics - Applied Healthcare Probability and Statistics is designed to help develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. This course will help candidates make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, this course guides candidates in calculating simple probabilities based on events which occur in the healthcare profession. This course will prepare candidates for studies at WGU, as well as in the healthcare profession.

C790 - Foundations in Nursing Informatics - This course addresses the integration of technology to improve and support nursing practice. It provides nurses with a foundational understanding of nursing informatics theory, practice, and applications. Topics include the role of nursing in informatics; use of computer technology for clinical documentation, communication, and workflows; problem identification; project implementation; and best practices.

C792 - Data Modeling and Database Management Systems - This graduate course is designed to engage the student in planning, analyzing, and designing a relational database management system (DBMS) for use by nurse administrators, clinicians, educators, and informaticists. This experience will provide the knowledge needed to advocate for nursing informatics needs within the field of healthcare.

C797 - Data Science and Analytics - This course addresses the interdisciplinary and emerging field of data science in healthcare. Candidates learn to combine tools and techniques from statistics, computer science, data visualization, and the social sciences to solve problems using data. Topics include data analysis; database management; inferential and descriptive statistics; statistical inference; and process improvement.

C798 - Informatics System Analysis and Design - In Informatics System Analysis and Design, a broad understanding of data systems is covered to build upon the Foundations in Nursing Informatics course. The importance of effective interoperability, functionality, data access, and user satisfaction are addressed. The student will be analyzing reports and integrating federal regulations, research principles, and principles of environmental health in the construction of a real-world systems analysis and design project. This course will be directly applicable to healthcare settings as electronic records management has become compulsory for healthcare providers. All of the information in this course will be directly tied to the delivery of quality patient care and patient safety. Foundations in Nursing Informatics is recommended as a prerequisite.

C799 - Healthcare Ecosystems - Healthcare Ecosystems explores the history and state of healthcare organizations in an ever-changing environment. This course covers how agencies influence healthcare delivery through legal, licensure, certification, and accreditation standards. The course will also discuss how new technologies and trends keep healthcare delivery innovative and current.

C801 - Health Information Law and Regulations - Health Information Law and Regulations prepares students to manage health information in compliance with legal guidelines and teaches how to respond to questions and challenges when legal issues occur. This course presents the types of situations occurring in health information management that could result in ethical dilemmas and establishes a foundation for work based on legal and ethical guidelines.

C802 - Foundations in Healthcare Information Management - Foundations in Healthcare Information Management applies theories from business, IT, management, medicine, and consumer-centered healthcare skills. Students will learn to evaluate and analyze health information systems for implementation in health information management. There are no prerequisites for this course.

C803 - Data Analytics and Information Governance - Data Analytics and Information Governance explores the structure, methods, and approaches for using health information in the healthcare industry. By focusing on quality data collection, analytics, and industry regulations, students will examine tools that ensure quality data collection as well as to use data to improve quality of care. This course has no prerequisites.

C804 - Medical Terminology - Medical Terminology focuses on the basic components of medical terminology and how terminology is used when discussing various body structures and systems. Proper use of medical terminology is critical for accurate and clear communication among medical staff, health professionals, and patients. In addition to the systems of the body, this course will discuss immunity, infections, mental health, and cancer.

C805 - Pathophysiology - Pathophysiology is an overview of the pathology and treatment of diseases in the human body and its systems. This course will explain the processes in the body that result in the signs and symptoms of disease, as well as therapeutic procedures in managing or curing the disease. The content draws on a knowledge of anatomy and physiology to understand how diseases manifest themselves and how they affect the body.

C807 - Healthcare Compliance - Healthcare Compliance examines the role of the coding professional within healthcare information management. The course covers compliance plans, issues that arise with noncompliance, and management of internal and external audits.

C808 - Classification Systems - Classification Systems provides a comprehensive approach to learning about medical coding classification, coding audits, and quality standards. Candidates will be exposed to electronic health record systems and leadership principles as they relate to management of ICD and CPT codes. There are no prerequisites for this course.

C810 - Foundations in Healthcare Data Management - Foundations in Healthcare Data Management introduces students to the concepts and terminology used in health data and health information management. This course teaches students how to apply data management and governance principles in the healthcare environment. The student will learn about electronic health records (EHR), legal considerations, information governance, data management, health information management (HIM), and secondary data sources. In addition to the e-text and numerous additional articles and video resources, the student will engage with case studies and knowledge checks to assist with learning. There are no prerequisites for this course.

C811 - Healthcare Financial Resource Management - Healthcare Financial Resource Management examines financial practices within healthcare industries to promote effective management at department and organization levels. Focusing on financial processes associated with facility operations in the healthcare field, this course will analyze the impact of strategic financial planning and regulatory control processes. This course has no prerequisites.

C812 - Healthcare Reimbursement - Healthcare Reimbursement explores financial practices within the healthcare industry as they relate to reimbursement policies. This course identifies how reimbursement systems impact the revenue cycle and a health information manager's role. This course has no prerequisites.

C813 - Healthcare Statistics and Research - Healthcare Statistics and Research explores the use of statistical data to support process improvement through health information research. Health information management (HIM) professionals use information systems to gather, analyze, and present data in response to administrative and clinical needs. This course has no prerequisites.

C815 - Quality and Performance Management and Methods - Quality and Performance Management and Methods examines quality initiatives within healthcare. Quality issues cover human resource management, employee performance, and patient safety. This course focuses on quality improvement initiatives and performance improvement with the health information management perspective.

C816 - Healthcare System Applications - Healthcare System Applications introduces students to information systems. This course includes important topics related to management of information systems (MIS), such as system development and business continuity. The course also provides an overview of management tools and issue tracking systems. This course has no prerequisites.

C832 - Chemistry with Lab - Chemistry with Lab for undergraduates provides students seeking initial teacher licensure in middle grades science or secondary physics, biological science, or earth science with an introduction to the field of chemistry, the branch of science 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.

C833 - Chemistry with Lab - Chemistry with Lab for graduates provides already licensed teachers seeking an additional license or endorsement in middle grades science or secondary physics, biological science, or earth science with an introduction to the field of chemistry. 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 graduates is a prerequisite for this course.

C841 - Legal Issues in Information Security - Security information professionals have the role and responsibility for knowing and applying ethical and legal principles and processes that define specific needs and demands to assure data integrity within an organization. This course addresses the laws, regulations, authorities, and directives that inform the development of operational policies, best practices, and training to assure legal compliance and to minimize internal and external threats. Students analyze legal constraints and liability concerns that threaten information security within an organization and develop disaster recovery plans to assure business continuity.

C843 - Managing Information Security - This course expands on fundamentals of information security by providing an in-depth analysis of the relationship between an information security program and broader business goals and objectives. Students develop knowledge and experience in the development and management of an information security program essential to ongoing education, career progression, and value delivery to enterprises. Students apply best practices to develop an information security governance framework, analyze mitigation in the context of compliance requirements, align security programs with security strategies and best practices, and recommend procedures for managing security strategies that minimize risk to an organization.

C844 - Emerging Technologies in Cybersecurity - The continual evolution of technology means that cybersecurity professionals must be able to analyze and evaluate new technologies in information security such as wireless, mobile, and internet technologies. Students review the adoption process that prepares an organization for the risks and challenges of implementing new technologies. This course focuses on comparison of evolving technologies to address the security requirements of an organization. Students learn underlying principles critical to the operation of secure networks and adoption of new technologies.

C845 - Information Systems Security - IT security professionals must be prepared for the operational demands and responsibilities of security practitioners including authentication, security testing, intrusion detection and prevention, incident response and recovery, attacks and countermeasures, cryptography, and malicious code countermeasures. This course provides a comprehensive, up-to-date global body of knowledge that ensures students have the right information, security knowledge, and skills to be successful in IT operational roles to mitigate security concerns and guard against the impact of malicious activity. Students demonstrate how to manage and restrict access control systems; administer policies, procedures, and guidelines that are ethical and compliant with laws and regulations; implement risk management and incident handling processes; execute cryptographic systems to protect data; manage network security; and analyze common attack vectors and countermeasures to assure information integrity and confidentiality in various systems. This course prepares students for the Systems Security Certified Practitioner (ISC2 SSCP) certification exam.

C850 - Emerging Technologies - The Emerging Technologies course examines emerging technologies, identifies the benefits and drawbacks of technology adoption, and provides students with a process to evaluate technologies. The course will examine three technologies that may have an impact on Information Technology services in the coming years.

C853 - Teacher Performance Assessment in English - The Teacher Performance Assessment course is a culmination of the wide variety of skills learned during a student’s time in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of their content, planning, instructional, and reflective skills.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

C854 - Nursing Informatics Field Experience - Nursing Informatics Field Experience requires students to complete clinical/practice experiences while engaging in authentic activities relevant to the role of an informatics nurse. To help students develop competency in this area, this course gives students opportunities to apply methods and solutions to support clinical decisions. They will be prepared to improve health outcomes by analyzing an existing health information system to determine the need for a system optimization that will improve an organization’s ability to measure and report Triple Aim objectives. All MSN Core and Specialty courses, with the exclusion of the Capstone course, are prerequisites to this course and must be completed before taking this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

C855 - Nursing Informatics Capstone - Nursing Informatics Capstone requires students to complete clinical/practice experiences (CPE) and finalize their system optimization proposal paper, which addresses the Institute of Health’s Triple Aim initiative. During this course, students will plan the final phase of their system development life cycle (SDLC), which consists of proposing the processes, methods, and tasks for monitoring, maintaining, supporting, and evaluating their system optimization. The knowledge and skills that students acquire during the CPE in this course will prepare them to complete their system optimization proposal paper. This is a culminating course that provides students an opportunity to demonstrate the competencies acquired during this program. All MSN Core and Specialty courses, including the Field Experience course, are prerequisites to this course and must be completed before taking this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

C867 - Scripting and Programming - Applications - Scripting and Programming - Applications for undergraduates explores the various aspects of the C ++ programming language by examining its syntax, the development environment, and tools and techniques to solve some real-world problems.

C870 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C871 - MA, Science Education Teacher Performance Assessment - MA, Science Education Teacher Performance Assessment contains a comprehensive, original, research-based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision-making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C874 - MA, Mathematics Education (5-12) Teacher Performance Assessment - MA, Mathematics Education (5-12) Teacher Performance Assessment contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) Contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C875 - Human Anatomy and Physiology - This course examines the structures and functions of the human body and covers anatomical terminology, cells and tissues, and organ systems. Students will study the healthy state of the organ systems of the human body, including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine, and renal systems. There are no prerequisites for this course.

C876 - Conceptual Physics - Conceptual Physics provides a broad, conceptual overview of the main principles of physics, including mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. Problem-solving activities and laboratory experiments provide students with opportunities to apply these main principles, creating a strong foundation for future studies in physics. There are no prerequisites for this course.

C877 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C878 - Mathematical Modeling and Applications - Mathematical Modeling and Applications applies mathematics, such as differential equations, discrete structures, and statistics to formulate models and solve real-world problems. This course emphasizes improving students' critical thinking to help them understand the process and application of mathematical modeling. Probability and Statistics II and Calculus II are prerequisites.

C879 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common student misconceptions and ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence pertaining to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, this course focuses on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C880 - Algebra for Secondary Mathematics Teaching - Algebra for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of algebra. Secondary teachers should have an understanding of the following: algebra as an extension of number, operation, and quantity; various ideas of equivalence as it pertains to algebraic structures; patterns of change as covariation between quantities; connections between representations (tables, graphs, equations, geometric models, context); and the historical development of content and perspectives from diverse cultures. In particular, the course focuses on deeper understanding of rational numbers, ratios and proportions, meaning and use of variables, functions (e.g., exponential, logarithmic, polynomials, rational, quadratic), and inverses. Calculus I is a prerequisite for this course.

C881 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Secondary teachers in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I and College Geometry are prerequisites for this course.Calculus I and College Geometry are prerequisites for this course.

C882 - Geometry for Secondary Mathematics Teaching - Geometry for Secondary Mathematics Teaching explores important conceptual underpinnings, common student misconceptions and ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of geometry. Students in this course will develop a deep understanding of constructions and transformations, congruence and similarity, analytic geometry, solid geometry, conics, trigonometry, and the historical development of content. Calculus I is a prerequisite for this course.

C883 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I and Probability and Statistics I and II are prerequisites for this course.

C884 - Statistics and Probability for Secondary Mathematics Teaching - Statistics and Probability for Secondary Mathematics Teaching explores important conceptual underpinnings, common misconceptions and students' ways of thinking, appropriate use of technology, and instructional practices to support and assess the learning of statistics and probability. Secondary teachers should have a deep understanding of summarizing and representing data, study design and sampling, probability, testing claims and drawing conclusions, and the historical development of content and perspectives from diverse cultures. Calculus I is a prerequisite for this course.

C885 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes using critical thinking to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C886 - Advanced Calculus - Advanced Calculus examines rigorous reconsideration and proofs involving calculus. Topics include real-number systems, sequences, limits, continuity, differentiation, and integration. This course emphasizes students' ability to apply critical thinking to concepts to analyze the connections between definitions and properties. Calculus III and Linear Algebra are prerequisites.

C887 - MA, Mathematics Education (5-9) Teacher Performance Assessment - MA, Mathematics Education (5-9) Teacher Performance Assessment contains a comprehensive, original, research based curriculum unit designed to meet an identified educational need. It provides direct evidence of the candidate's ability to design and implement a multi-week, standards-based unit of instruction, assess student learning, and then reflect on the learning process. The WGU Teacher Performance Assessment requires students to plan and teach a multi-week standards-based instructional unit consisting of seven components: 1) contextual factors, 2) learning goals, 3) assessment, 4) design for instruction, 5) instructional decision making, 6) analysis of student learning, and 7) self-evaluation and reflection.

C888 - Molecular and Cellular Biology - Molecular and Cellular Biology provides undergraduate students seeking initial licensure or endorsement in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism, emphasizing the molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. Introduction to Biology is a prerequisite for this course.

C889 - Molecular and Cellular Biology - Molecular and Cellular Biology provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary science education with an introduction to the area of molecular and cellular biology. This course examines the cell as an organism emphasizing molecular basis of cell structure and functions of biological macromolecules, subcellular organelles, intracellular transport, cell division, and biological reactions. A prerequisite for this course is Introduction to Biology.

C890 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.

C891 - Ecology and Environmental Science - Ecology and Environmental Science is an introductory course for graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education. The course explores the relationships between organisms and their environment, including population ecology, communities, adaptations, distributions, interactions, and the environmental factors controlling these relationships. This course has no prerequisites.

C892 - Geology II: Earth Systems - Geology II: Earth Systems provides undergraduate students seeking licensure or endorsement in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, biosphere, and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its life-forms, with an emphasis in meteorology. Geology I: Physical is a prerequisite for this course.

C893 - Geology II: Earth Systems - Geology II: Earth Systems provides graduate students seeking licensure or endorsement and/or to earn their MA degree in secondary science education with an examination of the geosphere, atmosphere, hydrosphere, and biosphere and the dynamic equilibrium of these systems over geologic time. This course also examines the history of Earth and its lifeforms, with an emphasis in meteorology. A prerequisite for this course is Geology I: Physical.

C894 - Astronomy - Astronomy provides undergraduate students seeking initial licensure or endorsement in secondary or middle grade science education with essential knowledge of astronomy. It explores Western history and basic physics of astronomy, phases of the moon and seasons, composition and properties of solar system bodies, stellar evolution and remnants, properties and scale of objects and distances within the universe, and introductory cosmology. General Physics is a prerequisite for this course.

C895 - Astronomy - Astronomy provides graduate students seeking initial licensure or endorsement and/or to earn their MA degree in secondary or middle grade science education with essential knowledge of astronomy. This course explores Western history and basic physics of astronomy; phases of the moon and seasons; composition and properties of solar system bodies; stellar evolution and remnants; properties and scale of objects and distances within the universe; and introductory cosmology. A prerequisite for this course is General Physics.

C897 - Mathematics: Content Knowledge - Mathematics: Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful secondary mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, Pre-Calculus, Calculus I, and Calculus II. Linear Algebra, and Calculus III are recommended.

C898 - Earth Science: Content Knowledge - This course covers the advanced content knowledge that a secondary earth science teacher is expected to know and understand. Topics include basic scientific principles of earth and space sciences, tectonics and internal earth processes, earth materials and surface processes, history of the Earth and its life-forms, Earth's atmosphere and hydrosphere, and astronomy.

C900 - Biology: Content Knowledge - This comprehensive course examines a student's conceptual understanding of a broad range of biology topics. High school biology teachers must help students make connections between isolated topics. This course starts with macromolecules that make up cellular components and continues with understanding the many cellular processes that allow life to exist. Connections are then made between genetics and evolution. Classification of organisms leads into plant and animal development that study the organ systems and their role in maintaining homeostasis. The course finishes by studying ecology and the effect humans have on the environment.

C901 - 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.

C902 - Middle School Science: Content Knowledge - This course covers the content knowledge that a middle-level science teacher is expected to know and understand. Topics include scientific methodologies, history of science, basic science principles, physical sciences, life sciences, earth and space sciences, and the role of science and technology and their impact on society.

C903 - Middle School Mathematics: Content Knowledge - Mathematics: Middle School Content Knowledge is designed to help candidates refine and integrate the mathematics content knowledge and skills necessary to become successful middle school mathematics teachers. A high level of mathematical reasoning skills and the ability to solve problems are necessary to complete this course. Prerequisites for this course are College Geometry, Probability and Statistics I, and Pre-Calculus.

C904 - Teacher Performance Assessment in Science - The Teacher Performance Assessment in Science course is 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.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

C907 - Introduction to Biology - This course is a foundational introduction to the biological sciences. This course explores the overarching theories of life from biological research 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.

C908 - 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 and everyday applications of physical science concepts to help students integrate conceptual knowledge with practical skills.

C912 - 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.

C914 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment course 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.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

C915 - Chemistry: Content Knowledge - Chemistry: Content Knowledge provides advanced instruction in the main areas of chemistry for which secondary chemistry teachers are expected to demonstrate competency. Topics include matter and energy, thermochemistry, structure, bonding, reactivity, biochemistry and organic chemistry, solutions, the nature of science and technology, mathematics, and laboratory procedures.

C918 - Evolving Roles of Nurse Educators in Diverse Environments - Evolving Roles of Nurse Educators in Diverse Environments examines the multidimensional roles of a contemporary academic nurse educator. This course explores the roles and responsibilities of the nurse educator as a teacher, leader, change agent, and curriculum innovator. Students will also examine the importance of personal and professional development by developing strategies that promote academic integrity, cultural sensitivity, social justice, and ethical/legal values in diverse environments. The course emphasizes the responsibility of nurse educators to utilize communication, collaboration, and leadership in mitigating challenges in academic nursing education.

C919 - Facilitation of Context-Based Student-Centered Learning - Facilitation of Context-Based Student-Centered Learning explores how the nurse educator will incorporate authentic experiences into the creation of course plans that facilitate scholarly inquiry, collaboration, and knowledge acquisition in varied educational environments. Emphasis is placed on innovative, transformational, and experiential teaching and learning strategies to facilitate student development of professional, context-based nursing principles, knowledge, skills, and behavior. Evolving Roles of Nurse Educators in Diverse Environments is a prerequisite to this course.

C920 - Contemporary Curriculum Design and Development in Nursing Education - Contemporary Curriculum Design and Development in Nursing Education analyzes the concepts of creating curriculum based on national nursing accreditation standards and instructional design best practices. Nurse educator students will create course content that supports learning in diverse, real-world environments where nurse educators facilitate learning. Instructional design strategies for delivering course content will reflect the mission of academic institution programs, contemporary trends in nursing education, and the needs of key stakeholders in nursing education and practice. Facilitation of Context-Based Student-Centered Learning is a prerequisite to this course.

C921 - Assessment and Evaluation Strategies for Measuring Student Learning - Assessment and Evaluation Strategies for Measuring Student Learning addresses the academic nurse educator's role in the design, development, implementation, and evaluation of student achievement outcomes in nursing education programs. This course requires students to integrate best practices from nursing theory and theories of learning to assess student learning in diverse educational settings. Topics include validity, reliability, and practicality of assessments, interpreting item difficulty and discrimination test results, and analyzing student achievement and learning outcomes data. This course has no prerequisites.

C922 - Emerging Trends and Challenges in 21st Century Nursing Education - Emerging Trends and Challenges in 21st Century Nursing Education analyzes the emerging trends, technologies, and challenges that academic nurse educators encounter when facilitating learning in diverse healthcare settings. Students will focus on the necessity of interprofessional collaboration and the barriers and facilitators to overcoming the challenges associated with teaching and learning in nursing. Topics include the impact of emerging technology, challenges in nursing practice, and the role of the academic nurse educator as a scholar and a nursing education policy advocate. This course has no prerequisites.

C925 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the nineteenth century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep seafloor, and the inner earth have vastly increased our understanding of geological processes.

C926 - Earth: Inside and Out - Earth: Inside and Out explores the ways in which our dynamic planet evolved, and the processes and systems that continue to shape it. Though the geologic record is incredibly ancient, it has only been studied intensely since the end of the 19th century. Since then, research in fields such as geologic time, plate tectonics, climate change, exploration of the deep-sea floor, and the inner earth have vastly increased our understanding of geological processes.

C927 - Managing Technology Operations and Innovation - Managing Technical Operations and Innovations explores the importance of innovation in the processes of operations management and business competitiveness. From the formulation of tactical operations plans from strategic objectives, IT executives need to create partnerships to drive innovation within an organization. This course provides students with the practical knowledge and understanding of operations management concepts, business models, methods, tools, applications and best practices used by successful organizations to improve their operations. This course has no prerequisites.

C928 - Financial Management for IT Professionals - Financial Management for IT Professionals develops learners’ skills in financial management, budgeting, and procurement. This course teaches how to leverage financial know-how to improve workplace decision-making. This course also provides learners with the knowledge and skills necessary to spend money on the right projects and right equipment, while aligning operating budgets with strategic initiatives. There are no prerequisites for this course.

C929 - IT Sourcing and Development in a Global Economy - IT Sourcing and Development in a Global Economy examines the practice of sourcing and developing global IT projects from a management perspective. In today’s organizations, leaders look for efficient and effective ways to deliver goods and services. This course will allow students to explore the strategic, operational, tactical, and security-related impacts on the organization of sourcing and supporting a global IT project. Students will cultivate a deep understanding of the documents, skills, and stakeholders needed for any given project and develop the ability to leverage these elements to achieve success. This course will also explore the ethical, cultural, and regulatory considerations surrounding sourcing and managing IT projects in a global space. There are no prerequisites for this course.

C930 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C931 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C932 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document at least 75 hours of in-classroom observations. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C933 - Preclinical Experiences in Mathematics - Preclinical Experiences in Mathematics provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C937 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C938 - Preclinical Experiences in Science - Preclinical Experiences in Science provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C940 - Science Methods—Secondary Biology - Science Methods—Secondary Biology provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary biology. 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.

C941 - Science Methods—Secondary Chemistry - Science Methods—Secondary Chemistry provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary chemistry. 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.

C942 - Science Methods—Secondary Earth Science - Science Methods—Secondary Earth Science provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in secondary earth science. 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.

C943 - 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.

C945 - Preclinical Experiences in English - Preclinical Experiences in English provides students the opportunity to observe and participate in a wide range of in-classroom teaching experiences in order to develop the skills and confidence necessary to be an effective teacher. Students will reflect on and document the 75 hours of in-classroom observation and experience in their performance assessments. Prior to entering the classroom for the observations, students will be required to meet several requirements including a cleared background check, passing scores on the state or WGU required basic skills exam and a completed resume.

C946 - Nursing Education Field Experience - The Nursing Education Field Experience provides the academic nurse educator student an opportunity to work collaboratively with academic mentors and interprofessional stakeholders to analyze the need-gap for a curriculum change, innovation, or improvement. Based on the identified need-gap, the graduate student will design and develop a course that reflects evidence-based instructional design and assessment principles and practices. This course prepares students for the role of an Academic Nurse Educator, as an agent for change and quality improvement in nursing education.

C947 - Nursing Education Capstone - The Nursing Education Capstone course provides the Nurse Educator student an opportunity to apply previous course work towards the completion of an evidence-based curriculum proposal project. During this course students will build on previous work during their Nursing Education Field Experience course by planning the implementation and evaluation phases of their proposed curriculum change. The capstone project represents a synthesis of competencies across the Master of Science in Nursing—Nursing Education degree program, which prepares them to lead, manage, and transform nursing education in diverse and complex settings. This course is eligible for an in-progress grade. Please see the grading scale policy for more information.

C948 - Technical Communication - Technical Communication examines communication types and strategies that information technology executives will use to communicate effectively within an organization. As leaders, IT executives frequently contribute to business goals by designing and communicating specialized information in a variety of media to customers, clients, and other departments. In this course, students learn to communicate accurately, effectively, and ethically to a variety of audiences. Students choose, design, and deliver the communication product and assess the effectiveness to improve future communication. This course has no prerequisites.

C949 - Data Structures and Algorithms I - Data Structures and Algorithms I covers the fundamentals of dynamic data structures, such as bags, lists, stacks, queues, trees, and hash tables with their associated algorithms. This course discusses object-oriented design and abstract data types as design paradigms. The course emphasizes problem-solving and techniques for designing efficient, maintainable software applications. Students will implement simple applications using the techniques learned.

C950 - Data Structures and Algorithms II - Data Structures and Algorithms II explores the analysis and implementation of high-performance data structures and supporting algorithms, including graphs, hashing, self-adjusting data structures, set representations, and dynamic programming. The course also introduces students to NP-complete problems. The course discusses how to use Python techniques to implement software solutions for problems of memory management and data compression. This course has two prerequisites: Data Structures and Algorithms I and Discrete Math II.

C952 - Computer Architecture - Computer Architecture introduces students to concepts and characteristics of organization and architecture applied to modern computer systems including performance, processor, memory, input/output, and multiprocessors to optimize system design, performance, and efficiency.

C954 - Information Technology Management - IT Management introduces the key topics and skills needed to lead next-generation technology organizations. This course explores how common applications and innovation drive value and business needs. Ethical and regulatory compliance issues are discussed, including current practices for risk management, disaster recovery, and cybersecurity. Students will also analyze the key leadership skills and traits necessary to lead responsive, competitive, and innovative organizations. This course has no prerequisites.

C955 - Applied Probability and Statistics - Applied Probability and Statistics is designed to help students develop competence in the fundamental concepts of basic statistics including: introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are often used in everyday life, science, business, information technology, and educational settings to make informed decisions about the validity of studies and the effect of data on decisions. This course discusses what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, the content covers simple probability calculations, based on events that occur in the business and IT industries. No prerequisites are required for this course.

C957 - Applied Algebra - Applied Algebra is designed to help you develop competence in working with functions, the algebra of functions, and using some applied properties of functions. You will start learning about how we can apply different kinds of functions to relevant, real-life examples. From there, the algebra of several families of functions will be explored, including linear, polynomial, exponential, and logistic functions. You will also learn about relevant, applicable mathematical properties of each family of functions, including rate of change, concavity, maximizing/minimizing, and asymptotes. These properties will be used to solve problems related to your major and make sense of everyday living problems. Students should complete Applied Probability and Statistics or its equivalent prior to engaging in Applied Algebra.

C958 - Calculus I - This course guides candidates to apply theoretical concepts of calculus to real-world situations, demonstrating a developing mathematical mindset. This course focuses on limits, derivatives, integrals, and differential equations; it also prepares students for Discrete Mathematics. Prerequisites may include an entrance exam that assesses pre-calculus skills, or readiness; alternatively, completion of pre-calculus within the past 3 – 5 years.

C959 - Discrete Mathematics I - Discrete Mathematics I helps candidates develop competence in the use of abstract, discrete structures fundamental to computer science. In particular, this course will introduce candidates to logic and proofs; Boolean algebra and functions; set theory; finite and infinite sequences and series; and relations, graphs, and trees. The course emphasizes applications in computer science. Calculus I is a prerequisite for this course.

C960 - Discrete Mathematics II - Discrete Mathematics II addresses abstract, discrete, computational methods used in computer science. In particular, this class introduces searching and sorting algorithms; big-O estimates; number theory and cryptography; recursion and induction; counting and advanced counting techniques; discrete probability; and modeling computation. This course emphasizes applications in computer science. Discrete Mathematics I is a prerequisite for this course.

C962 - Current and Emerging Technology - Current and Emerging Technologies explores organizational leadership trends, practices, processes, and technology in contemporary technology-intensive organizations. IT executives need to stay informed of technological trends to determine their relevance and implementation within an organization. This course requires students to read and evaluate academic literature pertaining to emerging IT topics. This course has no prerequisites.

C963 - American Politics and the US Constitution - American Politics and the U.S. Constitution examines the evolution of representative government in the United States and the changing interpretations of the civil rights and civil liberties protected by the Constitution. This course will give candidates an understanding of the powers of the branches of the federal government, the continual tensions inherent in a federal system, the shifting relationship between state and federal governments, and the interactions between elected officials and the ever-changing electorate. This course will focus on such topics as the role of a free press in a democracy, the impact of changing demographics on American politics, and the debates over and expansion of civil rights. Upon completion of the course, candidates should be able to explain the basic functions of the federal government, describe the forces that shape American policy and politics, and be better prepared to participate in America’s civic institutions. This course has no prerequisite.

C965 - Teaching in the Middle School - Teaching in the Middle School examines the guiding principles and best teaching practices for educating middle school students. The course explores the history of the middle school, the philosophy, theory, and rationale behind middle school organization; and the differences between elementary, middle, and secondary schools. The course also examines the unique needs of middle school students and teaching methods used to meet the needs of these learners. This course has no prerequisites.

C966 - Teaching in the Middle School - Teaching in Middle School examines the guiding principles and best teaching practices for educating middle school students. The course explores the history of middle school; the philosophy, theory, and rationale behind middle school organization; and the differences between elementary, middle, and secondary schools. The course also examines the unique needs of middle school students and teaching methods used to meet the needs of these learners. This course has no prerequisites.

C968 - Software I – C# - Software I - C# builds object-oriented programming expertise and introduces powerful new tools for C# application development. You will learn about and put into action: class design, exception handling, and other object-oriented principles and constructs to develop software that meets business requirements. This course requires foundational knowledge of object-oriented programming.

C969 - Software II – Advanced C# - Software II - Advanced C# refines object-oriented programming expertise and builds database and file server application development skills. You will learn about and put into action lambda expressions, collections, and input/output to develop software with C# that meets business requirements. This course requires intermediate expertise in object-oriented programming and the C# language. The prerequisite for this course is Software I - C#.

C971 - Mobile Application Development Using C# - Mobile Application Development Using C# introduces students to programming for mobile devices. Building on students' previous programming knowledge in C#, this course explores a broad range of topics, including mobile user interface design and development; building applications that adapt to different mobile devices and platforms; managing data using a local database; and consuming REST-based web services. In this course, students will focus on developing skills using the latest framework designed to provide a more modern and streamlined development experience. This framework will help students design and code cross-platform applications that work on a range of mobile devices. There are several prerequisites for this course: Software I and II, and UI Design.

C972 - College Geometry - College Geometry covers the knowledge and skills necessary to use dynamic technology to explore geometry, to use axiomatic reasoning to prove statements about geometry, and to apply geometric models to solve real-life problems. Topics include axiomatic systems, analytic proofs, coordinate geometry, plane and solid Euclidean geometry, non-Euclidean geometries, constructions, transformations, deductive reasoning, and dynamic technology. College Algebra as well as Trigonometry and Precalculus are prerequisites.

C974 - Science Methods—Middle Grades General Science - Science Methods—Middle Grades General Science provides an introduction to teaching methods specific to science for undergraduate students seeking initial licensure or endorsement in Middle School Science. 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.

C975 - Science Methods—Middle Grades General Science - Science Methods—Middle Grades General Science focuses on teaching methods specific to science for graduate students seeking an endorsement in middle school science. 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. Previous coursework in curriculum, instruction, and assessment is a prerequisite for this course.

C976 - Science Methods—Secondary Biology - Science Methods—Secondary Biology focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary biology. This course 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. Previous coursework in curriculum, instruction, and assessment is a prerequisite for this course.

C977 - Science Methods—Secondary Chemistry - Science Methods—Secondary Chemistry focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary chemistry. 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. Previous coursework in curriculum, instruction, and assessment is a prerequisite for this course.

C978 - Science Methods—Secondary Earth Science - Science Methods—Secondary Earth Science focuses on teaching methods specific to science for graduate students seeking an endorsement in secondary earth science. 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. Previous coursework in curriculum, instruction, and assessment is a prerequisite for this course.

C979 - Science Methods—Secondary Physics - Science Methods—Secondary Physics focuses on teaching methods specific to science for graduate students seeking an 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. Previous coursework in curriculum, instruction, and assessment is a prerequisite for this course.

C992 - College Geometry - College Geometry covers the knowledge and skills necessary to use dynamic technology to explore geometry, to use axiomatic reasoning to prove statements about geometry, and to apply geometric models to solve real-life problems. Topics include axiomatic systems, analytic proofs, coordinate geometry, plane and solid Euclidean geometry, non-Euclidean geometries, constructions, transformations, deductive reasoning, and dynamic technology. College Algebra as well as Trigonometry and Precalculus are prerequisites.

CQC2 - Calculus II - Calculus II is the study of the accumulation of change in relation to 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.

CUA1 - Culture - Focuses on the nature and role of culture and the importance of cultural groups and cultural identity.

D016 - Leadership Foundations and Ethics - Leadership Foundations and Ethics presents candidates with a variety of leadership theories and strategies used by PK–12 educational leaders to develop, sustain, and evaluate a coherent system of academic and social supports that meet the full range of students' needs. Foundational knowledge addresses the importance of developing mission, vision, and core values in collaboration with faculty, staff, and the school community to advocate for student success. The course also covers communication strategies, interpersonal skills, and using data to build community, influence school culture, and manage change for continuous improvement. In addition, candidates are introduced to the significance of following professional ethical codes and the importance of modeling and advocating ethical behavior with all stakeholders.

D017 - School Law - School Law prepares candidates to understand the appropriate application of laws, rights, policies, and regulations to promote student success. The course emphasizes the importance of understanding the history of and relationship between federal and state laws, legal decisions, local education policies, and practices at the local school level to ensure compliance. The course further focuses on understanding the legal rights and protections provided for all students, including those with disabilities, as well as school staff. It also addresses curriculum and instruction that help stakeholders understand the possible effects these rights may have on administrative decisions. Candidates are also provided the opportunity to demonstrate their capability to evaluate legal consequences of administrative decisions.

D018 - Leading Inclusive Schools - Leading Inclusive Schools covers a variety of topics that directly affect students who have been assessed and determined to need additional support or services to ensure their academic success and well-being. The course prepares candidates to understand and comply with applicable laws, rights, policies, and regulations as appropriate to address matters of equity, fairness, and student marginalization based on culture and language, disability, or giftedness. These include types of special education classifications and their significance, working with English learners (ELs), working with gifted and talented students, and using Multi-Tiered System of Supports (MTSS) frameworks to ensure optimum learning environments for diverse learners. This course will guide candidates in building a strong repertoire of skills and knowledge related to exceptional students. It will help them ensure that each student has equitable access to effective teachers; learning opportunities; academic, social, and behavioral support; and other resources necessary for success. This course is designed to be taken after successful completion of the School Law course.

D019 - Data Literacy and Evidence-Based Practices - Data Literacy and Evidence-Based Practices focuses on the development of data literacy skills educators need to improve the learning and development opportunities of K–12 students. Candidates will practice identifying educational problems and data types, generating data, analyzing data, making inferences and drawing conclusions, and creating action plans within their educational settings. Candidates will also learn best practices for data literacy, including continuous improvement planning, approaches to professional learning communities, and instructional decision-making processes. This course has no prerequisites.

D022 - People and Talent in Educational Leadership - People and Talent in Educational Leadership prepares candidates to understand and implement practices used to recruit, hire, and prepare school personnel to provide students with an optimal learning environment. Various school professional development practices, such as professional learning communities, collaborative learning communities, beginning teacher induction, and mentor programs, will be covered. Additionally the course covers methods to evaluate school personnel appropriately based on data-driven decisions; providing realistic and actionable feedback to school personnel to continuously drive improvement; engaging all school personnel in the use and evaluation of competing school-wide initiatives; creating and sustaining a professional culture of engagement and commitment by developing workplace conditions that promote employee development, well-being, and professional growth; and continuously supporting school personnel to improve their instructional practices through ongoing professional development. The candidate will also reflect on leadership standards in order to develop a personal professional growth plan. A prerequisite for this course is D017: School Law.

D023 - School Financial Leadership - School Financial Leadership focuses on financial policies, practices, and issues connected to PK–12 school operations. The course describes various sources of school funding, the impact these sources can have on managing school budgets, and the challenges connected to finances that are often encountered by school leaders to ensure equitable financial support for all students. Candidates learn how to analyze different types of school budgets and understand the principal's role in the budgetary process to ensure alignment to the school's mission, vision, and values. This course also identifies and explains various types of commonly used accounting regulations, rules, and professional ethical principles used to create, maintain, and evaluate school budgets to ensure the equitable and ethical use of financial resources. This course is designed to be taken after successful completion of D017: School Law.

D024 - Professional Presence and Influence - Professional Presence and Influence is a masters-level course designed to guide students towards an enhanced state of presence, where therapeutic relationships are built between nurse and patient. Students will learn techniques for self-care practices that result in enhanced mental and physical wellbeing and that ensure ethically-generated patient care. Presence is an intrapersonal and interpersonal quality that allows the nurse to relate to others and to be aware of the world around them. The characteristics of presence, which include holism, intimacy, sensitivity and adaptability, create a heightened sense of awareness that fosters therapeutic relationships between the nurse and patient. Developing a mindful, authentic presence is central to health and spiritual practices in several cultures and a major element of leadership. Students will intentionally develop a focused mindfulness practice that will influence patient outcomes and lead to conditions that create joy in the workplace.

D025 - Essentials of Advanced Nursing Roles and Interprofessional Practice - Essentials of Advanced Nursing Roles and Interprofessional Practice explores essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist. In this course, students will apply evidence-based strategies to facilitate interprofessional collaboration on teams. Students will explore the role of nurses in advocating for change at the bedside, as well as leading teams to advocate for health policy reform. Students will gather and analyze data to identify patients and populations at risk and recommend policy change to improve health outcomes in the community.

D026 - Quality Outcomes in a Culture of Value-Based Nursing Care - Quality Outcomes in a Culture of Value-Based Nursing Care incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

D027 - Advanced Pathopharmacological Foundations - Advanced Pathopharmacological Foundations provides advanced practice nurses foundational knowledge in the many pathologies encountered in practice today. Advancing from the cellular to the body system level, this course examines the pathologies of common conditions seen in healthcare today. Consideration is also given to the human affective response to alterations in health. There are no prerequisites for this course.

D028 - Advanced Health Assessment for Patients and Populations - Advanced Health Assessment of Patients and Populations builds on prior physical health assessment knowledge and skills acquired during undergraduate studies by focusing on the advanced assessment of biopsychosocial and sociocultural contexts in patients and populations across the life span. This course emphasizes the use of a comprehensive health promotion, disease prevention, and health restoration model to address health concerns in patients and communities. Students will acquire advanced assessment knowledge and skills for clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates authentic experiences with practical knowledge of health patterns in patients and communities. There are no prerequisites for this course.

D029 - Informatics for Transforming Nursing Care - Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making. It is designed to build competence in the use of patient- and population-based applications that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes. This course aligns theoretical concepts with practical applications of informatics and is consistent with the functional areas and responsibilities of informatics nurses as defined by the American Nurses Association Scope and Standards for nursing informatics.

D030 - Leadership and Management in Complex Healthcare Systems - Leadership and Management in Complex Healthcare Systems prepares graduate nurses to be thoughtful strategists and informed decision-makers who serve as strong leaders in high-performing healthcare systems. Students develop competencies for managing diverse teams in complex systems, monitoring and measuring organizational performance, allocating financial and human resources, and leading change towards a transformed healthcare system. Additionally, students acquire the knowledge and skills to become full partners with other healthcare professionals by demonstrating nurse contributions toward high-quality care to patients and populations, while working collaboratively with interprofessional teams. There are no prerequisites for this course.

D031 - Advancing Evidence-Based Innovation in Nursing Practice - Advancing Evidence-Based Innovation in Nursing Practice introduces students to the dynamic union of healthcare innovation and evidence. Core competencies and behaviors required to be a nurse innovator are discussed. Strategies for measuring innovation at various system levels are presented, as well as techniques for synthesizing and disseminating evidence to advance innovation in healthcare. The skills needed to appraise the quality of diverse sources of evidence are presented within the framework of evidence-based practice. This course focuses on identifying new and emerging sources of evidence that can inform, translate, and scale the complexity of leading innovation in healthcare organizations. Students will experience building communities of practice for collaboratively developing innovative practices and policies designed to improve the health of populations and enhance the patient experience of care.

D033 - Healthcare Information Systems Management - Healthcare Information Systems Management provides an overview of many facets of information systems in healthcare. This course explores how information technology (IT) is an organizational resource that must be managed so that it supports or enables healthcare organizational strategy. This course will discuss how decision support and communication are securely facilitated in the healthcare marketplace. This course also explores current and continuously evolving technologies, strategic thinking, and issues at the intersection of health information management and technology.

D034 - Systems Management and School Operations - Systems management and school operations instruct candidates on the operational aspects of school leadership that are essential to developing, monitoring, and evaluating school management, school systems, and services that address and support the needs of students and school personnel. Topics presented in this course include systems thinking; development, implementation, and evaluation of data-based strategic planning; and school improvement processes. Candidates will evaluate the use of appropriate operational technology and the development of communications systems that provide actionable information to internal and external stakeholders for use in classroom and school improvement and community engagement. Each of these topics emphasizes the importance of efficiently and effectively managing school resources to build, maintain, and evaluate a cohesive system of academic and organizational supports, services, extracurricular activities, and accommodations to meet the full range of needs for each student. Prerequisites for this course: Leadership Foundations and Ethics and School Law.

D035 - Educational Inquiry - Educational Inquiry focuses on practical problem solving. This course teaches candidates to use scholarly literature to inform their own practice. It also teaches candidates to engage in their own action research processes, which empowers educators to recognize opportunities for improvement and to systematically implement and evaluate changes. This course prepares candidates to conduct research for the capstone. Prerequisites for this course: Data Literacy and Evidence-Based Practices.

D036 - Practicum in Educational Leadership - Focus on Professional Practices - Practicum in Educational Leadership - Focus on Professional Practices provides candidates with an authentic, real-world work experience as an educational leader in a K–12 school environment. This is the first of a two-part experience designed to take place under the leadership and supervision of a practicing school principal or assistant principal at an approved practicum school site (K–12). This course includes an emphasis on the application of knowledge and skills to areas directly or indirectly affecting students. Collaboration within the school and local community is a focal point for this course. The course also includes the completion of assigned administrative duties in a K–12 setting, as defined by the candidate's state of residence, under the supervision of the cooperating administrator of the candidate's approved practicum site. Prior to enrolling in this practicum course, the candidate must complete a minimum of 18 CUs.

D037 - Practicum in Educational Leadership - Focus on Instruction and Operations - Practicum in Educational Leadership - Focus on Instruction and Operations provides candidates with an authentic, real-world work experience as an educational leader in a K–12 school environment. This is the second of a two-part experience designed to take place under the leadership and supervision of a practicing school principal or assistant principal at an approved practicum school site (K–12). This course includes an emphasis on the application of knowledge and skills to areas affecting school operations and school personnel. The course also includes the completion of assigned administrative duties in a K–12 setting, as defined by the candidate's state of residence, under the supervision of the cooperating administrator of the candidate's approved practicum site. Prior to enrolling in this practicum course, the candidate must complete a minimum of 18 CUs.

D038 - Educational Leadership Capstone - Educational Leadership Capstone serves as the culminating experience of this degree program, uniting content area knowledge with the execution of a problem-based learning project. Under the guidance of program faculty, candidates will apply their data literacy and research skills authentically and to topics appropriate to the candidate's degree program and future career goals. Projects will include action research or program evaluation and the qualitative or quantitative research methods necessitated by the project's purpose. Prerequisites include Data Literacy and Educational Inquiry, as well as all content area courses and field experiences prescribed in one's area of study. This course is designed to be taken after successful completion of all courses with the exception of Educational Inquiry, which may be taken concurrently.

D072 - Fundamentals for Success in Business - This introductory course provides students with an overview of the field of business and a basic understanding of how management, organizational structure, communication, and leadership styles affect the business environment. It also introduces them to some of the power skills that help make successful business professionals, including time management, problem solving, emotional intelligence and innovation; while also teaching them the importance of ethics. This course gives students an opportunity to begin to explore their own strengths and passions in relation to the field while also acclimating them to the online competency-based environment.

D075 - Information Technology Management Essentials - Information Technology Management Essentials includes topics such as information systems analysis, database resource management, spreadsheet literacy, and computer literacy concepts. This course will help students understand the importance of information technology in an organization and apply databases to solve business problems.

D076 - Finance Skills for Managers - This course provides students with an introductory look at the discipline of finance and its context within the business environment. Students gain the knowledge to differentiate between personal and business finance and how they may overlap in a business environment. Students also gain a fundamental knowledge of financial forecasting and budgeting, statement analysis, and decision making. This course provides the student a business generalist overview of the field of finance and builds on previous acquired competencies related to using spreadsheets.

D077 - Concepts in Marketing, Sales, and Customer Contact - Concepts in Marketing, Sales, and Customer Contact introduces students to the discipline of marketing and its role within the strategic and operational environments of a business. This course covers fundamental knowledge in the area of marketing planning, including the marketing mix, while also describing basic concepts of brand management, digital marketing, customer relationship management, and personal selling and negotiating. All of this helps students identify the role of marketing within an organization. This course provides students with a business generalist overview of the field of marketing and an exploration of the marketing major.

D078 - Business Environment Applications I: Business Structures and Legal Environment - Business Environment Applications 1 provides students with a generalist overview of the business environment and a deeper look at a number of topics that make up the non-discipline areas of business which are required for a business person to be successful within any business environment. The first part of the course focuses on knowledge about organizations and how people operate within organizations, including the areas of organizational theory, structure, and effectiveness. The course then looks at business from a legal perspective with an overview of the legal environment of business. The course will prepare the student to consider specific legal situations and to make legal and ethical decisions related to those situations.

D079 - Business Environment Applications II: Process, Logistics, and Operations - Business Environment II: Logistics, Process, and Operations provides students with a generalist overview of the business environment as they explore themes of ethics, problem-solving, and innovative thinking. This course adds to the students' business skills and knowledge in a number of professional areas. The first part of the course uncovers a series of business processes like project and risk management. The second part gives an introductory-level look at the specialized areas of operations management, supply chains, and logistics. The course finishes with models of change management and how to use them to overcome barriers in organizations.

D080 - Managing in a Global Business Environment - Managing in a Global Business Environment provides students with a generalist overview of business from a global perspective, while also developing basic skills and knowledge to help them make strategic decisions, communicate, and develop personal relationships in a global environment. Business today is by its very nature a global environment, and individuals working in business will experience the global nature of business as they progress through their careers. This course builds on previously acquired competencies by providing an overview of U.S. federal laws in relation to doing business in a global environment.

D081 - Innovative and Strategic Thinking - This course covers an important part of being a business professional: the knowledge and skills used in building and implementing business strategy. The course helps students build on previously acquired competencies in the areas of management, innovative thinking, and risk management while introducing them to the concepts and theories underpinning business strategy as a general business perspective. The course will help students gain skills in analyzing different business environments and in using quantitative literacy and data analysis in business strategy development and implementation. This course helps to provide students with a generalist overview of the area of business strategy.

D082 - Emotional and Cultural Intelligence - Emotional and Cultural Intelligence focuses on key personal awareness skills that businesses request when hiring personnel. Key among those abilities is communication. Students will increase their skills in written, verbal, and nonverbal communication skills. The course then looks at three areas of personal awareness including emotional intelligence (EI), cultural awareness, and ethical self-awareness – building on previously acquired competencies and adding new ones. This course helps start students on a road of self-discovery, cultivating awareness to improve both as a business professional and personally.

D089 - Principles of Economics - Principles of Economics provides students with the knowledge they need to be successful managers, including basic economic theories related to markets and how markets function. This course starts by defining economics, differentiating between microeconomics and macroeconomics, and explaining the fundamental economic principles of each. It then looks at microeconomics and how it is used to make business and public policy decisions, including the principles of supply, demand, and elasticity, market efficiency, cost of production, and different market structures. The course finishes by looking at macroeconomics and how it is used to make business and public policy decisions, including measurement of macroeconomic variables, aggregate supply and demand, the concepts of an open economy, and how trade policies influence domestic and international markets.

D090 - The School as a Community of Care - The School as a Community of Care is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course prepares candidates to meet the social and emotional needs of learners, taking into account theories and philosophical perspectives on child and adolescent development and learning. Candidates learn to effectively collaborate with parents, families, caregivers, and other community stakeholders in each child's education, to build a strong foundation for academic and personal success. Emphasis is placed on family engagement as candidates gain knowledge of individual, cultural, and community assets that can be used to facilitate learner growth and development, as well as understand mental health and emotional differences among learners that may necessitate leveraging additional resources to support students' wellbeing. Issues of youth mental health, substance abuse, suicide awareness and prevention, and abuse within families will be addressed as will the importance of parent involvement. Candidates will engage in seven hours of preclinical experiences, which include visual observations of learning environments that involve parents and families in their children's' education while supporting the social and emotional learning (SEL) needs of learners and an interview with an educational professional to explore topics related to parent involvement, youth mental health issues, and professional responsibilities to ensure student wellbeing. Additionally, crosscutting themes of technology and diversity are interwoven for further development.

D091 - 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 based on a variety of inputs, including their state P–12 standards, assessment results, and knowledge of learner differences. This course will help candidates design, deliver, and modify instruction in accordance to needs and educational requirements. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. They also will record a short teaching segment, allowing for authentic teaching experience. Crosscutting themes of technology and diversity are interwoven for continued development.

D092 - Educational Technology for Teaching and Learning - Educational Technology for Teaching and Learning is a key component of WGU's professional core and is a required course for all initial licensure candidates. This course prepares candidates to incorporate technology into their classroom practices in ways that improve teaching and learning. The ISTE standards will form the basis for their practice. The material will teach candidates to critically evaluate software and hardware options that may positively impact the classroom environment, while also increasing their awareness of ethical usage and considerations related to equity, access to technology, and appropriate use of technology by P–12 students. Assistive technologies to meet the needs of a diverse learner population also will be taught in this course. Candidates will engage in three hours of preclinical experience including virtual observations of classroom practices incorporating technology in order to achieve educational goals. Crosscutting themes of technology and diversity are interwoven for further development.

D093 - Assessing Impact on Student Learning - Assessing Impact on Student Learning is a key component of WGU's Professional Core and is a required course for all initial licensure candidates. This course equips candidates to evaluate student learning and their own professional practice, ensuring candidates are prepared to ensure all learners' success. In this course, candidates learn multiple methods of assessment to ensure they are able to implement a balanced approach to assessment while monitoring their students' progress. Assessments types such as formative, summative, standardized, and common assessments are addressed so candidates understand their purposes and can apply them within the context of a lesson to determine impact on learning. Data literacy skills are taught to ensure candidates interpret and analyze individual and classroom data and apply their knowledge in ways that support academic success. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. Cross-cutting themes of technology and diversity are interwoven for further development.

D094 - 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 instructional and assessment strategies to support student learning and development. Candidates will engage in four hours of virtual classroom observations related to issues in educational psychology and learner development. Cross-cutting themes of technology and diversity are interwoven for further development.

D095 - 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.

D096 - 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.

D097 - 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.

D098 - Digital Marketing - This course provides students with a knowledge of digital marketing and an introduction to specializations within digital marketing. Foundational knowledge in the areas of content marketing, digital advertising, search engine optimization, social media, web development and analysis, and marketing automation is provided. Students gain a broad overview of digital marketing and an opportunity to explore specific areas of specialization within the field of digital marketing to understand how digital marketing is integrated within a firm's overall marketing strategy.

D099 - Sales Management - This course provides students with knowledge on the sales profession, customer relationship management, and sales management functions. Students gain insights into the sales process, the relationship between sales and marketing, and the responsibilities of sales management within both business-to-consumer (B2C) and business-to-business (B2B) selling environments.

D100 - Introduction to Spreadsheets - The Introduction to Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business applications (e.g., using essential spreadsheet functions, formulas, tables, charts, etc.). Introduction to Spreadsheets has no prerequisites.

D101 - Cost and Managerial Accounting - Cost and Managerial Accounting focuses on the concepts and procedures needed to identify, collect, and interpret accounting data for management control and decision-making. Topics covered include budgeting, cost-volume-profit analysis, job costing, process costing, activity-based costing, standard costing, and differential analysis. Prerequisites include Principles of Accounting and Financial Accounting.

D102 - Financial Accounting - Financial Accounting focuses on ways in which accounting principles are used in business operations. Students learn the basics of financial accounting, including how the accounting cycle is used to record business transactions under generally accepted accounting principles (GAAP). Students will also be introduced to the concepts of assets, liabilities, and equity. This course also presents bank reconciliation methods, balance sheets, and business ethics. Principles of Accounting is a prerequisite for this course.

D103 - Intermediate Accounting I - Intermediate Accounting I is the first of three in-depth financial accounting courses for accounting majors. The course builds upon topics covered in Principles of Accounting and Financial Accounting. The course focuses on financial accounting and accounting standards; the conceptual framework of the U.S. generally accepted accounting principles (GAAP); the income statement, the statement of cash flows, and the balance sheet; cash and receivables; and inventory valuation. The prerequisite to this course is Financial Accounting.

D104 - Intermediate Accounting II - Intermediate Accounting II is the second of three in-depth financial accounting courses for accounting majors. The course focuses on acquisition and disposition of noncurrent assets; depreciation, impairments, and depletion; intangible assets; current liabilities and contingencies; long-term obligations; stockholders' equity; dilutive securities; and time value of money concepts. The prerequisite to this course is Intermediate Accounting I.

D105 - Intermediate Accounting III - Intermediate Accounting III provides comprehensive coverage of investments, revenue recognition, accounting for income taxes, pension plans, and leases. This course completes the intermediate accounting journey. The course explores further advanced topics, including accounting changes and error analysis, full disclosure requirements in financial reporting, and interpretation of the statement of cash flows. Intermediate Accounting I and II are the prerequisites for this course.

D115 - Advanced Pathophysiology for the Advanced Practice Nurse - Advanced Pathophysiology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills needed to recognize disease states, identify disease progression, and assess and evaluate symptoms for patients across the lifespan. This course will help the graduate nursing student gain a deeper understanding of pathophysiology from the cellular to the systems level and will provide graduate nursing students with the knowledge and skills to determine the etiology, underlying physiological changes, and the human affective responses to alterations in health. This course will also prepare the graduate nursing student to communicate the pathophysiology of disease processes to providers and patients.

D116 - Advanced Pharmacology for the Advanced Practice Nurse - Advanced Pharmacology for the Advanced Practice Nurse prepares the graduate nursing student for the role of an advanced practice nurse with the competencies and skills for prescribing and monitoring medication safely and effectively. This course will prepare the graduate nursing student to apply pharmacotherapeutics in primary care settings by utilizing the pivotal basis of pharmacokinetics and pharmacodynamics. This course will also prepare the graduate nursing student to select the correct medication, describe the rationale for that selection to the patient, family, and other providers, and to effectively monitor the patient to promote positive drug outcomes.

D117 - Advanced Health Assessment for the Advanced Practice Nurse - Advanced Health Assessment prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies necessary to provide primary health care to patients and families of diverse populations. Students will develop the skills needed for systematically collecting and analyzing subjective and objective patient data. Through simulation and clinical experiences, students will use data to determine current and ongoing patient health status, predict health risks, and identify health-promoting activities for patients across the lifespan. Advanced Health Assessment will prepare the nursing graduate with the critical thinking, clinical reasoning, and advanced diagnostic skills required for advanced practice nursing. Upon completion of Advanced Health Assessment, the graduate will be able to synthesize individual and systems level subjective and objective data to facilitate the differential diagnosis processes. Also, the graduate will be able to clearly describe to patients and providers the pertinent health assessment findings and rationale supporting the diagnostic process.

D118 - Adult Primary Care for the Advanced Practice Nurse - Adult Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to adult patients and families. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; diagnosing, managing, and coordinating care for patients with acute and chronic conditions; and empowering patients to pursue positive health outcomes. This course will also prepare the graduate nursing student to collaborate with adult patients to develop effective plans of care that build patient self-efficacy in the process of preventing and treating disease. There are no prerequisites for this course.

D119 - Pediatric Primary Care for the Advanced Practice Nurse - Pediatric Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to pediatric patients, from infancy through adolescence, and their families in an outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for pediatric patients with acute and chronic conditions; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with pediatric patients and their families in developing effective plans of care that build patient and family self-efficacy in the process of preventing and treating disease. There are no prerequisites for this course.

D120 - Special Populations Primary Care for the Advanced Practice Nurse - Special Populations Primary Care for the Advanced Practice Nurse prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide primary healthcare to unique patient populations in the outpatient setting. This course will prepare the graduate nursing student to demonstrate competence in leading health promotion and disease prevention activities; in diagnosing, managing, and coordinating care for patients with specific disease processes; and in empowering patients and their families in pursuing positive health outcomes. This course will also prepare the graduate nursing student to collaborate with unique patient populations and their families in developing effective plans of care that build self-efficacy in the process of preventing and treating specific disease processes. There are no prerequisites for this course.

D121 - Health Promotion of Patients and Populations Across the Lifespan - Health Promotion of Patients and Populations Across the Lifespan prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to provide health promotion activities to individuals and populations. This course will prepare the graduate nursing student to incorporate individual characteristics, population factors, and social determinants of health (SDOH) in determining the most efficient use of finite resources in leading health promotion activities. This course will also prepare the graduate nursing student to lead health promotion activities for individuals and specific populations across the lifespan. All MSN Core courses, as well as Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse must be completed before taking this course.

D122 - Family Nurse Practitioner Clinical Internship I - Family Nurse Practitioner Clinical Internship I prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. Using the precepted clinical setting, this course will provide opportunities for the graduate nursing student to combine competencies developed in preparatory advanced practice coursework to deliver patient-centered healthcare. This course will also provide the graduate nursing student with opportunities to conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include patient and population preferences. All MSN Core courses, as well as Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse and FNP Specialty courses must be completed before taking this course.

D123 - Family Nurse Practitioner Clinical Internship II - Family Nurse Practitioner Clinical Internship II prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups throughout the life span. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. The student will conduct advanced health assessments and use the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, determine correct diagnoses, and establish plans of care that include consumer and population preferences. All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse, FNP Specialty courses, and D122 Family Nurse Practitioner Internship I must be completed before taking this course.

D124 - Family Nurse Practitioner Clinical Internship III - Family Nurse Practitioner Clinical Internship III prepares the graduate nursing student to perform the role of an advanced practice nurse with the essential competencies and skills necessary to deliver primary care to individuals, families, and groups across throughout the lifespan. In the precepted clinical setting, the student will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered healthcare. Therefore, the graduate will conduct advanced health assessments and utilize the competencies of advanced pathophysiology, pharmacology, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish plans of care that include consumer and population preferences. All MSN Core courses, FNP Specialty course, and Family Nurse Practitioner Internship I and II must be completed before taking this course.

D148 - Teacher Performance Assessment in Mathematics Education - The Teacher Performance Assessment course 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.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D150 - Teacher Performance Assessment in Science - Teacher Performance Assessment in Science course is a culmination of the wide variety of skills learned in the Teachers College at WGU. In order to be a competent and independent classroom teacher, students will showcase a collection of content, planning, instructional, and reflective skills.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D151 - Professional Portfolio - Professional Portfolio requires candidates to create an online teaching portfolio that demonstrates professional beliefs, growth, and effective teaching practices from the Demonstration Teaching experience. The portfolio includes reflective essays (educational beliefs, professional growth, and collaboration with stakeholders) and professional artifacts (resume 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.

D155 - Leading with Personal Mastery - Leading with Personal Mastery prepares the advanced professional nurse to demonstrate self-awareness, self-management, executive function, and social awareness skills while leading and managing in diverse healthcare settings. In this course, students will learn how to incorporate these skills when developing personal relationships and building teams. Developing both social and emotional intelligence as a nurse leader will ensure that students have the ability develop strong relationships and make wise decisions when interacting with others. Increasing personal mastery will provide students with a set of tools and strategies to improve healthcare by producing high-quality results. Understanding their strengths and weaknesses, as a leader in healthcare will help students create a vision for success that includes making choices that will help balance their work life more effectively.

D156 - Business Case Analysis for Healthcare Improvement - Business Case Analysis for Healthcare Improvement provides learning experiences that help students develop essential skills for proposing changes that improve and enhance healthcare outcomes. In this course, students will develop a business case during the early stages of a project by assessing the need for the project and the feasibility of initiating a project. Understanding the techniques used to develop a business case will provide students with the skills to obtain buy-in from key stakeholders and determine the best value strategy. Writing a strong business case presents the benefits, challenges, costs, and risks of moving forward with the project or maintaining status quo. It compares the current situation to a future vision so key stakeholders can make data-driven decisions to move forward with the project. During the development of a business case in this course, students will collaborate with internal and external stakeholders to initiate a healthcare improvement project (HIP) that is grounded in project management principles and influenced by stakeholder perspectives.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D157 - Managing Resources in an Era of Disruption - Managing Human and Financial Resources in an Era of Disruption examines the main premise of people and fiscal leadership. This includes the promotion of healthy work environments through the development of programs in support of mitigating behavior problems for the betterment of work-life balance. Students will analyze business model budgets, revenue streams, and human and financial resource allocation, develop training programs to evaluate compliance and regulatory requirement, and create team building experiences to promote high performing teams by improving engagement, establishing trust, and achieving common goals. Students will assess an organization’s mission, vision, and values to establish alignment between healthcare improvement and an organization’s principles for management. Changes in healthcare are inevitable, as the business success strategies used in the past are not sufficient for surviving in an era of persistent disruption. This course will help students develop the skills nurse leaders need to become partners in recommending innovative strategies that promote value-based healthcare for the future.

D158 - Strategically Planning the Execution of a Healthcare Improvement Project - Strategically Planning the Execution of a Healthcare Improvement Project will help students develop the skills for systems thinking, problem-solving, and data-driven decision-making. In this course, students will plan the implementation of a healthcare improvement project by identifying people, processes, and procedures that need to be in place for implementation. In addition, sociodemographic data on the population that may be affected by the healthcare improvement project will be analyzed to determine risks and opportunities. During this phase, students will perform an assessment of the forces that may drive or restrain implementing the project. They will also identify short-term objectives and create action plans to align to the vision, mission, and values of the organization where the project will be implemented. Students will also examine the evolution of existing policies, procedures, and processes at the systems level for the purpose of advocating change that will support a healthcare improvement project. During this course, students will plan the implementation of their healthcare improvement project through the use of sociodemographic and health data, strategic planning, and a comprehensive integration of quality and safety concepts. This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D159 - Evidence-Based Measures for Evaluating Healthcare Improvements - Evidence-based measures for evaluating healthcare improvements is an essential component of the planning phase of the healthcare improvement project. In this course, students will determine key performance indicators and metrics used to determine the success of a healthcare improvement project (HIP). The student will develop collaborative partnerships and build consensus with stakeholders to determine how specific data will be collected, managed, and analyzed. This is also an opportunity to discuss data issues and technologies needed for the project. To accomplish this phase, students will also determine the parameters, procedures, and technologies needed for data collection, management, analysis, and reporting.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D160 - Nursing Leadership and Management Field Experience - The Nursing Leadership and Management Field Experience course provides an opportunity for students to apply the knowledge and skills they developed in previous courses toward the successful implementation of their healthcare improvement project (HIP). This phase puts into action all the components of project management that were planned and developed while working collaboratively with key stakeholders to establish the need and feasibility of the HIP, analyzing the organizational readiness for change, and planning the implementation and evaluation phases. In this phase, students will develop and implement a training plan for staff, managers, and leaders. They will also implement the communication plan they developed in a previous course. They will also manage the implementation process by applying organizational standards and practices. Students will demonstrate strong leadership skills when meeting with stakeholders to report the status of the implementation phase and collaboratively problem-solve risks. Completion of the specialty courses is a pre-requisite for this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D161 - Nursing Leadership and Management Capstone - The Nursing Leadership and Management Capstone provides students with an opportunity to evaluate and close their capstone project. This is the final course in the MSN Leadership and Management program. Students will evaluate the success of their healthcare improvement project (HIP) by analyzing results, using the key performance indicators and metrics that were identified while planning the evaluation phase. Students will present the results of the improvement project in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation. Reflective and analytic thinking are essential aspects of a capstone project, as students reflect and report on the successes and challenges encountered in each phase. Nursing Leadership and Management Field Experience is a prerequisite for this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D162 - Secondary Disciplinary Literacy - Secondary Disciplinary Literacy examines teaching strategies designed to help learners in middle and high school improve upon the literacy skills required to read, write, and think critically while engaging content in different academic disciplines. Themes include exploring how language structures, text features, vocabulary, and context influence reading comprehension across the curriculum. Course content highlights strategies and tools designed to help teachers assess the reading comprehension and writing proficiency of learners and provides strategies to support student reading and writing success in all curriculum areas. This course has no prerequisites.

D163 - Secondary Reading Instruction and Interventions - Secondary Reading Instruction and Intervention explores the comprehensive, student-centered Response to Intervention (RTI) assessment and intervention model used to identify and address the needs of learners in middle school and high school who struggle with reading comprehension and/or information retention. Course content provides educators with effective strategies designed to scaffold instruction and help learners develop increased skill in the following areas: reading, vocabulary, text structures and genres, and logical reasoning related to the academic disciplines. This course has no prerequisites.

D166 - Foundations of Education - Foundations of Education is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to foundational knowledge about the teaching profession in the current educational context and the historical and cultural influences on P-12 education in the United States. This course addresses important topics that affect educators today including state standards-based curriculum, legal and ethical requirements, and professionalism. This course will culminate in evidence-based, practical application of current strategies, theories, or philosophical perspectives related to becoming an effective educator within the current school context. Candidates will engage in five hours of preclinical experiences, which include virtual observations of learning environments in multiple school settings, and an interview with an educator to gain insight on how these topics affect and inform teaching practice. Cross-cutting themes of technology and diversity are introduced for further development throughout the candidate’s programs.

D168 - Schools as Communities of Care - Schools as Communities of Care is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to strategies for providing a culturally inclusive learning environment that meets the social and emotional needs of learners while taking into account theories and philosophical perspectives on child and adolescent development and learning. Emphasis is placed on fostering a collaborative relationship with families, caregivers, and community stakeholders, and on leveraging community resources to support each learner’s growth and well-being to build a strong foundation for their academic and personal success. Topics addressed include culturally responsive practice, social and emotional learning (SEL), youth mental health, substance abuse, suicide awareness and prevention, abuse within families, and professional responsibilities to ensure student wellbeing. The course will culminate in evidence-based, practical application of strategies that support the whole child in a community of care. Candidates will engage in seven hours of preclinical experiences, include virtual observations of learning environments that involve parents and families in their children's education and an interview with an educational professional. Cross-cutting themes of technology and diversity are interwoven for further development.

D169 - Essential Practices for Supporting 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.

D170 - Creating and Managing Engaging Learning Environments - Creating and Managing Engaging Learning Environments is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with research-based strategies and approaches to establishing and maintaining a safe and productive learning environment that supports the success and well-being of all P-12 learners. Topics addressed include consistent routines and expectations, student engagement, positive behavior support, motivation and its effect on student achievement, active learning and self-direction, and fostering a sense of community through collaboration. Candidates will design a classroom management plan for their future classroom based on theory and high-leverage practices for meeting the diverse needs of learners in a productive and collaborative learning environment. The course will culminate in evidence-based, practical application of current strategies to motivate and engage students in specific content areas. 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.

D171 - Curriculum, Instruction, and Assessment - Curriculum, Instruction, & Assessment is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with theoretical foundations and strategies for creating engaging and standards-aligned lessons that meet the needs of all learners in the P-12 classroom. This course focuses on the interrelationship between curriculum, instruction, and assessment, with emphasis on the role of assessment and student data in planning, designing, delivering, and modifying instruction in accordance with diverse learner needs. This course will culminate in the application of evidence-based strategies related to the interdependence of and alignment among curriculum, instruction, and assessment in student-centered P-12 teaching and learning. Candidates will engage in three hours of preclinical experiences, which include conducting virtual classroom observations and recording a short teaching segment. Cross-cutting themes of technology and diversity are interwoven for continued development.

D172 - Assessing Student Learning - Assessing Student Learning is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course provides candidates with methods and best practices for using assessment to monitor student progress and to evaluate the effectiveness of instruction. This course focuses on implementing a balanced approach to assessment using multiple assessment types such as formative, summative, standardized, and common assessments. Also covered are data literacy skills for interpreting and analyzing individual learner and classroom data to improve instruction and support academic success for all learners. The course will culminate in evidence-based, practical application of strategies for assessment practices in P-12 schools. Candidates will engage in three hours of preclinical experiences that include virtual classroom observations. Cross-cutting themes of technology and diversity are interwoven for further development.

D173 - Using Educational Technology for Teaching and Learning - Using Educational Technology for Teaching and Learning is a key component of WGU's professional core and is a required course for all Master of Arts in Teaching candidates. This course presents strategies for integrating technology into classroom practices to improve instruction and student learning according to the International Society for Technology in Education (ISTE) standards. Candidates will evaluate digital tools and their potential classroom applications such as enhancing curriculum, enabling communication with students and families, and increasing student engagement. Topics covered include ethics, equity and access to technology, and appropriate use of technology by P–12 students. Assistive technologies to meet the needs of a diverse learner population also will be addressed. The course will culminate in evidence-based, practical application of current standards, strategies, theories, or philosophical perspectives related to the use of technology in teaching and learning. Candidates will engage in three hours of preclinical experience that include virtual observations of classroom practices incorporating technology to support educational goals. Cross-cutting themes of technology and diversity are interwoven for further development.

D174 - Marketing Management - Marketing Management examines foundational marketing concepts. Marketing is ever-present in our daily lives and this course will help students understand how organizations use marketing activities to create value for their customers. Students will study the strategic marketing planning process and the marketing mix of product, price, place, and promotion. Students will gain knowledge about the market research process and how data are used to inform marketing decisions. Emphasis will be placed on ethical and sustainable marketing practices, along with a focus on service marketing in today’s service economy. This course will provide students with a basic marketing understanding to prepare them for specialized major courses.

D175 - Consumer Behavior - Consumer Behavior examines the buying behavior of consumers in the marketplace. Students will gain knowledge of consumer behavior theories and an understanding of how consumer behavior concepts apply to the consumer decision-making process. Students will learn how consumer insights are gained through the exploration of external social and cultural influences such as reference groups, family, and culture, as well as consumer influences such as needs, motivation, personality, and learning. The course also provides an interdisciplinary perspective, including psychology, sociology, anthropology, and economics, to better evaluate and predict consumer behavior.

D176 - Content Marketing - Content Marketing examines how organizations create and distribute marketing communications to attract and retain customers. Students will gain knowledge of the content planning process and how content marketing supports brand and organizational goals by learning how to create, distribute, promote, and measure relevant and valuable content. Students will learn content ideation and will write compelling copy that creates relationships with customers to build trust and enhance an organization’s reputation and authority.

D177 - Brand Management - Brand Management examines how brands provide value to both consumers and organizations. Brands are a part of a consumer’s everyday life and organization’s strategically plan, measure, and manage brands. In this course, students will apply the strategic brand management process using a customer-based brand equity model. Students will identify how brand strategies are used and how brand associations are leveraged to create a competitive advantage. Brand equity measurement systems are explored, including brand audits and tracking studies that use qualitative and quantitative brand research techniques. Students will construct a brand architecture strategy by identifying brand extension opportunities to develop an appropriate branding strategy in a global marketplace. Reputation-management strategies and crisis management techniques are also taught to assist in preserving and protecting an organization’s brand equity.

D178 - Marketing Strategy and Analytics - Marketing Strategy and Analytics is the capstone course for the marketing major. The course provides students with the opportunity to demonstrate competencies developed throughout the program by engaging in the design, implementation, and analysis of a marketing strategy. Students are given business scenarios using simulations and case studies to apply critical-thinking and decision-making skills. Students will analyze the business environment and make decisions about market segmentation, buyer behavior, and the marketing mix. Students will demonstrate the relationship between strategy and analytics by using marketing analytics to report marketing campaign results and make recommendations. This course provides students with real-world application to prepare them for the marketing industry.

D179 - Data-Informed Practices - Data-Informed Practices focuses on the development of data literacy skills. This course teaches candidates about the different types of data, the benefits and limitations of those data types, and how they can use data to identify and solve problems and inform decisions. The course also teaches candidates how to locate, collect, and analyze data from relevant and credible sources, and how to draw conclusions from data in order to drive continuous improvement. There are no prerequisites for this course.

D180 - Educational Research - Educational Research focuses on practical problem solving. This course teaches candidates to use scholarly literature and current research to inform their own practice. It also empowers candidates to recognize opportunities for improvement and engage in action research to systematically implement and evaluate changes. This course prepares candidates to conduct research for the capstone. Data-Informed Practices is a prerequisite for this course.

D181 - MSCIN Capstone - The Master of Science in Curriculum and Instruction Capstone is the culminating course of the degree. It unites content area knowledge with the completion of a research project or study. This course teaches candidates, under the guidance of program faculty, to apply their data literacy and research skills to topics related to curriculum and instruction and to their career goals. Projects for this course include action research or applied research through the necessary qualitative, quantitative, or mixed research methods. Prerequisites for this course include Data-Informed Practices and Educational Research, as well as all prescribed courses in the candidates' area of study. Additionally, students wishing to add the Capstone with fewer than eight weeks remaining in the term must receive permission from program leadership.

D184 - Standards-Based Assessment - Standards-Based Assessment teaches candidates how to unpack academic standards to determine the essential learnings within the standards that should be assessed. This course teaches candidates how to determine, based on academic standards, which topics should be assessed and how to use proficiency statements to create and score standards-based assessments. This course also prepares students to analyze assessment data and develop a holistic assessment system for a specific subject and grade level. Differentiated Instruction is a prerequisite for this course.

D186 - Learning as a Science - Learning as a Science examines how research from the field of learning sciences can be applied to improve teaching and learning. This course explains how teachers can create a sense of community by examining personal biases and establishing a culturally inclusive learning environment. The course also provides evidence-based strategies for improving motivation, increasing understanding and retention, and teaching social-emotional skills that students need to be successful socially and academically. There are no prerequisites for this course.

D187 - Differentiated Instruction - Differentiated Instruction examines how the classroom environment and students' readiness levels, interests, and learning profiles influence learning. K–12 educators taking this course will acquire a deep understanding of their students in order to differentiate their curriculum, instruction, and assessments in response to individual students' needs. This course will allow students to also learn how to effectively monitor and communicate students' progress toward standards and adjust their practice as needed to empower students and nurture their abilities and aptitudes. As a result of their learning in this course, K–12 teachers will be prepared to act as catalysts for differentiation within their schools and districts. There are no prerequisites for this course.

D188 - The Collaborative Leader - The Collaborative Leader demonstrates strategies teacher leaders can use to collaborate with other professionals, families, and communities to build strong relationships and improve school effectiveness. This course examines models of collaboration and the benefits and challenges of collaboration. It also examines the characteristics of effective professional development and explains how to collaboratively design effective professional development opportunities for educators. Finally, this course demonstrates how accomplished teachers can build relationships with families and the community to create a positive learning experience for students. There are no prerequisites for this course.

D190 - Introduction to Healthcare IT Systems - Introduction to Healthcare IT Systems introduces students to healthcare information technology as a discipline. Focusing on evaluating health information systems and collecting data, students will learn the various roles and functions of the health information manager in supporting the business of healthcare. This course introduces students to information technology as a discipline. This course also exposes students to the various roles and functions of the health information manager in supporting the business of healthcare. Students will learn through e-text readings, videos, case studies, several modules from LinkedIn Learning, knowledge checks, and unit quizzes. There are no prerequisites for this course.

D196 - Principles of Financial and Managerial Accounting - Principles of Financial and Managerial Accounting provides students with an introduction to the discipline of accounting and its context within the business environment. In this course, students will learn to differentiate between financial, cost, and managerial accounting and where these accounting types fit into the business environment. This course will help students gain a fundamental knowledge of the budgeting process, how to analyze basic financial statements, and how to use spreadsheets to analyze data. This course provides students with a business generalist overview of the field of accounting and acts as a preview course for the accounting major.

D197 - Version Control - Version control is critical to maintaining software and enabling scalability solutions. A best practice for any programming project that requires multiple files uses version control. Version control enables teams to have collaborative workflows and enhances the software development lifecycle. This course introduces students to the basics of publishing, retrieving, branching, and cloning. There are no prerequisites for this course.

D198 - Global Arts and Humanities - This is a Global Arts and Humanities course that contains three modules with corresponding lessons. This course is an invitation to see the world through the humanities, examine the humanities during the Information Age, and explore the global origins of music—essentially questioning what makes us human, and how people are connected across culture and time. Each module includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check learning. With no prior knowledge or experience, a learner can expect to spend 30-40 hours on the course content.

D199 - Introduction to Physical and Human Geography - This is Introduction to Physical and Human Geography, a three-module course that addresses the question of what geography really is in today's complex world; how migration affects—and has been affected by—geography; and one of the biggest present problems related to geography: climate change. 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.

D202 - Human Growth and Development - This is Human Growth and Development, a three-module course that examines the entire human lifetime, from conception to death. Presented chronologically, the course focuses on three key areas: physical, cognitive, and psychosocial growth, along with other important issues such as cultural influences, emotions, and resilience. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

D203 - Fundamentals of Anatomy and Physiology - Fundamentals of Anatomy and Physiology provides an overview of the structures and functions of organs and systems of the human body. This course will explore how the parts of the body systems work together to produce movement, transport nutrients, eliminate wastes, protect vital tissues and organs, regulate bodily functions, and support reproduction and growth, through videos, readings, exploratory learning, and practice activities.

D215 - Auditing - Auditing covers the entire auditing process. This course will help students gain an understanding of the different assurance services, the AICPA Code of Professional Conduct, and the conceptual framework for members in public practice. The course will teach students how to assess for audit risk, develop an audit strategy, and gain an understanding of the audit client. Audit evidence and a client's system of internal control will be discussed in depth. The course requires students to assess risk response by identifying and evaluating tests of controls and substantive procedures. In addition, the course will have students evaluate risk response using data analytics and audit sampling for substantive tests. The course concludes with the completion of the audit through subsequent events, engagement wrap-up and management representation, and reporting on the audit with an unqualified audit report or a modification of the audit report. The prerequisites to this course are Intermediate Accounting I, II, and III, Accounting Information Systems, and Business Law for Accountants.

D216 - Business Law for Accountants - Business Law for Accountants is designed to provide the advanced accounting student an understanding of the legal environment and issues encountered in the profession. Topics include the Uniform Commercial Code (UCC), contracts, securities regulation, Sarbanes-Oxley Act, legal entities, ethics, agency, and bankruptcy. The prerequisite to this course is Financial Accounting.

D217 - Accounting Information Systems - Accounting Information Systems (AIS for short) introduces students to AIS, with particular emphasis on the accountant's role in management and financial reporting systems. Topics include transaction cycles and related information technology (IT) controls, data management, enterprise resource planning (ERP) and e-commerce systems, systems development and acquisition, documentation, and IT auditing. D103 Intermediate Accounting I and D104 Intermediate Accounting II are the prerequisites to this course.

D218 - Intrapersonal Leadership and Professional Growth - Intrapersonal Leadership and Professional Growth fosters the development of professional identity. Building on the knowledge, skills, and attitudes gained through nursing practice, students in this course will explore the relationship of theories, professional competencies, standards of leadership, education, and professionalism. The course content will cover development of a nurse as a leader who is proficient in asserting control, influence, and power in professional and personal contexts.

D219 - Scholarship in Nursing Practice - Scholarship in Nursing Practice teaches students how to design and conduct research to answer important questions about improving nursing practice and patient care delivery outcomes. This course introduces the basics of evidence-based practice, which students are expected to implement throughout their clinical experiences. Students of this course will graduate with more competence and confidence to become leaders in the healing environment.

D220 - Information Technology in Nursing Practice - Information Technology in Nursing Practice provides a basic overview of information technology as it relates to the baccalaureate-prepared nurse. It is a foundational overview of nursing informatics with an emphasis on developing basic competency. This course teaches students that nursing informatics synthesizes nursing science, information science, and computer science through health applications to support decision-making in a dynamic healthcare environment. All prior courses in the sequence for this program serve as prerequisites for this course.

D221 - Organizational Systems and Healthcare Transformation - Course Description Organizational Systems and Healthcare Transformation covers foundational knowledge, skills, and attitudes toward organizational leadership within healthcare systems that can help students be successful. This course focuses on the concepts of patient safety, improvement science, fiscal responsiveness, quality of care, value-based care, and patient-centered care. Additional topics of quality science and innovation, systems redesign, and interprofessional roles assist the student in building necessary skills for healthcare transformation. All prior courses in the sequence for this program serve as prerequisites for this course.

D222 - Comprehensive Health Assessment - Comprehensive Health Assessment builds upon students' existing knowledge of nursing assessment. The course presents current and innovative assessment techniques of the physical, mental, emotional, and spiritual well-being of patients. Use of assessment data and shared decision-making are discussed throughout the course. This course also outlines the concepts of a head-to-toe assessment, providing students with an understanding of how to critically think about the different aspects of the assessment and analyze patient cues to determine the implications of findings. Students will also analyze lifestyle and cultural implications of health. All prior courses in the sequence for this program serve as prerequisites for this course.

D223 - Healthcare Policy and Economics - Healthcare Policy and Economics is a foundational course that introduces the concepts of value-based care and the role of the nurse. This course includes concepts related to financial responsiveness, shared decision-making, preference-sensitive care, leveraging data. In this course, students learn about cost and fee-for-service in terms of value to the client and patient rather than value to the healthcare system. All prior courses in the sequence for this program serve as prerequisites for this course.

D224 - Global and Population Health - Global and Population Health prepares students for the role of the nurse in preserving and promoting health among diverse populations. Additionally, basic principles of epidemiology, social determinants of health (SDOH), and resource allocation through value-based care are outlined. The course introduces planning, organization, and delivery of services for diverse populations in community settings, including illness prevention, disaster preparedness, and environmental health. All prior courses in the sequence for this program serve as prerequisites for this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D225 - Emerging Professional Practice - Emerging Professional Practice presents a variety of professional nursing specialty areas. Students explore various practice specialties, including palliative care, genetics and genomics, and others. The course provides pathways to specialized nursing practice. All prior courses in the sequence for this program serve as prerequisites for this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D226 - BSNU Capstone - The BSNU capstone is a synthesis of previously acquired knowledge, skills, and attitudes and requires students to demonstrate competency in the program outcomes. Emphasis is placed on change facilitation in a healthcare setting, based in evidence and incorporating value-based care. This course provides students with an opportunity to engage in a project that is actionable, relevant, highly collaborative, and based on innovative thinking.

D235 - Interprofessional Communication and Leadership in Healthcare - Interprofessional Communication and Leadership in Healthcare is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare them to handle the challenges of all academic programs. In this course, students will complete several individual assignments that are intended to give the student an opportunity to reflect on where they are and where they would like to be. The activities in the course are designed to give students several tools they can use to achieve success. This course is designed as a four-part intensive learning experience. Students will engage in activities that will help them understand their own educational journey and find support and inspiration in the journey of others. There are no prerequisites for this course.

D236 - Pathophysiology - Pathophysiology is a course designed for nursing students, providing an overview of the pathology and treatment of diseases in the human body, tissues, glands and membranes, the integumentary system, the sensory system, skeletal and muscular systems, the digestive system, blood, vessels and circulation, lymphatic system, immunity and disease, heart and respiratory system, nervous, urinary and endocrine systems, and male and female reproductive systems. Prerequisites include all prior courses in this programmatic sequence.

D246 - Influential Communication through Visual Design and Storytelling - Influential Communication through Visual Design and Storytelling provides learners with foundational visual design and storytelling techniques to influence and create a lasting impression on audiences. Learners will first explore how human behavior is influenced by visuals and when to apply visual techniques to better communicate with audiences. Next, learners will learn techniques for creating compelling stories that create memorable images within the audience's mind. Ultimately, learners who master these skills will be well-positioned to apply their visual and storytelling techniques to not only better communicate their thoughts and ideas to an audience, but to also influence or motivate them.

D250 - Governmental and Nonprofit Accounting - Governmental and Nonprofit Accounting provides learners with the skills and knowledge required to practice accounting for governmental and nonprofit entities: analyzing and recording transactions, financial statement preparation in accordance with Governmental Accounting Standards Board (GASB) standards, and communication.

D251 - Advanced Auditing - Advanced Auditing reviews basic auditing concepts, including (1) planning the audit: identifying, assessing, and responding to the risk of material misstatement; (2) specialized audit tools: attributes sampling, monetary unit sampling, and data analytic tools; (3) completing a quality audit; and (4) reporting on financial statement audits. The second part of the course dives into an application of auditing through (1) understanding how to audit an acquisition and payment cycle and (2) applying the knowledge learned through the acquisition and payment cycle to the revenue cycle in a performance assessment.

D252 - Accounting Research and Critical Thinking - Accounting Research and Critical Thinking provides learners the skills and knowledge to research and add validity to accounting reports, resolution of issues, and procedural arguments: critical thinking, communication, research strategies, and database resources.

D253 - Values-Based Leadership - Values-Based Leadership guides students to learn by reflection, design, and scenario planning. Through a combination of theory, reflection, value alignment, and practice, the course helps students examine and understand values-based leadership and explore foundations in creating a culture of care. In this course, students are given the opportunity to identify and define their personal values through an assessment and reflection process. Students then evaluate business cases to practice mapping the influence of values on their own leadership. In this course, students also participate in scenario planning, where they can practice implementing their values in their daily routine (i.e., behaviors) and then in a leadership setting. The course illustrates how values-driven leadership is used in goal setting as well as problem-solving at an organizational level. There are no prerequisites for this course.

D255 - Professional Practice Experience I: Technical - The PPE I: Technical course allows you to use EHRGo, an electronic health record (EHR), to complete 42 structured activities to experience how an HIM professional uses an EHR. The selected activities meet AHIMA's Baccalaureate level competencies and by completing them you will earn 40 PPE hours.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D256 - Principles of Management in Health Information Management - Principles of Management in HIM provides an introductory look at the discipline of management and its context within the health information management environment. This course provides an overview of management and leadership, management functions, human resource management, and communication strategies. The course gives students an opportunity to analyze how leadership and management principles are used to achieve department goals. This course has no prerequisites.

D257 - Healthcare Project Management - Healthcare Project Management provides students with a comprehensive foundation for project management. The course focuses on project management methodologies, process improvement analysis, business case proposals, and creating project planning documents for health information management (HIM) projects. This course will prepare students to determine project scope and timelines, complete interdepartmental stakeholder analysis, identify project resources, examine constraints and risks, and contribute to positive project communication.

D258 - Organizational Leadership in Healthcare - Organizational Leadership in Healthcare provides students with an overview of the principles and practices leaders need in healthcare environments. The course focuses on organizational leadership theory, behaviors, culture, and teamwork. This course prepares students to apply leadership theories, principles of organizational culture development, techniques for building and leading teams, and conflict resolution strategies to support organizational goals. This course has no prerequisites.

D259 - Professional Practice Experience II: Management - The PPE II: Management course allows you to experience your future profession at the supervisory level. Any site where health information is used, and you can be mentored by a department or facility manager is appropriate for PPE II. This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D260 - Health Information Management Capstone - The Health Information Management Capstone is the culmination of the student's degree program. The course allows students to do an environmental scan focusing specifically on emerging issues and trends in health information management (HIM) and to apply knowledge learned throughout the program to the problems and issues facing HIM professionals. The student will also develop a professional and educational development plan. At the end of the course, the student will complete a RHIA practice exam.

D263 - Frameworks for Strategic Decision-Making - Frameworks for Strategic Decision-Making challenges students to use logistical reasoning, root cause analysis, and various problem-solving skills to drive improvement, develop relationships, influence others, and make decisions. This course addresses how to evaluate business problems, develop stakeholder-oriented solutions, and influence key stakeholders. It also promotes strategic-level thinking and connection between business disciplines to drive outcomes. There are no prerequisites.

D265 - Critical Thinking: Reason and Evidence - In this course you will learn key critical thinking concepts and how to apply them in the analysis and evaluation of reasons and evidence. The course examines the basic components of an argument, the credibility of evidence sources, the impact of bias, and how to construct an argument that provides good support for a claim. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the four competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

D266 - World History: Diverse Cultures and Global Connections - This is World History: Diverse Cultures and Global Connections. In this course, you will focus on three main topics—cultural and religious diversity; pandemics; and the relationship of empires and nation states—as well as the skills of identifying root causes, explaining causes and effects, and analyzing complex systems. This course consists of an introduction and four major sections. Each section includes learning opportunities through reading, images, videos, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check how well you understand the content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 30-40 hours on the course content.

D267 - 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 an 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.

D268 - Introduction to Communication: Connecting with Others - Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completion, you will have a deeper understanding of both your own and others' communication behaviors, and a toolbox of effective behaviors to enhance your experience in the workplace.

D269 - 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 common standards and practices. 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.

D270 - 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.

D276 - Web Development Foundations - Web Development Foundations introduces students to web design and development using HTML, XML, and Cascading Style Sheets (CSS), the foundational languages of the web. This course also covers how to troubleshoot problems using developer tools and integrated development environments commonly employed in web development. There are no prerequisites for this course.

D277 - Front-End Web Development - Front-End Web Development builds upon web design and development skills to teach students how to organize websites with navigational schemes and create reactive user web interfaces using cascading style sheets (CSS). In this course, students will implement data entry and data storage capabilities in a web design, as well as implement best practices in design, including user-centered design and usability. Web Development Foundations is a prerequisite for this course.

D278 - Scripting and Programming - Foundations - Scripting and Programming - Foundations introduces programming basics such as variables, data types, flow control, and design concepts. The course is language-agnostic in nature, ending in a survey of languages, and introduces the distinction between interpreted and compiled languages. Learners will gain skills in identifying scripts for computer program requirements and in using fundamental programming elements as part of common computer programming tasks. Learners will also gain an understanding of the logic and outcome of simple algorithms.

D279 - User Interface Design - This course covers tools and techniques employed in user interface design, including web and mobile applications. Concepts of clarity, usability, and detectability are included in this course, as well as other design elements such as color schemes, typography, and layout. Techniques like wireframing, usability testing, and SEO optimization are also covered.

D280 - JavaScript Programming - JavaScript Programming introduces students to programming with JavaScript, including how to use JavaScript to enhance a website. This course covers how to use existing frameworks, assets, and web content to enhance website functionality, as well as how to use application programming interfaces (APIs) and web services to add data capabilities to web applications.

D281 - Linux Foundations - Linux Foundations prepares learners for the LPI Linux Essentials certification, and is an introduction to Linux as an operating system as well as an introduction to open-source concepts and the basics of the Linux command line. Learners will gain skills in identifying the fundamentals of open-source software and to develop resources for data access and security.

D282 - Cloud Foundations - Cloud Foundations introduces learners to real-world issues and practical solutions to cloud computing. This course covers the business value of cloud computing, examining cloud types, the steps to successful cloud adoption, and the effect cloud adoption has on IT service management, as well as the risks and consequences of implementing cloud solutions. This course prepares learners for the AWS Certified Practitioner certification exam. There are no prerequisites for this course.

D284 - Software Engineering - Software Engineering introduces the concepts of software engineering to students who have completed the core courses in programming and project management. The principles build on previously acquired concepts, switching the emphasis from programming simple routines to engineering robust and scalable software solutions. This course does not cover programming, but it provides an overview of software engineering processes and their challenging nature, focusing on the need for a disciplined approach to software engineering. A generic process framework provides the groundwork for formal process models. Prescriptive process models such as the Waterfall Model and Agile Development are included. This course also introduces the elements and phases of software engineering, including requirements engineering, design concepts, and software quality. There are no prerequisites for this course.

D286 - Java Fundamentals - Java Fundamentals introduces you to object-oriented programming in the Java language. You will create and call methods, design Java classes, and other object-oriented principles and constructs to develop software that meets business requirements. This course requires foundational knowledge of programming including variables, type, program flow and debugging.

D287 - Java Frameworks - Java Frameworks builds object-oriented programming expertise and introduces powerful new tools for Java application development. Students will execute exception handling, Java frameworks, and other object-oriented principles and constructs to develop a complete application including a user interface. This course requires foundational knowledge of object-oriented programming and the Java language.

D288 - Back-End Programming - Back-End Programming introduces students to creating back-end components of a web application with the support of framework packages. This course also teaches students how to implement database functionality in a web application and how to create web services. This course requires intermediate expertise in object-oriented programming and the Java language.

D291 - Learning Experience Design Foundations I - Learning Experience Design Foundations I provides an introduction to the field of learning experience design (LxD) and the role of the learning experience designer, which combines best practices from the fields of instructional design and user experience design, with the goal of creating human centered, goal-oriented learning experiences. This first of two foundational courses introduces Design Thinking and instructional design models, processes, and approaches. This course demonstrates how learning theories and instructional frameworks can be applied to facilitate deep learning, motivation, and engagement. This course also teaches the process for analyzing learners and their needs, as well as defining the instructional problem and goals. There are no prerequisites for this learning experience design course.

D292 - Learning Experience Design Foundations II - Learning Experience Design Foundations II is the second of two foundational courses that provide the foundational knowledge and skills learning experience designers need to create human-centered, goal-oriented learning experiences. Continuing to the third, fourth, and final phases of the Design Thinking Process, this course teaches the process and importance of ideation as well as rapid prototyping. It includes techniques for creating e-learning storyboards, which communicate content plans and instructional design strategies and “look and feel” mockups, which incorporate visual design principles and usability best practices. Finally, this course introduces usability testing methods and provides guidelines for planning usability tests for e-learning solutions. Learning Experience Design Foundations I is a prerequisite for this course.

D293 - Assessment and Learning Analytics - Assessment and Learning Analytics focuses specifically on applying assessment and learning analytics practices to gauge learner progress through e-learning products. This course is an introduction to assessment models, including competency and skills-based methods, as well as culturally responsive and Universal Design for Learning (UDL) approaches in assessment, rubric, and feedback design. Finally, this course introduces learning analytics, specifically how they can add an additional layer of validation and visibility on learner progress.

D294 - Learning Technology - Learning Technology provides opportunities for learners to research emerging learning technologies and see how they are changing current teaching and learning practices. This course also teaches strategies for evaluating learning technologies and their ability to facilitate deep learning and help learners achieve their learning goals, as well as their ability to accommodate learner differences and ensure access for all learners. This course covers techniques that learning experience designers can use to implement technology safely, legally, and ethically in a variety of environments. Additionally, this course explores the types of learning analytics that various technologies generate and the ways in which they can be used to better understand learner progress and optimize the learning experience.

D295 - Designing and Facilitating E-Learning Experiences for K–12 Students - Designing and Facilitating E-Learning Experiences for K–12 Students is the first of two courses in the K-12 Learning Designer pathway. This course teaches skills needed to plan units of study that leverage virtual settings and achieve academic standards while promoting digital citizenship. This course provides strategies for explaining essential concepts and demonstrating examples for students in K–12 virtual settings. It also provides strategies for using technology to facilitate meaningful collaboration among K–12 students. Finally, this course explains how to design effective practice and assessment opportunities for K–12 students in virtual settings and provides strategies for ensuring students get the feedback they need to improve learning. Learning Technology is a prerequisite for this course.

D296 - Quality and Impact of K–12 E-Learning Solutions - Quality and Impact of K–12 E-Learning Solutions is the second of two courses in the K–12 Learning Designer pathway. This course provides an introduction to the challenges K–12 students face in e-learning environments. It also directs learners to professional and academic resources where they can find current research related to issues and innovations learning experience designers implement to solve challenges to K–12 students in e-learning environments. This course also outlines a quality framework for evaluating e-learning solutions for K–12 students and provides opportunities for learners to apply that framework. Lastly, this course provides examples of how learning analytics can be used to determine the impact of e-learning for K–12 students. Through this course, learners will analyze data about K–12 learners to determine the impact an e-learning solution has had on engagement, effort, and learning. This course teaches learners how insights gained from data about K–12 learners can be used to optimize e-learning. Designing E-Learning Experiences for K–12 students is a prerequisite for this course.

D297 - Designing E-Learning Experiences for Adults - Designing E-Learning Experiences for Adults is the first of two courses in the adult learning designer pathway. This course teaches best practices for supporting adult learners as they acquire knowledge and learn new skills and dispositions. This course explains effective approaches to designing learning experiences for adult learners that are collaborative, experiential, and transformative in nature. This course also explores problem-based and competency-based approaches to designing learning experiences for adults. Each evidence-based approach is defined and supported by theory and research. The course also includes best practices for designing each type of learning experience and provides real examples of each approach. Learning Technology is a prerequisite for this course.

D298 - Quality and Impact of Adult E-Learning Solutions - Quality and Impact of Adult E-Learning Solutions is the second of two courses in the Adult Learning Designer pathway. This course introduces the issues learning experience designers often encounter when designing e-learning experiences for adults. It also directs learners to resources about current research related to issues and innovations in designing online learning experiences for adults. This course also outlines a quality framework for evaluating e-learning solutions for adults and provides opportunities for learners to apply that framework. Lastly, this course provides examples of how learning analytics can be used to determine the impact of e-learning solutions for adults. Learners will analyze dashboard data and determine the impact an e-learning solution has had on learner engagement, effort, and learning and how insights gained from data about learners and the learning experience can be used to optimize learning and the environments in which it occurs. Designing E-Learning Experiences for Adults is a prerequisite for this course.

D299 - Learning Experience Design Lab - Learning Experience Design Lab requires learners to apply foundational learning experience design strategies to create an instructional solution in the form of an e-learning module. In the course, learners will identify an instructional problem and then design and develop a functional prototype of an e-learning solution. Learning Experience Design Lab provides an environment for learners to apply foundational knowledge and skills, experiment with various e-learning design tools and techniques, provide helpful quality feedback to peers, and receive quality feedback from peers about their own e-learning module. Finally, Learning Experience Design Lab teaches the importance of obtaining user feedback and incorporating that feedback to continuously improve the learning experience. Degree-seeking learners must complete the Learning Experience Design foundations series and two pathway courses prior to completing this course.

D300 - Identifying Learner Needs and a Research Problem - Identifying Learner Needs and a Research Problem is the first of three capstone courses in the program. This course provides an introduction to design-based research and focuses specifically on the first two phases of the design-based research process: identifying and analyzing the learning problem and reviewing the literature. This course also requires that learners continue applying Design Thinking as they empathize with learners and define the instructional problem that their research will help them understand and address. Finally, this course teaches learners how to conduct a literature review to determine what research has already been done and what is unknown about their research topic. Learning Experience Design Lab is a prerequisite for this course.

D301 - Developing an E-Learning Solution and Research Methodology - Developing an E-Learning Solution and Research Methodology is the second of three capstone courses in the program. This course focuses on the next two phases of the design-based research process: designing and developing an e-learning solution and designing a research methodology to test how well the solution addressed the instructional problem. This course also requires that learners continue applying Design Thinking as they ideate potential solutions to the instructional problem and begin prototyping a module of instruction. Finally, this course teaches learners how to design research studies that ensure the safety of human subjects and the ethical collection, storage, and reporting of data. The course Identifying Learner Needs and a Research Problem is a prerequisite for this course.

D302 - Implementing and Evaluating E-Learning Solutions - Implementing and Evaluating E-Learning Solutions is the third of three capstone courses in the program. This course focuses on the final steps of the Design-Based Research process: implement, test, refine, reflect, and report. This course also requires that learners continue applying Design Thinking as they test and refine the solution identified during the prototyping phase. The course requires learners to test and refine their implementation strategies, use data to evaluate the effectiveness of their e-learning solution, redesign or enhance their e-learning design based on their interpretation of the data, and summarize their design-based action research study. Developing an E-Learning Solution and Research Methodology is a prerequisite for this course.

D303 - Azure Fundamentals - Azure Fundamentals provides the learner with skills needed to describe the following concepts: cloud concepts; core Azure services; core solutions and management tools on Azure; general security and network security features; identity, governance, privacy, and compliance features; and Azure cost management and Service Level Agreements. Learners will gain foundational knowledge of cloud services and how those services are provided with Microsoft Azure. This course is intended for students who are just beginning to work with cloud-based solutions and services or are new to Azure. Competency in this course is demonstrated by successfully completing the Microsoft Azure Fundamentals certification exam (AZ-900). There are no prerequisites to this course.

D304 - Azure DevOps Solutions - Azure DevOps Solutions provides the learner with skills to accomplish the following technical tasks: Designing and implementing strategies for collaboration, code, infrastructure, source control, security, compliance, continuous integration, testing, delivery, monitoring, and feedback. This course expects candidates to have intermediate-level skills for administering Azure and understand Azure development and DevOps processes. The following courses are prerequisites: Networks and Security—Foundations; Networks; Networks and Security—Applications; Cloud Foundations; Cloud Platform Solutions; Azure Fundamentals; and Azure Developer Associate

D305 - Azure Data Engineer - Azure Data Engineer prepares the learner for integrating, transforming, and consolidating data from various structured and unstructured data systems into structures that are suitable for building analytics solutions. Learners will be provided with skills to accomplish the following technical tasks: design and implement data storage, design and develop data processing, design and implement data security, and monitor and optimize data storage and data processing. Candidates must have solid knowledge of data processing languages, such as SQL, Python, or Scala, and they need to understand parallel processing and data architecture patterns. The following courses are prerequisites: Introduction to Programming in Python, Azure Fundamentals, and Azure Developer Associate.

D306 - Azure Developer Associate - Azure Developer Associate provides the learner with subject matter knowledge in designing, building, testing, and maintaining cloud applications and services on Microsoft Azure. Learners will be provided with the ability to program in a language supported by Azure and proficiency in Azure SDKs, Azure PowerShell, Azure CLI, data storage options, data connections, APIs, app authentication and authorization, compute and container deployment, debugging, performance tuning, and monitoring. The following course is a prerequisite: Azure Fundamentals.

D307 - Educational Psychology and Human Development of Children and Adolescents - Educational Psychology and Human Development of Children and Adolescents is a key component of WGU's Professional Core and is a required course for all Master of Arts in Teaching candidates. This course introduces candidates to research-validated theories of human development and psychology, spanning from early childhood through adolescence, and their applications in teaching practice. Candidates will explore how linguistic, physical, cognitive, and social development influence the learning process and inform educational approaches. This course will also cover appropriate instructional and assessment strategies that can be used to support learning for developmentally diverse student populations. The course will culminate in analysis of learning theories related to educational psychology in order to develop a personal educational philosophy. Candidates will engage in four hours of preclinical experiences, which include virtual classroom observations from the perspective of educational psychology and learner development. Cross-cutting themes of technology and diversity are interwoven for further development.

D308 - Mobile Application Development (Android) - Mobile Application Development introduces students to programming for mobile devices using a software development kit (SDK). Students with previous knowledge of programming will learn how to install and use an SDK, build a basic mobile application, build a mobile application using a graphical user interface (GUI), adapt applications to different mobile devices, save data, execute and debug mobile applications using emulators, and deploy a mobile application.

D311 - Microbiology with Lab: A Fundamental Approach - Microbiology with Lab: A Fundamental Approach explores the science that microorganisms are everywhere, and they have positive and negative effects on the community. The course examines the structure and function of microorganisms, disease transmission and progression, and immune responses and other interventions, and it identifies key global diseases. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, and other relevant resources. Assessment activities with feedback also provide opportunities for students to check their learning, practice, and show how well they understand course content. To assist students in developing an applied, evidence-based understanding of microbiology, this course integrates several lab experiments to help determine the specific characteristic of an unknown microbial sample and a treatment plan. Because the course is self-paced, students may move through the material as quickly or as slowly as needed to gain proficiency in the four competencies that will be covered in the final assessment. Students who have no prior knowledge of or experience with this topic can expect to spend 48–60 hours on the course content. There are no prerequisites for this course.

D312 - Anatomy and Physiology I with Lab - This is Anatomy and Physiology I, a six-section, 4 CU course that enables students to develop an understanding of the relationships between the structures and function of the integumentary, skeletal, muscular, nervous and endocrine systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

D313 - Anatomy and Physiology II with Lab - This is Anatomy and Physiology II, a six section, four CEU course that enables students to develop an understanding of the relationships between the structures and functions of the cardiovascular, respiratory, digestive, urinary, reproductive, and lymphatic systems in the human body. This course will involve laboratory activities, simulated dissections, textbook material, models, and diagrams. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to, with the goal of demonstrating proficiency in the four competencies covered in the final assessment. If you have no prior knowledge of this material, you can expect to spend 40–60 hours on the course content.

D314 - Essentials of Academic Writing - The learner will explore professional communication by applying the principles of academic writing to their discipline. Learners will incorporate these skills into the development of an evidence-based scholarly paper in their specialty area. As learners develop a scholarly paper, they will acquire a deeper understanding of the research topic selected and analyze whether initiatives and interventions have been effective or ineffective.

D315 - Network and Security - Foundations - Network and Security - Foundations introduces learners to the basic network systems and concepts related to networking technologies. Learners will gain skills in applying network security concepts for business continuity, data access, and confidentiality, and in identifying solutions for compliance with security guidance.

D316 - IT Foundations - IT Foundations provides learners with an understanding of personal computer components and their functions in a desktop system; a knowledge of computer data storage and retrieval; and skills in classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security. This course also gives learners the ability to recommend appropriate tools, diagnostic procedures, preventative maintenance, and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental or human accidents in technological environments; and effective communication skills for interacting with colleagues and clients, including job-related professional behavior. The course prepares learners for the CompTIA A+ Core 1 certification exam.

D317 - IT Applications - IT Applications introduces skills in identifying operating systems and their configurations and in implementing security principles across devices and networks. Learners will also gain skills in troubleshooting software, security, and malware issues, and in implementing basic operational procedures in documentation, change management, compliance, and communication. The course will introduce basic disaster recovery and business continuity procedures, scripting basics, and remote access technology solutions. The course prepares learners for the CompTIA A+ Core 2 certification exam.

D318 - Cloud Applications - Cloud Applications prepares learners for the CompTIA Cloud+ certification exam. Learners will gain skills in designing cloud infrastructure and services and in recommending cloud security solutions, policies, and procedures. The course will also introduce skills in deploying cloud solutions for storage, networking, and security, and in managing cloud operations with processes, procedures, and improvements. Learners will also gain skills in troubleshooting cloud services issues in networking, security, and performance.

D319 - AWS Cloud Architecture - AWS Cloud Architecture examines the skills and knowledge needed to effectively design structured cloud environments. Through practical application, students will gain experience in designing control measures for resilient architectures with cloud solutions and concepts, and to design high-performing and scalable architectures for software performance workloads. Students will also learn skills in designing security policies and access for cloud applications and architectures, and designing cost optimized storage, database and network architectures based on situational feedback.

D320 - Managing Cloud Security - Managing Cloud Security prepares learners to safeguard cloud data with identity and access management and to implement secure solutions in cloud service models. Learners will be introduced to skills in identifying security policies and procedures for cloud applications and in implementing operational capabilities, procedures, and training in relation to organizational needs. Learners will also gain skills in conducting risk analysis and risk management in alignment with disaster recovery and business continuity plans and in identifying legal, compliance, and ethical concerns.

D321 - AWS Developer - AWS Developer examines the skills and knowledge needed to effectively implement automated and continuous testing processes for software deployments with cloud solutions. Students will learn to design software with Amazon Web Services (AWS), software development kits (SDKs), and command line interface (CLI), and to implement authentication, encryption, and authorization within an AWS environment. Students will also learn to design cloud service deployments with AWS infrastructure services, platform services, and features. Students will learn skills to monitor automated testing for quality control and to perform root cause analysis on testing or production failures.

D322 - Introduction to IT - Introduction to IT examines information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines, including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

D324 - Business of IT - Project Management - In this course, students will build on industry standard concepts, techniques, and processes to develop a comprehensive foundation for project management activities. During a project's life cycle, students will develop the critical skills necessary to initiate, plan, execute, monitor, control, and close a project. Students will apply best practices in areas such as scope management, resource allocation, project planning, project scheduling, quality control, risk management, performance measurement, and project reporting. This course prepares students for the following certification exam: CompTIA Project+.

D325 - Networks - Networks introduces skills in configuring networking components and a network infrastructure. Learners will gain skills in optimizing network operations for availability, performance, and security, and in troubleshooting network issues. The course prepares learners for the CompTIA Network+ certification exam. Network and Security - Foundations is a prerequisite for this course.

D326 - Advanced Data Management - Advanced Data Management enables learners to extract and analyze raw data. Skillful data management allows organizations to discover and explore data in ways that uncover trends, issues, and their root causes. In turn, businesses are better equipped to capitalize on opportunities and more accurately plan for the future. As organizations continue to extract larger and more detailed volumes of data, the need is rapidly growing for IT professionals who possess data management skills. The skills gained in this course include performing advanced relational data modeling as well as designing data marts, lakes, and warehouses. This course will empower learners with the skills to build business logic at the database layer to employ more stability and higher data-processing speeds. Learners will gain the ability to automate common tasks to summarize and integrate data as they prepare it for analysis. Data Management - Foundations is a prerequisite for this course.

D329 - Network and Security - Applications - Network and Security - Applications prepares learners for the CompTIA Security+ certification exam. The course introduces learners to skills in identifying threats, attacks, and vulnerabilities to organizational security. The learner will also gain skills in designing security solutions for enterprise infrastructures and architectures, as well as in implementing security solutions across hardware, applications, and network services. Learners will be able to execute operations and incident response with tools, policies, forensics, and mitigation techniques, and to analyze information security controls, governance, risk, and compliance.

D330 - Data Systems Administration - Data System Administration provides learners with foundational skills to become a Database Administrator (DBA). This course illustrates how DBAs ensure businesses are able to leverage significant data to increase profitability and support key business functions. Topics include database management tools, account administration, recovery procedures, and maintenance through upgrades and migrations.

D332 - Penetration Testing and Vulnerability Analysis - Penetration Testing and Vulnerability Analysis introduces learners to the skills necessary to perform penetration testing and vulnerability management within an organization. Learners will gain skills in defining the scope and planning for procurement of penetration testing engagements and in performing cyber reconnaissance for information gathering and vulnerability identification. Learners will also gain skills in developing penetration testing techniques in exploitation of physical, digital, and social vulnerabilities, and to simulate attacks and responses on an organization's security infrastructure. Lastly, learners will gain skills in reporting the results of cybersecurity assessments with recommended actions.

D333 - Ethics in Technology - Ethics in Technology examines the ethical considerations of technology use in the 21st century and introduces students to a decision-making process informed by ethical frameworks. Students will study specific cases related to important topics such as surveillance, social media, hacking, data manipulation, plagiarism and piracy, artificial intelligence, responsible innovation, and the digital divide. This course has no prerequisites.

D334 - Introduction to Cryptography - Introduction to Cryptography introduces skills in applying cryptography principles in alignment with organizational and information security guidelines. Students will determine requirements and techniques for cryptanalysis. This course builds skills in implementing encryption methods with symmetric and asymmetric algorithms.

D335 - Introduction to Programming in Python - Introduction to Programming in Python introduces skills in creating Python scripts with basic programming concepts. Learners will be able to create control flow with functions and loops, and to implement code with packages, modules, and libraries.

D336 - Business of IT - Applications - Business of IT - Applications examines Information Technology Infrastructure Library (ITIL®) terminology, structure, policies, and concepts. Focusing on the management of information technology (IT) infrastructure, development, and operations, learners will explore the core principles of ITIL practices for service management to prepare them for careers as IT professionals, business managers, and business process owners. This course has no prerequisites.

D337 - Internet of Things (IoT) and Infrastructure - Internet of Things (IoT) and Infrastructure introduces students to emerging technologies connecting the internet to a variety of physical objects. The course reviews the business requirements for sensors and securely storing, transmitting, and processing the data they generate. As new use cases emerge, ethical and privacy issues become relevant aspects of business development. There are no prerequisites for this course.

D338 - Cloud Platform Solutions - Cloud Platform Solutions examines skills in identifying cloud system administration tasks related to user access groups, single sign-on (SSO), and server deployments. Students will gain skills in determining machine access for cloud storage solutions and in explaining the configuration of virtual machines for availability, scalability, performance, and security. Students will also be introduced to implementing virtual networking services and machine image monitoring. The following courses are prerequisites: Network and Security - Foundations, Network and Security - Applications, Networks, and Cloud Applications.

D339 - Technical Communication - Technical Communication introduces skills in editing professional communications, evaluating the impact of professional etiquette in digital environments, and in creating artifacts that are persuasive, informational, and research-based. The course also introduces skills in delivering multimedia presentations using professional verbal communication skills.

D340 - Cyber Defense and Countermeasures - Traditional defenses—such as firewalls, security protocols, and encryption—sometimes fail to stop attackers determined to access and compromise data. This course provides the fundamental skills to handle and respond to computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students learn how to leverage intelligence and threat detection techniques; analyze and interpret data; identify and address vulnerabilities; suggest preventative measures; effectively respond to and recover from incidents; and handle various types of incidents, risk assessment methodologies, and various laws and policies related to incident handling. This course prepares students for the CompTIA Cybersecurity Analyst (CySA+) certification exam. The following courses are prerequisites: Networks and Network and Security – Applications.

D341 - Cloud Deployment and Operations - Cloud Deployment and Operations provides students with technical skills in the deployment, management, and operations of cloud services. This course allows students to examine stability and scalability, backup and recovery processes, and deployment best practices. Provisioning of cloud resources, monitoring of cloud resources, and managing connectivity are also examined. The following courses are prerequisites: Cloud Applications and AWS Cloud Architecture.

D342 - Cloud Computing Capstone - The Cloud Computing Capstone offers learners opportunities to demonstrate the culmination of their skills learned within the Cloud Computing program. In this course, learners will show their skills by defining system components and creating implementation plans for cloud solutions. The course also offers learners ways to demonstrate their skills in determining configurations for API, performing system administration tasks, and creating test plans for cloud solutions.

D343 - Foundations of Advanced Psychiatric Mental Health Practice - Foundations of Advanced Psychiatric Mental Health Practice guides students through the process of learning about mental health and mental illness. This course presents the history of psychiatric care, along with cultural components that influence individual attitudes and behaviors. This course introduces conceptual models and theories related to practice that provide the basis for understanding the development of psychopathology to apply appropriate therapeutic strategies. This course includes clinical practice guidelines using the DSM-5-TR (Diagnostic Statistical Manual of Mental Disorders) as a basis for diagnostic consistency across the lifespan. This course also includes relevant advanced practice issues, legal and ethical components, and barriers to practice that a mental health psychiatric nurse practitioner may encounter. Various psychological responses to stress are also discussed. The following courses are prerequisites: All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D344 - The Assessment and Diagnostic Process of Psychiatric Nurse Practitioner Practice - The Assessment and Diagnostic Processes for Advanced Psychiatric Mental Health Practice guides students when examining determinants to the role of the psychiatric mental health nurse practitioner. This course guides students in building a therapeutic relationship with patients through interviewing skills, conducting a structured assessment, milieu, types of therapy, and various care strategies, including technology usage. This course guides students through exploring their leadership role in collaborating with the interprofessional community as a mental health nurse practitioner. Pathways of quality improvement, practice evaluation, and healthcare reform are also considered. The following courses are prerequisites: All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D345 - Psychopharmacology for Advanced Psychiatric Mental Health Practice - Psychopharmacology for Advanced Psychiatric Mental Health Practice explains the knowledge of advanced pharmacotherapeutics and why it is important to safely and appropriately prescribe agents to manage common chronic and acute mental health problems of diverse populations. This includes differences between experimental and clinical psychopharmacology. This course covers the principles of pharmacokinetics and pharmacodynamics in administration, along with patient education. This course discusses factors of addiction and substance use, including prevalence, clinical manifestations, and treatment of various disorders. Collaborative clinical services, such as group counseling, therapeutic communities, and medication support, are explored. The foundational information in psychopharmacology in this course guides students in planning individualized mental health drug management for individuals across the life span based on setting, context, and professional ethics. The following courses are prerequisites: all MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D346 - Advanced Psychiatric Mental Health Care of Adults and Older Adults Across Care Settings - Advanced Psychiatric Care of Adults and Older Adults Across Care Settings prepares students to provide evidence-based mental healthcare for adults, older adults, and families. This course guides students through the application of age and developmentally appropriate advanced practice health assessment knowledge and diagnostic reasoning skills for adults, older adults, and families experiencing complex mental health issues. This course helps students develop treatment plans using psychotherapeutic treatment modalities, psychopharmacology, and community resources to manage specific mental health disorders for adults, older adults, and families. This course also includes the influences of family dynamics and societal norms on mental health progression and recovery. The following courses are prerequisites: All MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D347 - Advanced Psychiatric Mental Health Care of Children and Adolescents Across Care Settings - Advanced Psychiatric Mental Health Care of Children and Adolescents across Care Settings prepares students to provide evidence-based mental healthcare for children, adolescents, and families. This course guides students through the application of age and developmentally appropriate advanced practice health assessment knowledge and diagnostic reasoning skills for children, adolescents, and families experiencing complex mental health issues. This course helps students develop treatment plans to manage specific mental health disorders through the use of psychotherapeutic treatment modalities, psychopharmacology, and community resources. This course also covers the influences of family dynamics and societal norms on mental health progression and recovery. The following are prerequisites for this course: all MSN Core courses, Advanced Pathophysiology for the Advanced Practice Nurse, Advanced Pharmacology for the Advanced Practice Nurse, and Advanced Health Assessment for the Advanced Practice Nurse.

D348 - Psychiatric Mental Health Nurse Practitioner Clinical Internship I - Through precepted clinical experiences, the learner will develop the competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy, and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D349 - Psychiatric Mental Health Nurse Practitioner Clinical Internship II - Through precepted clinical experiences, the learner will develop competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D350 - Psychiatric Mental Health Nurse Practitioner Clinical Internship III - Through precepted clinical experiences, the learner will develop competencies needed to provide comprehensive and holistic mental health care to individuals, families, and communities across the lifespan. In the precepted clinical setting, the learner will combine competencies developed in preparatory advanced practice coursework to deliver consumer-centered mental health care. Therefore, the learner will conduct advanced mental health assessments and utilize the competencies of advanced pathophysiology, psychopharmacology, psychotherapy and health promotion for individuals and populations across the life span to build self-efficacy in individuals and groups, to determine correct diagnoses, and to establish mental health plans of care that include consumer and population preferences. All MSN Core Courses, NP Core courses, and PMHNP Specialty courses must be completed before taking this course.

D351 - Functions of Human Resource Management - This course provides an introduction to the management of human resources, which is the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to topics such as strategic workforce planning and talent acquisition; compensation and benefits; training and development; employee and labor relations; and occupational health, safety, and security.

D352 - Employment and Labor Law - Employment and Labor Law reviews the legal and regulatory framework surrounding employment, including recruitment, termination, and discrimination law. The course topics include employment-at-will, EEO, ADA, OSHA, and other laws affecting the workplace. Students will learn to analyze current trends and issues in employment law and apply this knowledge to manage risk in employment relationships effectively. Functions of Human Resources and Introduction to Human Resources are recommended prior to Employment and Labor Law.

D353 - Strategic Training and Development - Strategic Training and Development focuses on the development of human capital (i.e., growing talent) by applying effective learning theories and practices for training and developing employees. The course will help develop essential skills for improving and empowering organizations through high-caliber training and development processes.

D354 - Talent Acquisition - Talent Acquisition focuses on building a highly skilled workforce that meets organizational staffing needs by using effective strategies and tactics for recruiting, selecting, and onboarding employees. The learner will develop competency in critical skills related to talent acquisition, such as workforce planning, developing strategic recruiting plans, and ensuring effective selection strategies. Talent acquisition is a top skill for HR professionals, and successful talent acquisition practices lend to individual, team, and organizational success.

D355 - Total Rewards - This course develops competence in the design and implementation of total rewards approaches in an organization. The total rewards perspective integrates tangible rewards (e.g., salary, bonuses) with employee benefits (e.g., health insurance, retirement plan) and intangible rewards (e.g., location, work environment). This perspective allows learners to use all forms of rewards fairly and effectively to enable job satisfaction and organizational performance.

D356 - HR Technology - HR Technology focuses on the usage of technology for strategic human resource management. The learner will develop competency in critical skills related to analyzing the value and application of the different types of human resource information systems (HRIS), managing HRIS implementations, electronic human resource management, and future trends and application of HR technology. HR professionals must be familiar with HR technology in order to provide effective and efficient HR practices for their organization and recommendations to leadership to invest in technology. An understanding of HR technology is also an in-demand skill for HR professionals across all industries.

D357 - Diversity, Equity, and Inclusion - Diversity, Equity, and Inclusion examines the importance and impact of diversity in organizations through an understanding of the theoretical, background, and legislative foundations of diversity. This course will explore specific groups and categories of diversity, as well as global diversity and career paths in diversity.

D358 - Global Human Resource Management - Global Human Resource Management explores the rapidly changing field of international human resource management (HRM) and examines a global perspective in relation to staffing, personnel management, strategy, and communications in a cross-cultural context. This course will help learners examine critical skills such as application of international employment law, labor standards, and ethics, as well as international application of human resources (HR) best practices in areas such as employee relations, global talent management, and future trends of international HRM. These skills lend to the success of HR professionals working to support organizations that operate in or within an international context and cross-culturally, as well as expanding the skillsets for those HR professionals interested in seeking a career as a global HR professional. There are no prerequisites for this course.

D359 - Agile HR - Agile HR explores the concepts of Agile operations and Agile project management from the human resource management perspective. Learners will focus on design thinking, building value for employees, change management, adaptability, and strategic prioritization as part of the Agile skills in this course. Adaptability and resilience, while delivering value in a constantly changing world, are all critical skills for successful HR professionals and leaders.

D360 - HRM Capstone - The learner synthesizes skills from across the human resource management (HRM) industry to demonstrate the ability to participate in and contribute value to the HR field.

D361 - Business Simulation - This course ties together all the skills and knowledge covered in the business courses and allows the student to prove their mastery of the competencies by applying them in a simulated business environment. This course will help take the student's knowledge and skills from the theoretical to applicable.

D362 - Corporate Finance - Corporate Finance is about business structures that set the environment for the day-to-day operations of a business. This course teaches learners about the common forms of business structures, the factors that business owners consider when they choose which structure to use, and the roles of shareholders and stakeholders. This course also teaches that managing the financial function involves capitalizing the company and evaluating capital budget techniques, including those that use the time value of money. Through this course, learners will learn how to calculate the cost to finance a business using the weighted average cost of capital, how to value stocks and bonds, and how to determine the value of the firm. The prerequisites for this course include Principles of Financial and Managerial Accounting, Finance Skills for Managers, Applied Probability and Statistics, Principles of Economics, and Financial Statement Analysis.

D363 - Personal Finance - Personal Finance provides learners with an introduction to the discipline of finance from the perspective of the person, or family, rather than from the viewpoint of a business. In this course, learners will gain an understanding of financial literacy concepts, including personal budgeting and how to apply financial principles to achieve personal financial goals. Learners will identify various strategies to manage risks, to enhance postretirement income, and to accumulate and transfer wealth. Topics include record keeping, credit principles, cash flow, investment philosophy, monetary asset management, housing, and estate planning. This course provides learners with a general overview of personal finance and acts as a preview course for the finance major. There are no prerequisites for this course.

D364 - Financial Management I - This course covers basic financial management principles primarily targeted to the operations part of a business. The learner gains an understanding about the basic finance organization in an enterprise in support of the company's primary goal to increase corporate value for shareholders in an ethical way. Tools a finance professional might use in managing the cash and current assets are discussed along with cash budgeting and financial strategic planning. The Dupont equation is reviewed as the basis for analyzing and improving the performance of the enterprise to improve value. The learner will acquire knowledge about how forecasting models and financial instruments are used to optimize the working capital investment portfolio. Prerequisite for Financial Management I is Corporate Finance.

D365 - Financial Management II - This course covers capital budgeting and long-term funding strategies. The course will delve into more advanced financial management principles primarily targeted toward corporate investment and capital planning. This course also explores an enterprise's capital structure and how equity and long-term debt are used to finance and sustain long-term fixed asset projects. Decision methods, such as net present value, internal rate of return, and payback period, are discussed as techniques a finance professional might use in identifying and structuring the optimal capital budget. The learner will gain an understanding about equity capital, will assess financial markets, and will examine the differences in shareholder classifications and bonds. The course will teach how the dividend policy is devised and discover how the organization uses its corporate investment strategy to increase not only shareholder value but also corporate value for the shareholder. Prerequisites for Financial Management II are D196, Principles of Financial and Managerial Accounting; D076, Finance Skills for Managers; D363, Personal Finance; D362, Corporate Finance; D364, Financial Management I; and D366, Financial Statement Analysis.

D366 - Financial Statement Analysis - Financial Statement Analysis discusses the concepts and provides tools for financial analysts to evaluate the financial elements of the firm as well as external factors to ultimately arrive at a valuation. You will learn a process to analyze data and the concepts where you can determine the quality of that data. This process provides a structure where ratios and company results are not looked at individually but as a whole in determining the worth of an enterprise, leading to an analysis-based valuation of the firm.

D367 - Innovation in Finance - Innovation in Finance provides students with an introduction to the technologies and product solutions that have disrupted the financial services industry. In this course, students will learn about the emerging financial technologies contributing to the evolution of lending, payments, wealth management, financial planning, and the insurance industry. This course will examine the role financial technology (FinTech) firms serve as financial disruptors and how these organizations are developed and supported, from start-up to scale. Throughout the course, students will identify the impact emerging technologies and FinTechs have on businesses, individuals, and society as a whole. Topics include emerging technology products and services, incubators, accelerator programs, FinTech ecosystems, and technologies that enable and facilitate disruption by emerging technologies. This course provides students with a general overview of financial innovation and serves as an integral component of the finance major. D076: Principles of Finance is a prerequisite for this course.

D368 - Enterprise Risk Management - Enterprise Risk Management provides learners with an introduction to the discipline of risk management from the perspective of an organization rather than from the viewpoint of a person. In this course, learners will learn risk management concepts, including risk tolerance, risk appetite, and how to utilize governance and compliance resources to achieve an effective risk management strategy. Throughout this course, learners will determine various strategies to identify, assess, monitor, and control risks and other threats to an organization. Topics include approaches to risk mitigation, generally accepted frameworks and standards adopted to manage risk, current environmental, societal, and governance matters of risk interest to an organization, disaster recovery plans, and insurance products.

D369 - Finance Capstone - This course is designed as a synthesis of the knowledge learners have acquired throughout the program. The course culminates in a performance assessment that requires learners to apply the competencies gained throughout the finance program. In this course, learners will draw upon the concepts and techniques introduced in the undergraduate finance program to perform a comprehensive financial analysis of an enterprise. In completing the course, learners will perform analyses with spreadsheet software to simulate a real-world experience of a finance career professional.

D370 - IT Leadership Foundations - IT Leadership Foundations is an introductory course that provides students with an overview of organizational structures, communication, and leadership styles specific to information technology in organizations. It also introduces students to some of the power skills that help make successful IT professionals, including time management, problem solving, and emotional intelligence. Students in this course explore their own strengths and passions in relation to the field. There are no prerequisites for this course.

D372 - Introduction to Systems Thinking - Introduction to Systems Thinking 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 self-paced, learners may move through the material as quickly or as slowly as needed, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If learners have no prior knowledge of this material, they can expect to spend 30 to 40 hours on the course content.

D373 - Marketing in the Digital Era - Marketing in the Digital Era examines the marketing skills needed to be an effective marketer in the 21st century. This course provides a company and consumer perspective to learn how consumer value is created while achieving organizational goals. Learners will gain knowledge in the core areas of marketing, including branding and products, consumers, communications, and technology. This course introduces learners to strategic marketing tools used to develop effective strategies for a relevant target market. Marketing in the Digital Era teaches learners about emerging topics, such as marketing automation, artificial intelligence, and data-driven communications, as well as skills needed to continue evolving as a successful marketing professional in the dynamic, ever-changing marketing environment.

D374 - Market Research - Market Research provides learners with a knowledge of the role of marketing research in strategic decision-making. Marketers need to systematically collect and analyze data to develop insights and make decisions. Learners demonstrate proficiency in the fundamentals of market research by practicing statistical methods for analyzing and acting on market data. This course teaches sampling techniques, survey development, data analysis, ethical considerations, and hypothesis testing. Learners will apply their knowledge using a market research simulation. Emphasis is placed on the interpretation and use of results to demonstrate how to communicate information. In this course, learners will also develop awareness for continually monitoring emerging and competitive trends given the dynamic digital marketing landscape.

D375 - Marketing Communications and Storytelling - Marketing Communications and Storytelling introduces learners to the principles of integrative marketing communications with an emphasis on storytelling and creativity. Storytelling skills enable marketers to build relationships by making connections with their intended audience. Digital storytelling integrates the use of technology to create a cohesive narrative across various platforms that evokes emotions and feelings about a brand. These efforts can lead to customer acquisition or conversion outcomes. In this course, the creative storytelling process begins with a clear SMART objective that drives strategy development, the creative direction, and the execution of an integrative marketing communication campaign. Campaign types, media channels, messages, timelines, and market development considerations are taught within the context of both digital and traditional application. Learners will also have the opportunity to complete the HubSpot Inbound Marketing certification to learn industry best practices and to enhance marketability within the marketing profession.

D376 - Product, Price, and Customer Experience - Product, Price, & Customer Experience teaches core marketing concepts used to create integrative marketing strategies that meet the needs of an organization and its customers. This course teaches topics of new product development, product management, value proposition, and customer experience management. The voice of the customer is taught to ensure marketers create a customer-centric culture within their organization to meet the needs, wants, and preference of their target market. Customer experience management practices are key focal points of this course to ensure meaningful customer interactions across the entire customer journey.

D377 - Digital Marketing Foundations - Digital Marketing Foundations provides learners with knowledge in the dynamic and evolving field of marketing that uses the internet and digital technologies to reach customers. This course provides foundational knowledge in digital marketing disciplines, including social media marketing, content marketing, marketing automation, search engine optimization (SEO), paid search (PPC), conversion rate optimization (CRO), mobile marketing, and web analytics. Learners explore how a digital marketing strategy is developed and executed, along with how digital marketing is integrated within an organization's overall strategy. This course provides learners with the opportunity to complete the HubSpot Marketing Software certification to learn marketing automation software that is used in industry to assist marketers in their digital marketing execution. Emphasis throughout the course is placed on industry best practices, and the course content aligns with the Online Marketing Certified Associate (OMCA) certification to prepare students for this third-party certification.

D378 - Digital Marketing Science - Digital Marketing Science provides learners with knowledge in the dynamic and evolving field of marketing that uses the internet and digital technologies to reach customers. This course provides foundational knowledge in digital marketing disciplines, including social media marketing, email marketing, content marketing, marketing automation, search engine optimization (SEO), paid search (PPC), conversion rate optimization (CRO), mobile marketing, and web analytics. Learners explore how a digital marketing strategy is developed and executed, along with how digital marketing is integrated within an organization's overall strategy. This course provides learners with the opportunity to complete the HubSpot Marketing Software certification to learn marketing automation software that is used in industry to assist marketers in their digital marketing execution. Emphasis throughout the course is placed on industry best practices, and the course content aligns with the Online Marketing Certified Associate (OMCA) certification to prepare students for this third-party certification.

D379 - Social Media Marketing - Social Media Marketing teaches learners about social media from a business perspective and how social media can be used to increase a company’s brand awareness, generate leads, and build meaningful relationships with customers. Throughout this course, learners will develop a social media marketing strategy across various social platforms to create and distribute valuable and relevant content to specific audiences. Social Media Marketing teaches learners influencer marketing, employee advocacy, social selling, and social media analytics. Learners will gain hands-on experience using a simulation to create targeted social media advertisements, perform demographic targeting, implement social media content promotion strategies, and schedule content. In this course, learners will have the opportunity to complete HubSpot's Social Media Marketing certification to learn industry best practices in social media marketing and to enhance marketability within the marketing profession.

D380 - Email Marketing - Email Marketing examines the principles and techniques used to effectively manage email marketing campaigns. Email is used daily in both personal and business settings to communicate with others. In this course, learners will examine industry best practices of how to use email marketing as a digital strategy to achieve marketing goals. Learners will explore how to design an email marketing strategy, how to use email marketing for lead generation, how to design a lead nurture campaign, and how automation is used to manage email marketing distribution and campaigns. This course provides learners with an opportunity to explore how effective email messages are crafted and distributed. Industry best practices will be explored and learners have the opportunity to complete the HubSpot Email Marketing certification to enhance marketability within the marketing profession.

D381 - E-Commerce and Marketing Analytics - E-Commerce and Marketing Analytics teaches learners how to sell online, how to reach customers online, and how to measure campaign and website performance. Businesses and consumers actively engage in buying and selling products over the internet. Learners gain skills through the practical application of building and optimizing a Shopify website designed to promote and sell products to customers. The course explores the latest technology platforms with an emphasis on Google applications for hands-on experience. Learners have the opportunity to complete the Google Search Ads certification to gain skills used in practice and to enhance marketability within the marketing profession.

D382 - Digital Marketing Analytics - Digital Marketing Analytics teaches learners how to identify data sources, collect and analyze data, and manage marketing performance. Marketing requires an understanding of analytics and application of data to inform strategic decision-making. Through the use of a digital marketing analytics framework, measurement models, and various digital marketing technology tools, learners will analyze marketing performance across digital paid, owned, and earned channels. The latest marketing technology tools are explored to measure and optimize results using data-driven decisions. In this course, learners will have the opportunity to complete the Google Analytics certification to gain technical skills used in practice and to enhance marketability within the marketing profession.

D383 - Search Engine Optimization - Search Engine Optimization, otherwise known as SEO, teaches on-page, off-page, and technical aspects of SEO for organically improving ranking and awareness. Digital marketing requires marketers to understand online consumer search behaviors; search engine optimization (SEO) is a key part of an organization’s digital marketing strategy. This includes processes and best practices used to increase their visibility in search engines. Learners will discover SEO strategies focusing on website structure, search engines, keyword research and mapping, and page-level optimization. Learners will gain practical experience using a simulation in which they will optimize ranking and visibility to consumers. In this course, learners will have the opportunity to complete HubSpot’s SEO certification to learn industry best practices and to enhance marketability within the marketing profession.

D384 - Marketing Experiential Capstone - Marketing Experiential Capstone is the capstone course for the program that provides learners with real-world applications to prepare them for the marketing industry. In this course, learners will integrate and apply marketing skills gained throughout the program by working with an organization on a marketing project. Marketers must effectively manage many relationships throughout their career with clients and team members in an organization, an agency, or their own marketing firm. This course allows students to apply their technical knowledge while also developing competencies in effective communication, collaboration, conflict management, project management, and time management power skills. Learners will explore their professional goals and develop a personal branding strategy to enhance their marketability and to strategically plan for their marketing career.

D385 - Software Security and Testing - This course prepares you to recognize security vulnerabilities in software, to plan interventions to address security vulnerabilities where they exist, and to develop and test these interventions. The course covers topics in Web security, permissions, and identity security; debugging; log file analysis; API security; and encryption and cryptography concepts.

D386 - Hardware and Operating Systems Essentials - Hardware and Operating Systems prepares learners for concepts in software engineering by providing a foundation of understanding in computer architecture, the history of computing architectures, and operating systems. Additional topics covered include hardware and software stacks and how to choose appropriate hardware and software solutions to meet both functional and non-functional business requirements.

D387 - Advanced Java - Advanced Java refines object-oriented programming expertise and skills. You will implement multithreaded, object-oriented code with the features of Java necessary to develop software that meets business requirements. Additionally, you will determine how to deploy software applications using cloud services. This course requires intermediate expertise in object-oriented programming and the Java language.

D388 - Fundamentals of Spreadsheets and Data Presentations - Fundamentals of Spreadsheets and Data Presentations offers learners an overview of the use of spreadsheet functions and methods for presenting data within spreadsheets. Learners will have the opportunity to explore features and uses of MS Excel and apply the tools to situations they may encounter while studying in their program. They will also be introduced to real world uses and tools to collect, organize and present data.

D389 - Learning Strategies in Higher Education - Learning Strategies in Higher Education provides students with a toolbox of skills that will support student academic growth as they advance in their academic journey. Students will be introduced to the WGU Library; how to use it and best practices for research strategies. Students will learn how to be professional in written communication and how to correctly use current APA format. In this course, students also will learn about setting goals, time-management, study strategies, making and keeping appointments, professional decorum, and test-taking skills. Learning these skills, strategies, and methods will establish an academic foundation for students to be successful in higher education. There are no prerequisites for this course.

D390 - Introduction to Health and Human Services - Introduction to Health and Human Services explores representative roles and responsibilities of health and human service professionals and key governmental entities involved in Health and Human Services delivery. The course also examines the importance of understanding clients' illnesses and disabilities, building trust with clients, and engagement models that promote client outcomes. There are no prerequisites for this course.

D391 - Healthcare Ecosystems - Healthcare Ecosystems examines how the aims and elements of the healthcare ecosystem can affect client and patient outcomes. The course explores the main aims of healthcare access, affordability, and quality and how regulators, providers, producers, and funders (such as payors or purchasers) support those aims. The course also examines insurance regulations and reimbursement procedures that affect healthcare access and affordability and decision-making processes that support affordable, quality care for clients and communities. There are no prerequisites for this course.

D393 - History of Healthcare in America - History of Healthcare in America will examine individuals such as Henrietta Lacks, Ryan White, Clara Barton, and Katie Beckett, who influenced healthcare in the United States, from its inception to the present day. This course examines how specific individuals and their contributions influenced healthcare delivery and the continued evolution of healthcare, teaching from a system or a value-based care perspective. The course also focuses on the way healthcare interacted with culture, politics, and society throughout U.S. history and evaluates current challenges we face in the U.S. healthcare system today. There are no prerequisites for this course.

D394 - Care for Individuals and Families - Care for Individuals and Families focuses on the holistic care of individuals, families, and populations with multifaceted healthcare needs. This course improves critical thinking and interdisciplinary communication skills to provide information to individuals or groups in a variety of settings. The focus of the course is on managing the transition of an individual, family, or group through a variety of healthcare settings, which can include acute care hospitals, extended stay facilities, ambulatory care clinics, home care, outreach, or wellness. This course helps students develop effective professional communication skills and appropriate behaviors to ensure an individual, family, or group is successful in meeting its healthcare goals. There are no prerequisites for this course.

D396 - Evidence-Based Practice for Health and Human Services - Evidence-Based Practice for Health and Human Services prepares the learner to apply evidence-based practice (EBP) to inform healthcare recommendations in out-patient, organizational, and other public health settings. Learners will be introduced to an EBP framework to guide them through the steps of EBP using real world scenarios. There are no prerequisites for this course.

D398 - Introduction to Pharmacology - Introduction to Pharmacology will introduce learners to medication and supplement regulations and safety protocols. It provides an overview of the use, benefits, effects, and contraindications of commonly used drugs to treat conditions of the cardiovascular, respiratory, endocrine, nervous, and renal body systems. It also explores the types of anti-infective, antineoplastic, psychotropic drugs, and dietary supplements and their effects on the body.

D399 - Introduction to Gerontology - Introduction to Gerontology will introduce learners to health issues that are typically associated with the older adult population so they can become familiar with health challenges this population may face. The learners will gain an understanding of the effects that policy and legislation have on the older adult population. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural and communication needs, and by collaborating on care with older adults, families, and caregivers. There are no prerequisites for this course.

D400 - End-of-Life Care - End-of-Life Care focuses on the Connected Care model as it applies to the final stage of life. This course will explore ethnic and cultural factors that affect an individual's response to death and dying. This course will cover planning and implementing ideal interventions to help individuals, families, and groups cope and agree on a common care goal. This course will also discuss empathy and compassion in healthcare. There are no prerequisites for this course.

D401 - Introduction to Epidemiology - Introduction to Epidemiology provides an overview of the determinants of communicable, viral, and chronic diseases. Students also will study various other conditions and the impact to public health. Using problem-based inquiry, students will analyze real-world public health problems by examining the distribution and patterns of data, selecting the methods to gather evidence, interpreting the information, and analyzing the trends to support decision making. There are no prerequisites to this course, but students are highly encouraged to adhere to the standard path, whose content is scaffolded to enhance the learning experience of this course.

D402 - Community and Public Health - Community and Public Health provides learners with an understanding of the benefits community health offers individuals and families. The course also will identify barriers that will impact health and healthcare access, leading to improved community health. There are no prerequisites for this course.

D404 - Healthcare Values and Ethics - Healthcare Values and Ethics requires students to synthesize an interdisciplinary approach to decision-making as it applies to health and human services. This course explores the contemporary issues facing health professionals, which include ethics, regulations and compliance, and handling protected healthcare information. In this course, learners will develop their ability to make ethical decisions in collaborative care environments and working within a team. There are no prerequisites for this course.

D405 - Financial Resource Management and Healthcare Reimbursement - Financial Resource Management and Healthcare Reimbursement examines financial practices and reimbursement types within the healthcare industry. This course covers the analysis of regulations required for health reimbursements. This course also covers the evaluation of effective revenue cycle management, focusing on the organization's financial stability. There are no prerequisites for this course.

D406 - Health Literacy for the Client and Family - Health Literacy for the Client and Family helps students recognize the importance of health literacy in overcoming healthcare barriers and creating patient-focused changes through family and patient empowerment. This course demonstrates how education, research, and technology all integrate and serve as a foundation for students as they create effective resources to improve health literacy for patients and families. This course helps students become advocates for their patients and their patients' families. There are no prerequisites for this course.

D407 - Models of Care and Healthcare Trends - Models of Care and Healthcare Trends is a course for health professionals in a variety of roles in the health and human services industry, which examines the unique characteristics of healthcare models in the United States and emerging trends created by social and political drivers. The course explores the evolution of healthcare models from fragmented systems to cohesive, quality-centric, and client-focused systems. The course also focuses on innovative trends, such as access to care, telemedicine, and subsequent shifts in the continuum of care as it relates to patient or client outcomes. There are no prerequisites for this course.

D408 - Community Relations and Leadership - Community Relations and Leadership focuses on analyzing community health and human services' needs to create change. As emerging leaders, students will learn to engage in collaborative approaches with various stakeholders to achieve positive outcomes. This course helps students develop their abilities to interpret community health needs assessments, make decisions, and bring stakeholders together to advance access to health and human services. This course has no prerequisites.

D409 - Health and Human Services Professional Field Experience - The Health and Human Services Professional Field Experience course provides students with real-world experiences as a health services professional via the virtual world of simulation. The course allows students to conduct their field experience in a variety of different contexts they will find themselves, depending on their professional career choices in the health services' industry. All program coursework leads to this course.
This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D410 - Health & Human Services Professional Capstone - Health Services Professional Capstone will provide learners the opportunity to demonstrate their ability to communicate in a professional manner that supports high quality, safe client services. Learners will also engage in career and professional development within the health and human services industry. All program coursework leads to this course.

D411 - Scripting and Automation - Scripting and Automation is the foundation for automating tasks in operating systems. Students will learn how to create PowerShell scripts that take tedious and repetitious tasks and turn them into programs that will save time. Students will learn PowerShell, an automation and configuration management tool based on a command-line shell and .NET Framework.

D412 - Network Analytics and Troubleshooting - Network Analytics and Troubleshooting teaches students to use network monitoring and analytics tools and practices that are common in the workplace in order to troubleshoot and fix complex computer networks. Students will follow a customer service model in identifying, classifying, investigating, and repairing network outages or problems. This course is designed as a hands-on experience where students will implement these techniques in a virtual space in order to produce a secure and functional deployed network.

D413 - Telecomm and Wireless Communications - Telecomm and Wireless Communications explores the science, technologies, and standards that enable wired and wireless data to be transmitted across different media. Topics include data encoding and decoding, and analog and digital transmissions via wired, fiber, wireless, cellular, and satellite technologies.

D414 - Cyber Operations Fundamentals - In Cyber Operations Fundamentals, students will learn security concepts, security monitoring, host-based analysis, network intrusion analysis, and security policies and procedures using Cisco practices and technologies. This course prepares students for the Understanding Cisco Cybersecurity Operations Fundamentals (CBROPS) 200-201 exam.

D415 - Software Defined Networking - Software-Defined Networking (SDN) represents one of the fastest growing areas of network engineering. This course instructs learners on the SDN paradigm, which encompasses network automation, intent-based networking, and centralized network control. This course also teaches learners to view networking from a centralized and automated perspective rather than the traditional device-by-device model that is the legacy practice in many networks.

D416 - DevNet Fundamentals - The DevNet Fundamentals course teaches students how to automate and deploy network solutions in the Cisco Environment. This course includes APIs, Scripting, Python programming, and software version control. This course prepares students for the Cisco DevNet Associate (DevNet) 200-901 exam.

D417 - Network Automation and Deployment - Network Automation and Deployment leverages previous experience in networking, scripting, and programming with the SDN paradigm. Students will create programs and scripts that automate network configuration across large networks. This course is designed as a hands-on experience where students will implement these techniques in a virtual space in order to produce a secure and functional deployed network.

D418 - BSNES Capstone Project - The BSNES Capstone Project consists of learners submitting a network design proposal, a virtual network implementation, and a post-implementation report describing their experience developing and implementing the capstone project. The capstone project and scope must be presented and approved by the capstone instructor prior to implementation in the virtual environment.

D419 - Implementing and Administering Networking Solutions - Implementing and Administering Networking Solutions expands on basic networking concepts and covers advanced network engineering skills including: Switch and router configuration, trouble shooting and maintenance on wired and wireless networks, Security, network automation and introduces Software Defined Networking. This course prepares students for the Cisco Certified Network Associate (CCNA) certification exam CCNA-200-301.

D420 - Discrete Math: Logic - Discrete Math-Logic is designed to help students develop competence in the use of logic and proofs and Boolean Algebra and Boolean functions. Applied Probability and Statistics and Applied Algebra are prerequisites for this course.

D421 - Discrete Math: Functions and Relations - Discrete Math: Functions and Relations is designed to help students develop competence in the use of abstract discrete structures fundamental to systems networking. In particular, this course will introduce students to set theory, finite sequences, series, and relations. Discrete Math: Logic, Applied Probability and Statistics, and Applied Algebra are prerequisites for this course.

D422 - Discrete Math: Algorithms and Cryptography - Discrete Math: Algorithms and Cryptography addresses discrete computational methods, including searching and sorting algorithms, big-O estimates, and number theory and cryptography. Discrete Math Functions and Relations is a prerequisite for this course.

D424 - Software Engineering Capstone - The capstone challenges students to integrate skills and knowledge from all program domains into one project.

D425 - Introduction to Chemistry - In Introduction to Chemistry, learners will discover the impact of chemistry on everyday life. They'll learn about the structure of the atom, study periodic trends, analyze the structure of molecules and their properties, and describe the importance of common functional groups within the periodic table. They'll identify balanced chemical equations, describe types of chemical reactions and predict their products, and examine intermolecular forces and describe their impact on the properties of substances. Finally, they'll study the properties of acids, bases, and buffer systems, and properties unique to liquids and gases.

D426 - Data Management - Foundations - Data Management Foundations offers an introduction in creating conceptual, logical and physical data models. Students gain skills in creating databases and tables in SQL-enabled database management systems, as well as skills in normalizing databases. No prerequisites are required for this course

D427 - Data Management - Applications - Data Management - Applications covers conceptual data modeling and introduces MySQL. Students will learn how to create simple to complex SELECT queries, including subqueries and joins, and how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL; creating and modifying databases, tables, views, foreign keys and primary keys (FKs and PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries. The following course is a prerequisite: Data Management - Foundations.

D428 - Design Thinking for Business - Design Thinking for Business examines the design thinking methodology for solving complex problems. This course introduces students to design thinking as a human-centered approach to problem-solving and innovation that draws upon empathy and creativity to develop solutions to complex problems. Students will explore the principles and stages of design thinking and analyze the use of design thinking in developing solutions through real-world scenarios.

D429 - Introduction to AI for Computer Scientists - Introduction to AI for Computer Scientists provides an overview of critical terminology and key concepts for artificial intelligence (AI). The course explores the history and evolution of AI, elements of code, and the process for understanding algorithmic approaches to AI. The course presents topics of bias, ethical issues, and security concerns. Contextualized examples offer students an opportunity to see these concepts in professional scenarios; identifying issues within code, understanding the steps within an AI design, and understanding the different features, limitations, and benefits for a multitude of AI applications.

D430 - Fundamentals of Information Security - This course lays the foundation for understanding terminology, principles, processes, and best practices of information security at local and global levels. It further provides an overview of basic security vulnerabilities and countermeasures for protecting information assets through planning and administrative controls within an organization. This course has no prerequisites.

D431 - Digital Forensics in Cybersecurity - Digital Forensics in Cyber Security examines the relationships between incident categories, evidence handling, and incident management. This course teaches students to identify consequences associated with cyber threats and security laws using a variety of tools to recognize and recover from unauthorized, malicious activities and how to seek evidence that reveals who, what, when, where, and how threats compromise information.

D432 - HR Compliance and Employee Relations - HR Compliance and Employee Relations provides students with an in-depth understanding of the relevant laws, regulations, and ethical issues related to human resource (HR) compliance and risk management. It also explores how to resolve and improve employee relations issues to maintain a positive organizational culture in a diverse workplace. Topics include business laws and ethical considerations, employment and labor laws and regulations, and employee relations strategies to build and maintain a positive, healthy, and respectful work environment.

D433 - Talent Acquisition and Development - Talent Acquisition and Development provides an in-depth look at the strategies used to attract, retain, and develop qualified talent in an organization. Students discover how to hire the right talent to meet the needs of the organization, how to orient and onboard new employees, and how to ensure employee excellence through learning and development and performance management strategies.

D434 - Future Focused Total Rewards - Future Focused Total Rewards examines discretionary and legally required approaches to compensation and benefits practices that compose an organization's total rewards system. Students explore how to develop and communicate the components of a competitive total rewards strategy to prospective and existing employees while adhering to employment laws and aligning to an organization's strategic goals and culture.

D435 - HR Technology and People Analytics - HR Technology and People Analytics introduces students to the types of human resource information systems (HRISs), applications, and platforms used to capture and manage employee data and the analytics used to make strategic decisions based on that data. Students will discover how to plan for the implementation of new human resource (HR) technology, present the plan to stakeholders to gain buy-in and support for the change, and train employees in the new systems. Students will also gain an understanding of how to pull and use data and people analytics for effective storytelling, decision-making, and leadership influence.

D436 - Inclusive Workplace Culture Capstone - Inclusive Workplace Culture Capstone provides students with the opportunity to work through the SHRM Inclusive Workplace Culture specialty credential course content, studying and analyzing how human resource (HR) professionals can integrate an inclusive approach to all HR functions such as talent acquisition, training and development, total rewards, and more. Students will complete a capstone project that synthesizes an inclusive approach to strategic HR practices for an organization to create an environment of true belonging for all employees, while simultaneously being prepared to complete the SHRM Inclusive Workplace Culture exam independently to earn a specialty credential and badge from SHRM.

D439 - Foundations of Nursing - Foundations of Nursing introduces students to the nursing process, scope of practice, clinical judgment model and fundamental concepts of holistic nursing practice that will serve the needs of diverse adult patients across the lifespan. The course will focus on medical terminology, legal/ethical issues, basic care and comfort, oxygenation, safety & infection control, health and wellness, fluid & electrolytes, death and dying, therapeutic communication, patient education & advocacy.
Co-requisites: C957, D202, D236, D441, D442, and D443.
Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms.

D440 - Health and Wellness Through Nutritional Science - The health and wellness through nutritional science course prepares nursing students to learn the basic principles of nutrition, nutrition throughout the life cycle, nutrition related to weight management and physical health, and nutrition related to patient conditions. Students will learn how nutrition influences a patient's overall health status across the life span.

D441 - Medical Dosage Calculations and Pharmacology - Medical Dosage Calculations and Pharmacology introduces an in-depth nursing approach to medication administration concepts, legal & ethical principles, pharmacological principles, variety of drug classifications, complementary & alternative therapies needed to care for diverse patients across the lifespan.

D442 - Basic Nursing Skills - Basic Nursing Skills will introduce foundational principles of nursing process and the clinical judgement model, health assessment techniques, and communication skills needed to care for diverse adult patients across the lifespan. Skills will focus on the concepts of vital signs, medication administration, infection control, nutrition, elimination, mobility, oxygenation, and skin integrity. Students are required to be successful on lab assessments to progress to Adult Health1 clinical. Co-requisites: D443 and D444

D443 - Health Assessment - The Health Assessment course focuses on concepts and skills necessary to collect a comprehensive health history and perform a head-to-toe and focused assessments on diverse patients across the lifespan. The emphasis will be to differentiate between normal and abnormal findings of various body systems such as the following: integumentary, head & neck, eyes & ears, respiratory, cardiovascular, gastrointestinal, renal, musculoskeletal, nervous, and reproductive systems. Corequisites are D442 and D444.

D444 - Adult Health I - Adult Health I prepares students to provide safe, equitable, high quality medical surgical nursing care for diverse adult populations across the lifespan in various health care settings. This includes health promotion and management of common conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on medical surgical nursing care related to head & neck, skin, inflammation, infection, fluid & electrolytes, respiratory, gastrointestinal, hepatic, genitourinary, and reproductive systems. The nursing process and the clinical judgement model will be used as the foundation to navigate the management of care for patients. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisite: D443.

D445 - Intermediate Nursing Skills - Intermediate Nursing Skills will build on basic nursing skill concepts to develop intermediate medical surgical nursing practice, including peripheral intravenous access, blood administration, airway management, perioperative and postoperative care, and wound care management. The course focuses on nursing care of both adult and pediatric populations, including a focus on the care of women and the maternal care setting. Students will use simulation to apply the clinical judgment model to various diverse populations in various care settings. Students are required to be successful on course performance assessments to progress to Adult Health II clinical. Co-requisites: D446 & D447

D446 - Adult Health II - Adult Health II prepares students to provide safe, equitable, high quality medical surgical nursing care for diverse adult populations across the lifespan in various health care settings. This includes health promotion and management of both acute and chronic conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on medical surgical nursing care related to perioperative nursing, neurological, hematological, renal, cardiovascular, endocrine, and musculoskeletal systems. The nursing process and clinical judgement model will be used for clinical decision-making and fostering health promotion and maintenance. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisite: D447.
Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D447 - Women's and Children's Nursing - Women's and Children's Nursing prepares students to provide safe, equitable, high-quality nursing care, pharmacological care, and emotional support for diverse women and pediatric populations. This course focuses on antepartum, intrapartum, postpartum, neonatal clinical nursing, and women's health. This course builds on growth and development of children, nursing care for children and adolescents with acute and chronic alterations of the respiratory, cardiovascular, hematologic, endocrine, reproductive, gastrointestinal, renal, neurologic, musculoskeletal, and integumentary systems. This course explores how social determinants of health impact health risk and outcomes in women and pediatric populations. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisites: D445 and D446.
Prerequisites: All prelicensure nursing curriculum courses from previous terms.

D449 - Psychiatric and Mental Health Nursing - Psychiatric and Mental Health Nursing prepares students to provide safe, equitable, high-quality care using modern concepts of psychiatric and mental health nursing. The student will utilize therapeutic communication to a diverse population of patients including those with maladaptive behaviors through the utilization of the nursing process by applying the principles of psychiatric and mental healthcare and the clinical judgement model. This course explores the nurse-client relationship, pharmacological management, cognitive conditions, bipolar and thought conditions, personality disorders, substance abuse, eating disorders, and self-harm. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisites: D450.
Prerequisite Courses: All prelicensure nursing curriculum courses from previous terms and D445.

D450 - Community Health and Population-Focused Nursing - Community health and population focused nursing concentrates on the theory and concepts of community, public and global health nursing that impact diverse communities. Students learn the role of the community health nurse, learn to assess the community’s healthcare needs, available resources, epidemiology, substance abuse, disaster management, and how social determinants of health impact community and public health risk and outcomes. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisite: D449.

D453 - Advanced Nursing Skills - Advanced Nursing Skills will build on intermediate skills and focus on advanced skills related to critical care nursing practice, including closed chest drainage systems, electrocardiograms (EKGs), palliative care, ventilators, disaster management and transition to practice. Clinical judgement and problem solving are emphasized in the assessment of critically ill patients and prioritizing patients’ needs and nursing interventions. Students are required to be successful on course performance assessments to progress to Adult Health III clinical. Co-requisites: D454 & D455

D454 - Adult Health III - Adult Health III prepares students to provide safe, equitable, high quality complex medical surgical nursing care for diverse adult populations across the lifespan in various health care settings. This includes health promotion and management of both acute and chronic conditions. This course explores how social determinants of health impact health risk and outcome. This course will focus on caring for patients with potentially life-threatening alterations of the respiratory, cardiovascular, endocrine, and neurologic, renal, hepatic systems, end of life care (palliative), shock and transplants. Clinical judgment and problem solving are emphasized in the assessment of critically ill patients and prioritizing patient ‘s needs and nursing interventions. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisites: D455

D455 - Professional Nursing Role Transition - The Professional Nursing Role Transition course builds on the previous knowledge gained in all other nursing courses. The emphasis of this course is placed on the personal and professional strategies needed to make the transition from student to graduate nurse by highlighting the role and skills of bedside nurse leaders. The course will review content related to leadership and management, foundational nursing, advanced clinical, medical surgical, pediatric, women's, and mental health concepts. The students will complete a professional portfolio that showcases their accomplishments, knowledge, and skills throughout the program. A variety of populations and settings are used in the experiential learning components of this course.
Co-requisite: D454

D458 - Introduction to Systems Thinking for Health Professionals - Introduction to Systems Thinking for Health Professionals 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 self-paced, learners may move through the material as quickly or as slowly as needed, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If learners have no prior knowledge of this material, they can expect to spend 30 to 40 hours on the course content.

D459 - 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 self-paced, learners may move through the material as quickly or as slowly as needed, with the goal of demonstrating proficiency in the five competencies covered in the final assessment. If learners have no prior knowledge of this material, they can expect to spend 30 to 40 hours on the course content.

D464 - Managing Operations - Managing Operations examines management systems and processes to improve operating efficiency. In this course, students will be introduced to operations management concepts and will learn how analysis of these systems and processes can improve operating efficiency across the organization. Students will explore ethical and sustainable operations management strategies and will analyze operating processes for continuous improvement.

D465 - Data Applications - Data Applications examines the principles and techniques used to effectively analyze data to answer questions and provides foundational knowledge of R and RStudio environments. This course teaches students how to aggregate; how to format and adjust data using spreadsheets and SQL; how to use formulas and functions to perform calculations in SQL; how to organize, transform, clean, and analyze data in R; and how to create visualizations in R Markdown. Upon completion of this course, students will earn the WGU Business Analysis Professional certificate and may also choose to earn the Google Data Analytics Professional certificate.

D466 - Analyzing and Visualizing Data - Analyzing and Visualizing Data examines the principles and techniques used to effectively analyze data to answer questions and share data through the art of visualization. This course explores how to use formulas and functions to perform calculations, how to design and create visualizations and dashboards in Tableau, and how to build an effective data presentation that considers limitations associated with the data and best practices for audience considerations. This course provides students with an opportunity to demonstrate an understanding of what is involved in the conversion and formatting of data and apply the use of functions and syntax to create SQL queries for combining data from multiple database tables. The course D467: Exploring Data, which also includes Google certificate materials, is a prerequisite.

D467 - Exploring Data - Exploring Data builds proficiency with data, including the organization, preparation, transformation, cleaning, and verification of data. This course examines how to apply critical thinking, spreadsheet, and structured query language techniques to data management and decision-making. Students may simultaneously work toward the Google Data Analytics Professional Certificate and the WGU Business Analysis Certificate. The course D468: Discovering Data, which also includes Google certificate materials, is a prerequisite.

D468 - Discovering Data - Discovering Data introduces analytical concepts, processes, and tools used in the field of business analytics. This course explores the importance of asking effective questions to collect the right data. Students will examine using analytical thinking to organize, analyze, and share data to drive decision-making. This course provides students the opportunity to work toward the Google Data Analytics Professional Certificate and the WGU Business Analysis Certificate. Introduction to Spreadsheets is a prerequisite for this course.

D469 - Quality, Continuous Improvement, and Lean Six Sigma - Quality, Continuous Improvement, and Lean Six Sigma examines how organizations can measure and improve the quality of products, goods, and services. Students consider different dimensions and characteristics of quality and are introduced to a variety of strategies and tools that are used to manage quality and measure performance. This course explores how to apply continuous improvement processes by analyzing the Lean Six Sigma DMAIC (define, measure, analyze, improve, and control) method. C955: Applied Probability and Statistics is a prerequisite for this course.

D470 - Transportation, Logistics, and Distribution - Transportation, Logistics, and Distribution examines logistics and the planning and management of transportation and distribution. This course introduces requirements and risks, facilities and inventory, strategy and supply chain synchronicity, efficiencies and costs, and laws and regulations related to transportation, distribution, and logistics. Students will explore warehousing and warehouse management, inventory and logistics management, distribution, and supply chain management from the lens of transportation, logistics, and distribution. This course is aligned with the Certified in Logistics, Transportation, and Distribution (CLTD) certification from the Association for Supply Chain Management.

D471 - Global Supply Chain Management - Global Supply Chain Management introduces a broad range of supply chain management concepts. Students consider supply chains and supply chain management strategies, including planning and design, risk management, and global and sustainable supply chain networks and management. Students learn about managing important relationships and their interdependencies. Students also investigate how supply chain costs affect consumers, quality and continuous improvement, and the role of the sales and operations planning (S&OP) process. Portions of this course are aligned with aspects of ASCM APICS certification programs, namely the CSCP and the CPIM.

D472 - 21st Century Operations and Supply Chain - 21st Century Operations and Supply Chain explores modern issues in supply chain management. Building on the supply chain landscape introduced in prior courses, this course addresses more complex supply chain and operations issues. The course examines how disruptions transform operations and the supply chain and how to use qualitative and quantitative data to evaluate solutions.

D473 - Solutions Design and Visualization Capstone - Solution Design and Visualization Capstone guides learners to synthesize and apply the skills learned throughout their business analytics, operations, and supply chain education. This course gives learners the opportunity to solve challenges in procurement, sales and operations planning (S&OP) processes, distribution, logistics and transportation faced by a fictional company. In the course capstone project, learners play the role of an operations and supply chain manager or consultant, redesigning the existing supply chain to implement lean processes and using Six Sigma methodology to improve efficiency and allow the company to bring new products or services to market faster. Learners in this course address a real operations and supply chain problem and design solutions, which they communicate in a report and a presentation. At the end of the course, learners will have an authentic experience they can add to their portfolio and show employers. Working through this capstone helps learners to understand how their knowledge interacts with real situations and how roles fit within the industry. The D472: 21st Century Operations and Supply Chain course is a prerequisite.

D479 - User Experience Design - User Experience Design explores multiple tools and techniques used in user experience design. Students are presented with an in-depth view of activities involved in the design of user experience and have the opportunity to create several deliverables including persona profiles, information architectures, and prototypes of different levels of fidelity. In addition, the course also covers usability testing and the evaluation of quantitative and qualitative data derived from these and other experiments.

D480 - Software Design and Quality Assurance - Software Design and Quality Assurance applies a QA focus to every phase of the software development life cycle. This course investigates best practices for quality analysis, quality planning, and testing strategies as they pertain to the everyday practice of software development. Students will come to understand how their work fits into the bigger picture: how QA, testing, and code-writing practices interact within specific process models; the potential impact of new code on existing code or on other applications; the importance of usability and the influence users have on the ultimate success of an application. Students will explore test plans, test cases, unit tests, integration tests, regression tests, usability tests, and test and review tools.

D481 - Security Foundations - Security Foundations lays the foundation for understanding terminology, principles, processes, and information security best practices at local and global levels. This course further provides an overview of networking components, network security vulnerabilities, and countermeasures for protecting information assets through planning and administrative controls within an organization.

D482 - Secure Network Design - Secure Network Design provides the foundational knowledge and skills to design secure physical and logical network architectures for wired and wireless networks. Course topics include the characteristics of a secure network, techniques to securely configure network devices, network segmentation strategies, root cause analysis, and mitigation approaches based on industry best practices. The course also offers hands-on experience in network vulnerability analysis and network configuration.

D483 - Security Operations - Security Operations provides learners with the fundamental skills to handle and respond to computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. The course also helps learners explore strategies to leverage intelligence and threat detection techniques, analyze and interpret data, identify and address vulnerabilities, and suggest preventative measures. Methods are introduced to effectively respond to and recover from cybersecurity incidents, evaluate risk assessment methodologies, and apply incident handling laws and policies.

D484 - Penetration Testing - Penetration Testing introduces learners to the skills necessary to perform penetration testing and vulnerability management within an organization. The course covers widely used penetration testing techniques and tools that focus on planning and scoping, information gathering, vulnerability identification, and attacks and exploits. In addition, it offers hands-on experience and a focus on penetration testing engagement plans.

D485 - Cloud Security - Cloud Security prepares learners to design solutions for cloud-based platforms and operations that maintain data availability while protecting the confidentiality and integrity of information. Course topics include cloud service models, deployment methods, identity and access management (IAM) strategies, auditing and monitoring strategies, assessing and mitigating common cloud security threats, and managing compliance and regulation requirements. The course also offers hands-on experience deploying and assessing IAM controls in a cloud environment.

D486 - Governance, Risk, and Compliance - Governance, Risk, and Compliance provides learners with advanced skills and knowledge to authorize and maintain information systems utilizing various risk management frameworks. The course focuses on the strategic and long-term alignment of an organization's information security program to regulatory requirements and organizational policies. Course topics include compliance and regulatory requirements, data classification and prioritization, security and privacy controls, compliance audits and remediation, and risk management plans.

D487 - Secure Software Design - Secure Software Design focuses on the variety of elements needed to address and implement secure software acquisition and development throughout the software development life cycle (SDLC). The course addresses people, technology, tools, and processes to design and develop consistently secure applications from start to finish. Additionally, it underscores the importance and value of the Defense in Depth principle across the entire SDLC. The course also introduces techniques to adapt common security activities to modern software development practices such as Agile and DevSecOps.

D488 - Cybersecurity Architecture and Engineering - Cybersecurity Architecture and Engineering provides learners with advanced skills and knowledge to design secure enterprise architecture solutions. The course focuses on assessing cybersecurity readiness and implementing enterprise-wide solutions to protect data and comply with an organization's policies and frameworks. Course topics include integrating software applications, applying enterprise data security controls, evaluating cloud and virtualization solutions, analyzing threats and vulnerabilities, and responding to incidents.

D489 - Cybersecurity Management - Cybersecurity Management prepares learners to develop organizational information security programs and policies that follow recognized standards, comply with all governing laws and regulations, and meet the needs of the company culture and management organization. The course covers how to perform risk management institutionally, how to manage compliance to information security requirements, and how to delegate compliance, risk, and security functions to specific roles within the organization. It also helps learners apply strategic decision-making as companies adapt to new technologies, processes, and people practices related to processing, managing, and protecting information resources.

D490 - Cybersecurity Graduate Capstone - The Master of Science in Cybersecurity and Information Assurance (MSCSIA) Capstone project allows learners to demonstrate their capability to establish a durable cybersecurity and information assurance program. The capstone project challenges learners to integrate skills and knowledge from all program domains into one project that addresses a significant real-world cybersecurity problem.

D491 - Introduction to Analytics - Analytics is the creative use of data and statistical modeling to tell a compelling story that not only drives strategic action, but also results in business value. Introduction to Analytics examines data analytics as a discipline and the various roles and functions within the field. You will expand your knowledge about what analytics is and develop a basic understanding of statistics, analysis, problem solving, and programming concepts.

D492 - Data Analytics - Applications - Data Analytics Applications covers advanced concepts across the various phases of the data product lifecycle. You will learn to choose and apply appropriate techniques for data management and data manipulation, statistical analysis, visualization, and data governance concepts to satisfy business needs.

D493 - Scripting and Programming - Applications - Scripting and Programming - Applications for undergraduates explores the various aspects of the Python programming language by examining its syntax, the development environment, and tools and techniques to solve some real-world problems. Introduction to Programming in Python is a prerequisite for this course.

D494 - Data and Information Governance - Data and Information Governance provides learners with the knowledge that establishing rules of engagement, policies, procedures, and data stewardship is essential to exercising organizational control over—and extracting maximum value from—its data assets. Good data governance helps an organization lower costs, create efficiencies, and achieve its strategic goals and objectives. Data governance provides a framework for properly managing information across the entire data lifecycle and establishes strategies in support of disaster recovery and continuity of operations. This course will prepare IT professionals to assist their organization in the definition and implementation of best practices related to the planning and implementation of managed systems that meet business, technical, security, auditing, disaster recovery, and business continuity requirements.

D495 - Big Data Foundations - Big Data Foundations provides an in-depth introduction to big data concepts, terminology, and applications. You will learn the risks and challenges of working with extremely large data sets. The course introduces tools and techniques for working with big data. The course covers selection criteria for relational and non-relational data architectures and cloud-native data storage concepts. It also provides a historical perspective on the evolution of big data storage approaches. Data warehousing, data lakes, and data lakehouses are introduced, and design principles for each are explained. Learners design aspects of big data architecture and big data processing to address given business requirements.

D496 - Introduction to Data Science - Introduction to Data Science introduces the data analysis process and common statistical techniques necessary for the analysis of data. Students will ask questions that can be solved with a given data set, set up experiments, use statistics and data wrangling to test hypotheses, find ways to speed up their data analysis code, make their data set easier to access, and communicate their findings.

D497 - Data Wrangling - Data Wrangling elaborates on concepts covered in Introduction to Data Science, helping to develop skills crucial to the field of data science and analysis. It explores how to wrangle data from diverse sources and shape it to enable data-driven applications—a common activity in many data scientists' routine. Topics covered include gathering and extracting data from widely-used data formats, assessing the quality of data, and exploring best practices for data cleaning.

D498 - Data Analysis with R - Data Analysis with R focuses on exploratory data analysis (EDA) utilizing R. EDA is an approach for summarizing and visualizing the important characteristics of a data set. In this course you will develop skills in R programming to acquire and load data sets, create appropriate statistical summaries of data, and create data visualizations to help uncover and communicate insights about data using R.

D499 - Machine Learning - Machine Learning presents the end-to-end process of investigating data through a machine learning lens. Topics covered include: supervised and unsupervised learning algorithms, features that best represent data, commonly-used machine learning algorithms, and methods for evaluating the performance of machine learning algorithms.

D500 - Data Visualization - Data Visualization covers the application of design principles, human perception, color theory, and effective storytelling in the context of data visualization. It addresses presenting data to others and advancing technology with visualization tools enabling data scientists to share their findings and support organizational decision-making processes. Additionally, this course focuses on how to visually encode and present data to an audience.

D501 - Machine Learning DevOps - Machine Learning DevOps focuses on the software engineering fundamentals needed to successfully streamline the deployment of data and machine learning models in a production-level environment. Students will build the DevOps skills required to automate the various aspects and stages of machine learning model building and monitoring over time.

D502 - Data Analytics Capstone - The Data Analytics Undergraduate Capstone challenges students to demonstrate competencies supporting all BSDA program outcomes. Students will identify an organizational need, plan and develop a data analytics product to serve that need, and document the process in a project proposal and data project report.

D509 - Innovative Solutions in Healthcare Leadership - Innovative Solutions in Health Administration provides an opportunity to explore healthcare innovations through comparison research, the application of disruptive leadership concepts, and advanced technology applications. Students will apply strategic innovation concepts to improve critical patient dissatisfiers in a healthcare setting. This course has no prerequisites.

D510 - Collaborative Leadership - Collaborative Leadership provides an opportunity to apply collaborative leadership skills to better serve diverse communities. Students will develop a process innovation with community leaders in a diverse population emphasizing a cultural competence. This course has no prerequisites.

D511 - Healthcare Models and Systems - Healthcare Models and Systems provides an opportunity to analyze the evolution of healthcare models and systems. Students will apply administration strategies to manage organizational changes and community affiliations. This course has no prerequisites.

D512 - Quality Improvement in Healthcare - Quality Improvement in Healthcare provides an opportunity to apply quality improvement principles and strategies in a high-volume Level 1 trauma center. Students will apply disruptive leadership strategies to implement quality-improvement procedures in a fast-paced healthcare environment. This course has no prerequisites.

D513 - Healthcare Financial Management - Healthcare Financial Management provides an opportunity to apply strategic change management principles through the application of fiscal management and data analysis in a healthcare environment. The student will examine strategies to increase value, sustainability, and productivity in a patient-centric environment. This course has no prerequisites.

D514 - Analytical Methods of Healthcare Leaders - Analytical Methods of Healthcare Leaders provides an opportunity to explore the use of predictive analysis and forecasting techniques to develop evidence-based decision making. Students will apply quality research and analytical analysis to inform decisions in a health management environment. This course has no prerequisites.

D515 - Enterprise Risk Management - Enterprise Risk Management provides an opportunity to examine risk exposure and response, and risk mitigation within an integrated care delivery model. Students will apply practices to identify risks and develop sustainable corrective action plans. This course has no prerequisites.

D516 - Healthcare Information Technology - Healthcare Information Technology provides an opportunity to examine the use of technology in data analysis and applications to improve outcomes in a patient-centered care environment. Students will apply strategic analysis to improve technology function and interoperability within a community healthcare cooperative. This course has no prerequisites.

D517 - Population Healthcare Coordination - Population Healthcare Coordination provides an opportunity to examine population healthcare strategies and community collaboration to impact at-risk demographic groups. Students will apply strategic change management and data analysis to develop health initiatives for a large-scale population. This course has no prerequisites.

D518 - Challenges in Community Healthcare - Challenges in Community Healthcare provides an opportunity to explore organizational leadership and administration as well as problem-solving methods to collaborate with community leaders in a high-stakes healthcare environment. Students will apply collaborative leadership skills and evidence-based practices as they develop community relationships to resolve critical issues in community health management. This course has no prerequisites.

D519 - Integrated Healthcare Leadership and Administration - Integrated Healthcare Leadership and Administration provides an opportunity to examine integrated healthcare delivery systems and person-centered care models for innovative solutions to critical challenges. The student will apply principles of collaborative leadership, disruptive change, and catalyst evaluation to develop a holistic integrated healthcare system. This course has no prerequisites.

D520 - Healthcare Leadership and Administration Capstone - The capstone is a student-designed project intended to illustrate your ability to effect change in the industry and demonstrate competence in all five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. Students are required to collaborate with leaders in the healthcare industry to identify opportunities for improvement in healthcare, propose a solution, and perform a business analysis to evaluate its feasibility. In addition, the capstone encourages work in the healthcare industry that will be showcased in the student's collection of work and help solidify professional relationships in the industry. This course has no prerequisites.

D521 - Introduction to Medical Coding - Introduction to Medical Coding provides students with the foundation for translating medical terminology into correct diagnosis and procedure codes. The course focuses on how diagnosis and procedure codes are used to accurately document medical records and inform accurate medical billing. This course introduces the Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10 -CM), ICD-10-PCS, and Healthcare Common Procedure Coding System (HCPCS) code sets as well as ethical considerations throughout processes in medical coding. There are no prerequisites for this course.

D522 - Python for IT Automation - Python for IT Automation covers the fundamentals of the Python language and its features to control program flow, inform decisions, and automate IT tasks and processes. The course emphasizes a systematic approach to solving problems and the application of programming logic to administer secure, scalable, and resilient IT networks and systems.

D533 - Student Teaching I in Secondary Education - Student Teaching I in Secondary Education is the first of two culminating experiences and is a required course for all initial licensure candidates. Student Teaching I 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 mid-term 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.

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D535 - 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.

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D545 - Healthcare Administration Evolution, Systems, and Leadership - Healthcare Administration Evolution, Systems, and Leadership provides an in-depth exploration of the U.S. healthcare system. The course covers the system's evolution, key stakeholders, business principles, leadership roles, health equity issues, and the transformative influence of technology in healthcare administration. The learner will obtain tools necessary to drive positive change within the healthcare landscape through ample opportunity for strategic thinking and problem solving.

D546 - Healthcare Policy and Governance - Healthcare Policy and Governance provides a comprehensive exploration of healthcare administration, focusing on healthcare policies, regulations, and governance and their impact on operations, administration, and community health services. Students develop skills to evaluate implications, assess regulatory frameworks, and comprehend legal and ethical considerations in healthcare administration and community health services. The course equips students with the knowledge to navigate the healthcare system, make informed decisions, and contribute to high-quality care and patient outcomes.

D547 - Evidence-Based Healthcare Administration - Evidence-Based Healthcare Administration is an immersive course that equips students with the knowledge and skills needed to apply evidence-based practices in the field of healthcare administration. Students will gain a thorough understanding of how to use data analytics, research methodologies, and evidence-based decision-making principles. The course covers essential areas, such as machine learning, artificial intelligence, data collection instruments, and statistical and analytical tools. Ethical considerations, privacy regulations, and effective communication skills are also highlighted, preparing students to make informed decisions, advocate for evidence-based strategies, and contribute to improved patient care, better outcomes, and sustainable healthcare practices.

D548 - Emergency Management and Planning in Healthcare - Emergency Management and Planning in Healthcare equips students with the necessary knowledge and skills to effectively manage emergencies in healthcare organizations. Students will learn to assess, plan, and respond to emergencies, ensuring the safety of patients and staff. This course covers evaluating the impact of emergencies, identifying vulnerabilities, and assessing risks, with a focus on crisis communication and ethical considerations specific to healthcare. Students will gain insights into leadership's role in decision-making, coordination, and resource allocation during critical situations, while also exploring public health, community resilience, collaboration, and the integration of technology. Additionally, the course addresses the influence of cultural factors and principles of mental health support in enhancing emergency management capabilities.

D549 - Exploring Emerging Trends in Healthcare Administration - Exploring Emerging Trends in Healthcare Administration examines the impact of trends on healthcare administration, patient care, and industry transformation. With a focus on analyzing and synthesizing complex information related to healthcare, learners evaluate how advancements and innovations are transforming the healthcare industry and how to anticipate and adapt to trends as they appear. Introducing the practical implications of integrating Diversity, Equity, and Inclusion (DEI) principles within the healthcare system, learners will explore: advocating for equitable healthcare practices, developing strategies to reduce health disparities, and promoting culturally sensitive and inclusive care for diverse populations. By understanding how to track and evaluate trends, learners will be prepared to navigate and contribute to the evolving landscape of healthcare administration.

D550 - Ethics for Accountants - Ethics for Accountants examines standards of professional conduct and business practices required for accounting professionals. This course will discuss the necessity of applying ethical principles in the application of accounting principles, tax preparation, and attest services to clients. Moreover, the learner will explore how to apply ethical reasoning, various cognitive processes, professional skepticism and ethical decision-making related to situations involving corporate governance and moral dilemmas. Finally, this course will include discussions of the American Institute of Certified Public Accountants' (AICPA) Statements on Standards for Tax Services and the Institute of Management Accountants' (IMA) Statement of Ethical Professional Practices.

D551 - Fraud and Forensic Accounting - Fraud and Forensic Accounting provides learners with an in-depth understanding of how fraud and forensic investigations are part of the accounting profession. This course covers the various types of fraud and their impact on organizations, as well as the detection, investigation, and prevention of fraud. This course also introduces the role of forensic accountants in the legal system and the use of forensic accounting techniques in financial investigations. The course will include scenarios and hands-on exercises to provide learners with practical experience in detecting and investigating fraud.

D552 - Data Analytics for Accountants I - Data Analytics for Accountants I introduces basic concepts and various tools and techniques used in the field of data analytics for accounting. Learners will summarize data analysis definitions and models for the accounting field, explore data mining techniques and the extract-transform-load (ETL) process and create a presentation from accounting data results. This course presents a survey of concepts that provides learners with a basic understanding of how data analytics is used in accounting.

D553 - Data Analytics for Accountants II - Data Analytics for Accountants II equips students with the skills needed to analyze and present data to make reliable forecasts and propose strategies. Accountants are no longer limited to being the chroniclers of an organization's profits and expenses; they now leverage the power of data to predict the future and advise leaders on appropriate actions. This course will emphasize auditing, managerial accounting, tax accounting and financial reporting as the learner completes a professional scenario that requires predictive analysis and presenting a course of action. As part of the Master of Accounting program, this course will cover content that appears in the data analysis portions of the Certified Public Accountant (CPA) and Certified Management Accountant (CMA) exams. Data Analytics for Accountants I is a prerequisite for this course.

D554 - Advanced Financial Accounting I - D554: Advanced Financial Accounting I prepares students to engage in an expanding business world by teaching complex accounting and specialized skills required to accommodate the advanced accounting needs of many industries. Being able to apply financial standards using professional judgment to a variety of business situations is crucial for success in the business world. This course builds student's accounting knowledge by focusing on advanced financial accounting topics such as consolidations, partnership accounting, allocations, adjustments, and eliminations.

D555 - Advanced Financial Accounting II - Advanced Financial Accounting II builds upon the topics covered in D554: Advanced Financial Accounting I. It provides students with a deeper understanding of advanced financial accounting topics such as foreign currency transactions, hedging, annual and interim reporting, and partnership accounting. This course will equip students with the necessary skills to prepare essential accounting records for partnerships, translate foreign currency financial statements, and explain reporting requirements for the U.S. Securities and Exchange Commission (SEC).

D556 - Corporate Financial Analysis - Corporate Financial Analysis teaches the analysis of topics in financial management, including financial statement analysis and strategic corporate decision-making related to valuation, risk, capital structure, investment decisions, and performance. This course helps learners develop an understanding of the process financial managers and financial analysts face when making strategic decisions designed to improve an organization's efficiency. There are no prerequisites for this course.

D557 - Corporate Taxation - Corporate Taxation describes federal income taxation of corporations and their shareholders with emphasis on the formation of the corporation, capital structure, operational alternatives, distributions, partial and complete liquidations, personal holding companies, and the accumulated earnings tax. This course offers real-life scenario case studies and exercises to better engage learners by applying course concepts in practice. This course involves difficult tax rules and concepts; thus, it is imperative for the learner to study the textbook and complete the assigned problems in the text.

D558 - Pass-Through Taxation - Pass-Through Entities Taxation prepares learners to address the needs of the various pass-through entity types regarding tax preparation. Many businesses choose to utilize pass-through entities rather than C corporations. Partnerships, limited liability company (LLCs), and S corporations appear in almost all business sectors and each type contains unique features which can provide advantages to specific business situations. Accountants encounter all these entity types throughout their career and understanding the advantages, disadvantages, specific rules, and procedures is a vital skillset for the modern tax professional.

D559 - Advanced Managerial Accounting - Advanced Managerial Accounting focuses on problem-solving for managerial accounting issues. This course prepares learners for the role of accountants in the planning and control of organizations. Learners also develops knowledge about how to use efficient and various analysis techniques for decision-making based on cost information and economic insight, such as how managerial accounting information supports the operational and strategic needs of an organization and how managers use accounting information for decision-making, planning, and controlling activities within an organization.

D560 - Internal Auditing I - Internal Auditing I provides learners with the basic knowledge and skills necessary to succeed as an entry-level internal audit professional. The course introduces the fundamentals of internal auditing. It covers the importance of value proposition as well as the Institute of Internal Auditor's (IIA) International Professional Practices Framework (IPPF), which provides authoritative guidance for the internal auditing profession, including the code of ethics and standards. The course will teach students risk management approaches for an organization, and the internal controls related to the internal auditing function. The course concludes with exploring the key elements of governance related to fraud risk management and the controls necessary to detect and prevent fraud. Topics include the foundations of internal auditing, risk management, governance and controls, and fraud. This course aligns with Certified Internal Auditor (CIA) standards. There are no prerequisites for this course.

D561 - Information Systems for Accounting and Control - Information Systems I is intended to provide learners with an overview of information systems and information system technology used in the world of accounting. The topics will include networks, hardware, data needs, cybersecurity, and government compliance with privacy and personal information. The course covers a range of topics that accountants may experience and be responsible for in their professional life. There are four competencies, and each competency will introduce learners to topics designed to prepare them for the high-stakes assessment.

D562 - Internal Auditing II - Internal Auditing II is a continuation of D560: Internal Auditing I and covers the competencies expected of an internal audit professional in the business world. This course is well aligned with the Institute of Internal Auditors' (IIA) International Professional Practices Framework (IPPF). The course focuses on the five domains of the IPPF: the internal audit activity, planning the engagement, performing the engagement, communicating the engagement, and monitoring progress. There are no prerequisites for this course.

D564 - Theories of Personality - Theories of Personality describes the concepts and assumptions of significant theories of personality. The course assesses the strengths and weaknesses of each major personality theory, describes and defines the research methodology frequently used by psychologists in the study of personality, and identifies the contributions of theory and empirical research to our contemporary understanding of personality. Cultural impacts on personality are also discussed. There are no prerequisites for this course.

D565 - Cultural Awareness and Ethics - Cultural Awareness and Ethics provides students with the understanding of what it means to have personal, explicit and implicit cultural biases and how these can affect interpersonal interactions. The course will explore strategies for responding to personal biases and for promoting cultural awareness and ethical actions. Through critical readings, videos, and interactive activities, the student will gain knowledge in these essential subjects. There are no prerequisites for this course.

D566 - Psychology of Learning - Psychology of Learning focuses on applying research on learning, emotion, and motivation to positively impact influence human behavior. The course presents a study of key research and theories in the areas related to learning, with a focus on applications to promote acquisition, retention, and transfer of knowledge. Learners will explore evidence-based strategies to promote learning and analyze how individual and group characteristics can impact affect learning. This course will improve learners' understanding of the emotional, social, and environmental factors which that shape human learning and humans' capacity for development. "Introduction to Psychology" is the prerequisite for this course.

D567 - Social Psychology - Social Psychology presents major theories in the field related to how the thoughts, emotions, and behaviors of an individual both influence and are influenced by groups, communities, and society. Topics include the social factors that influence the choices people make, the role cultural expectations play in directing behavior, and how to analyze the roots of your own assumptions. Students will perform self-reflections and analyze case studies of social behaviors. There are no prerequisites for this course.

D568 - Health Equity and Social Determinants of Health - Health Equity and Social Determinants of Health examines the social determinants of health (SDOH) as underlying factors that contribute to health inequity in populations and communities and their effect on health outcomes. This course will help students understand the evidence-based strategies and approaches that promote health equity.
D581 Introduction to Research Methods is a prerequisite to this course.

D569 - Adult Psychology - Adult Psychology provides an in-depth study of adult development. The learner will explore and apply major theories of adult development. The learner will analyze how individual characteristics and experiences, sociocultural factors, and structural contexts contribute to adult development. Focus on current evidence-based science is included, along with emphasis on observation, recognition, and application to individuals. There are no prerequisites for this course.

D570 - Cognitive Psychology - Cognitive Psychology examines human mental processes, including how humans sense, interpret, think about, and respond to information, and how they integrate new information with prior experience. This course examines mental operations, attention, pattern recognition and other perceptual processes, memory, problem-solving and decision-making, categorization and concept formation, language acquisition and use, and contextual-interpretation. There are no prerequisites for this course.

D571 - Psychopathology - Psychopathology examines historical and contemporary views and issues of abnormal behavior. Students are provided with an overview of the ways mental health practitioners explain, diagnose, and treat behavioral disorders. Sociocultural impacts on abnormal behavior, including the manifestation, categorization, and treatment of mental illness, are explored. Biases and popular depictions of mental health and mental illness are analyzed. There are no prerequisites for this course.

D572 - Career and Lifelong Learning - Career and Lifelong Learning supports students in taking their first steps in a lifelong journey of development as a professional. Students will explore career pathways, plan how best to achieve their desired professional future, and take tangible steps toward that future by creating career growth materials that adhere to today's best practices. There are no prerequisites for this course.

D573 - Understanding Substance Abuse & Addiction - Understanding Substance Abuse and Addiction provides an overview of substance abuse causes, impact, prevention, and treatment. Students will understand the signs and symptoms of substance abuse and addiction and its impact on individuals, groups, and the community. Students will analyze relevant factors that initiate and reinforce substance abuse and addiction and describe evidence-based strategies for prevention, intervention, and treatment. There are no prerequisites for this course.

D574 - Neuropsychology - Neuropsychology covers how brain processes relate to human cognition and behavior. Students will understand typical cognitive function in a person's everyday life, major cognitive processes and neurophysiology involved in human sensation and perception, and insights from social neurobiology on the interaction between brain processes and social behaviors. There are no prerequisites for this course.

D575 - Health Psychology - Health Psychology provides a basic overview of the biopsychosocial model of health and other holistic models of wellness. The course draws from diverse cultural perspectives as well as the theory and practice of human health behavior change to explore the relationship between psychosocial experiences and health. Topics include the impact of social and cultural factors on health, the relationship between stress and physical health and disease, the psychological experience of illness, and how lifestyle patterns and behavior influence chronic disease. There are no prerequisites for this course.

D576 - Industrial and Organizational Psychology - Industrial and Organizational Psychology introduces students to the ways that businesses and other organizations use psychological theories and models to recruit and train new talent, improve overall productivity, and enhance the motivation, resilience, and team dynamics of employees. Students will consider both how to apply these strategies to themselves and how to use them to lead others. There are no prerequisites for this course.

D577 - Team Dynamics - Team Dynamics explores interpersonal communication strategies, collaborative team interactions methods, and problem-solving techniques to promote effective communication and improve quality outcomes in a professional environment. In this course, students will apply psychologically-sound approaches for resolving conflicts, allowing them to navigate challenging workplace disagreements and personalities. Students in this course will apply their skills to various situations. There are no prerequisites for this course.

D578 - Capstone in Psychology - The Capstone in Psychology is a culminating experience for the B.S. in Psychology program. In this project-based course, students will apply their skills and psychological expertise obtained through the program to an issue of personal interest. Students will think deeply and use their creative problem-solving skills and understanding of diverse perspectives. Upon completion of the capstone, students will have proposed an evidence-based strategy to address a real-world psychosocial issue. The tasks for this course could be used as artifacts for a professional portfolio. There are no prerequisites for this course.

D579 - Mental Health Awareness and Education - Mental Health Awareness and Education is designed to help students recognize mental disorders, improve access to mental health services, support recovery, and lower the rate of death, disease, and disability among those with mental illnesses. Topics include mental health education programs, mental health stigmas, cultural diversity in mental health, and barriers to mental health care and strategies to overcome those barriers. Students will analyze these topics from the vantage point of a community mental health perspective. There are no prerequisites for this course.

D580 - Healthcare Administration Capstone - This course is the culminating experience and assessment of healthcare business administration. This course requires the student to integrate and synthesize managerial skills with healthcare knowledge, resulting in a high quality final project that demonstrates professional managerial proficiency.

D581 - Introduction to Research Methods - Introduction to Research Methods familiarizes students with the foundations of research, guiding students through selecting topics, forming research questions, engaging with relevant and reliable literature, and designing a research project. This course provides an overview of how researchers form questions and hypotheses, which different types of methodologies can be used to address these questions, and how existing literature and data are used to support or reject hypotheses. The methods presented in this course can be applied to many fields and disciplines, and they provide a baseline for students to use in their chosen area of study and future work.

D582 - Introduction to Statistics for Research - Introduction to Statistics for Research covers descriptive and inferential statistics used to address research questions. Levels of measurement, central tendency and variability, probability, distributions, correlation, hypothesis testing, t-tests, analysis of variance, linear regression, and chi-square tests are examined, with a focus on their implications for research. Reading and interpreting graphically presented statistical data is included. Before taking this course, students should complete C955 Applied Probability and Statistics or an equivalent course.

D583 - Foundations in Public Health - Foundations in Public Health introduces learners to the nation’s public health systems including an overview of the core functions of Public Health and the 10 essential public health services. Learners examine a variety of strategies to promote health, prevent disease, and prolong life among populations and communities, including behavioral, population, and policy change, mass media approaches, and community-based interventions. This course also provides learners with a foundational and historical orientation to the field of public health by examining the philosophy, history, purpose, organization, terminology, and function.

D584 - Program Planning and Implementation - Program Planning and Implementation provides learners with the skills to plan and implement evidenced-based public health programs to address the most important health issues affecting communities. Learners analyze community needs assessments, develop program goals and SMART objectives, apply public health theories and models, and plan the implementation of a health education strategy.

D585 - Program Evaluation - Program Evaluation familiarizes learners with approaches to evaluating an evidence-informed health program or intervention implemented in a public health setting. Topics include logic models and evaluation frameworks; process and outcome metrics for evaluating programs; qualitative and quantitative approaches to collecting data; and dissemination strategies for the results of program evaluation.

D586 - Public Health Policy - Public Health Policy introduces students to laws, regulations, actions, and decisions implemented within society to promote wellness and ensure specific health goals are met. Public health policies range from formal legislation to community outreach efforts. In this course, learners will examine the role of public health, the impact it has on our society, and strategies to promote health and health policy on a community and global level.

D587 - Gender and Health - Gender and Health examines healthcare concerns, from both a historical perspective and the perspective current healthcare trends and practices. This course covers the following topics: the history of gender and health; current healthcare trends the definitions of sex and gender; and other, healthcare-related issues, including: equity versus equality, healthcare policies and bias, and health education. The goal of this course is to increase student knowledge and awareness of how healthcare is influenced by sex, gender, and social determinants of health.

D588 - Human Sexuality - Human Sexuality provides learners with foundational knowledge surrounding public health issues, behaviors, risks, prevention, and treatment for sexual health. Learners explore the relationship between one’s environment, biological makeup, and personal choices, and analyze how each could impact sexual health, psychological factors, and physical well-being for an individual. Learners examine inequities related to status, age, ethnicity, citizenship, disability, and sexual orientation, addressing challenges and gaps in public sexual healthcare services. Learners then take critical foundational knowledge and produce educational materials for target populations. Learners identify community resources, data sources, and sexual health education materials. This gives learners an opportunity to explore health literacy, methods of meeting the needs of specific communities, and gaps in sexual public health resources. Learners leave this course with an understanding of key human sexuality issues, their causes, and potential resolutions within public health settings.

D589 - Chronic and Infectious Diseases - Chronic & Infectious Diseases is designed to provide students with a deep understanding of the major diseases that significantly impact public health. Chronic and infectious diseases remain a critical concern globally, and this course aims to empower students with the knowledge and skills needed to address these challenges effectively. Students explore epidemiology, pathophysiology, prevention, and management of various chronic and infectious diseases.

D590 - Public Health Administration - Public Health Administration is designed to provide students with a comprehensive understanding of the principles, practices, and challenges of managing healthcare organizations in today's complex healthcare environment. It explores the critical aspects of Public Health Administration, including leadership, healthcare policy, financial management, quality improvement, and ethical considerations.

D591 - Grant Writing - Grant Writing introduces learners to essential tasks and approaches to acquiring funding for public health projects and programs through grants. It addresses how to find and apply to both government and non-government grant opportunities. Learners practice researching for grants, determining which grants align with the mission and purpose of a public health program, evaluating draft grant proposals, and identifying and revising key components of a drafted proposal.

D592 - Environmental Health - This course provides learners with the foundational knowledge and relationship people have with their environment, the risk management choices made, and the resulting associations that affect health and physical well-being for the individual, communities, and susceptible populations.

D593 - Global Health - Global Health prepares learners to identify and analyze Global Health as a field. Learners consider how globalization has affected the health of various groups of people throughout the world. Likewise, the learner also looks at how economic and environmental factors have different effects on different groups globally. Finally, the course presents the learner with knowledge of various global initiatives and international organizations that strive to promote health and well-being and reduce health disparities. The learner demonstrates their knowledge and skills by drafting an advocacy statement promoting the successful efforts of a global health organization.

D594 - Public Health Leadership and Administration - Public Health Leadership & Administration Learners apply leadership principles for public health leadership positions. This includes engaging, organizing, and leading diverse groups, as well as addressing ethical issues in the field of public health. Learners also apply negotiation and mediation skills to address challenges they may face in the organization or community.

D595 - Public Health Capstone - Public Health Capstone provides learners with real-world applications to prepare them for the public health industry. In this course, learners apply the knowledge gained through the program to real-world situations and educates the public in response to those situations.

D596 - The Data Analytics Journey - The Data Analytics Journey uses the analytics life cycle to conceptualize the processes, tools, and techniques for implementing data analysis, data engineering, and decision process engineering. Students gain fluency in gathering requirements, asking business questions, establishing evaluation metrics, identifying communication models, and aligning the analytics project outcomes to business goals. This course presents an overview of the various tracks offered in the program and the career options in these specializations. There is no prerequisite for this course.

D597 - Data Management - Data Management builds proficiency in using both relational and non-relational databases. Topics include selection of a data storage architecture, data types, data structures, normalization and denormalization, and querying databases. Structured Query Language (SQL) topics such as Data Definition Language (DDL) and Data Manipulation Language (DML) are covered, including joins, aggregations, and transactions. Non-relational approaches to organizing and querying data are contrasted with relational approaches to build competency in adapting data storage architectures to business needs.

D598 - Analytics Programming - Analytics Programming builds algorithmic thinking using both the Python and R programming languages. This course builds from the foundations of programming. Learners use libraries and packages to perform common analytics tasks, including acquiring, organizing, and manipulating data sets. The course also presents methods for applying statistical functions and graphical user interfaces to perform basic analysis and to present findings. There is no pre-requisite for this course.

D599 - Data Preparation and Exploration - Data Preparation and Exploration applies analytical programming skills to the early steps of the data analytics life cycle. This course covers cleaning data to ensure the structure, accuracy, and quality of the data; interpretation of descriptive and inferential statistics as well as visualizations of data; and wrangling data to prepare it for further analysis. The course introduces hypothesis testing, focusing on application for parametric tests, and addresses communication skills and tools to explain an analyst’s findings to others within an organization. The following courses are prerequisites: The Data Analytics Journey, Data Management, and Analytics Programming.

D600 - Statistical Data Mining - Statistical Data Mining focuses on concepts in data preparation and supervised and unsupervised machine learning techniques. The course helps students gain basic knowledge in statistics, data preparation, regression, and dimensional reduction. Learners implement supervised models—specifically classification and prediction data mining models—to identify relationships among variables that are not apparent with more surface-level techniques. The course also explains when, how, and why to use unsupervised models to best meet organizational needs. The following course is a prerequisite: Data Preparation and Exploration.

D601 - Data Storytelling for Varied Audiences - Data Storytelling for Varied Audiences focuses on communicating observations and patterns to diverse stakeholders, a key aspect of the data analytics life cycle. This course helps learners gain communication and storytelling skills in order to motivate change and answer business problems. It also covers data visualizations, audio representations, interactive dashboards, interpersonal communication, and presentation skills. There is no pre-requisite for this course.

D602 - Deployment - Deployment is the practice of operationalizing data analysis within a business environment. Given an analysis, learners determine the business functional and non-functional requirements for wider use and implement pipelines and functions to deploy analyses at scale. This course discusses topics such as security, scalability, usability, and availability. The following courses are prerequisites: Analytics Programming, Data Management, Data Preparation, and Statistical Data Mining.

D603 - Machine Learning - Machine Learning comprises the broad discipline of developing algorithms and statistical models to predict, classify, or cluster data and iteratively improve over time. Machine Learning focuses on building, training, running, and testing supervised and unsupervised models and quantifying the accuracy and precision of those models to determine which may best be used in a particular business situation. Supervised methods discussed include k-nearest neighbors, decision trees, and support vector machines. Unsupervised models discussed include k-means clustering, hierarchical clustering, and t-distributed stochastic neighbor embedding (t-SNE). Ensemble methods are also presented. The following courses are prerequisites: Analytics Programming and Statistical Data Mining.

D604 - Advanced Analytics - Advanced Analytics extends analytics techniques from machine learning to artificial intelligence more broadly, including topics in neural networks, deep learning, and natural language processing. The course covers approaches to developing these models including PyTorch and TensorFlow. Students learn to apply a combination of techniques to solve complex business challenges including computer vision and sentiment analysis.

D605 - Optimization - Optimization is a large class of business problems requiring the iterative algorithmic maximization or minimization or one or more variables. Students in this course will select and use a variety of optimization approaches to address various business needs. The course covers classes of optimization problems at a foundational level (continuous/discrete, linear/nonlinear, and bounded/unbounded) and the solving of linear optimization problems in both Python and R through the use of gradient and non-gradient-based algorithms. Analytics Programming is a prerequisite.

D606 - Data Science Capstone - Data Science Capstone integrates the key concepts from the MSDA core with the knowledge gained in the three courses within the Data Science specialization. In this course, students will evaluate various needs and opportunities in an organization or marketplace. In addition, students will identify business requirements and translate those business requirements into technical requirements. Finally, students will create a comprehensive project plan to solve a problem in a way that satisfies customer or business needs. Projects within this specialization may include the design and construction of machine learning approaches, optimization, and the use of advanced analytics techniques as the project requires. There is no prerequisite for this course.

D607 - Cloud Databases - Cloud Databases covers the application of cloud architectures to large-scale data systems. The course discusses the differences between cloud-native approaches to data architectures and smaller-scale systems. Students in this course apply cloud computing concepts to address specific business scenarios. There is no prerequisite for this course.

D608 - Data Processing - Data Processing includes the practice of automating data flow into and out of components of an analytics system. Data processing comprises a major part of the analytics life cycle in modern organizations. This course covers concepts in extract, transform, and load (ETL) pipeline operations on data at scale and variations of ETL as a function of data repositories, including data warehouses and data lakes. Streaming and batch data operations and their differences are discussed, and students implement pipeline solutions in cloud-native environments. There is no prerequisite for this course.

D609 - Data Analytics at Scale - Data Analytics at Scale builds on previous data engineering courses and discusses approaches for analyzing large data sets. The course discusses map/reduce approaches, Apache Spark, and cloud–native solutions for developing, automating, and scaling data analytics. Also discussed are methods for integrating data processing pipelines and data stores to create comprehensive data analytics architectures.

D610 - Data Engineering Capstone - The Data Engineering Capstone has learners utilize the skills learned throughout the MDSA core courses and the data engineering courses to examine a problem where data engineering is a solution and to build a cloud-native infrastructure that allows for data processing. Learners are asked to implement their solutions and tell a story using the data. Course material introduces the project and reminds learners of relevant learning resources from previous courses that will prove helpful in completing the performance assessment.

D612 - Business Process Engineering - Processes form the core of any organization and involve both manual and automated steps. Business Process Engineering introduces how to identify processes, visualize them, and how to design and implement operational methods that promote organizations' overall efficiency. The course covers common process engineering frameworks, the stages of process engineering present in common frameworks, and introduces tools used to conduct business process reengineering.

D613 - Decision Intelligence - Decision Intelligence is a domain that optimizes decision-making by balancing technology, processes, and people. In this course students learn the core principles of Decision Intelligence, exploring the augmentation of decision processes with machine learning, comprehensive decision modeling, and the pivotal role of a "human-in-the-loop" design. Students will navigate decision theories and multi-criteria decision analysis, gaining insight into how biases and heuristics influence decision outcomes. The course emphasizes framing decisions using causal decision diagrams (CDD), implementing decision intelligence, evaluating the outcome using key performance indicators and determining the return on investment of the change, and using change management techniques to help the organization adapt to new decision making strategies.

D614 - Decision Process Engineering Capstone - The Decision Process Engineering capstone integrates the learning in the MSDA core and the three courses within the specialization. The learner evaluates various needs and opportunities in an organization or marketplace; identifies the business requirements; translates the business requirements into technical requirements; and creates a comprehensive project plan to solve the problem in a way that satisfies the customer or business needs. Projects within this specialization include a project management plan, decision intelligence plan, or process engineering plan to deliver on the business need or opportunity.

D616 - Consumer Behavior - Consumer Behavior examines the buying behavior of consumers in the marketplace. Students will gain knowledge of consumer behavior theories and an understanding of how consumer behavior concepts apply to the consumer decision-making process. Students will learn how consumer insights are gained through the exploration of external social and cultural influences such as reference groups, family, and culture, as well as consumer influences such as needs, motivation, personality, and learning. The course also provides an interdisciplinary perspective, including psychology, sociology, anthropology, and economics, to better evaluate and predict consumer behavior. There are no prerequisites to this course.

D617 - Public Health Core Functions and Essential Services - Public Health Core Functions and Essential Services builds foundational knowledge by exploring the ethical dimensions, intervention techniques, and educational strategies crucial for effective public health practice. Participants delve into the historical underpinnings, philosophy, and core values of public health, gaining insights into ethical principles guiding decision-making. The course equips students with the skills to design and implement impactful public health programs, emphasizing strategies tailored for health disparities and equity. The course navigates current issues and trends, providing a forward-looking perspective. Integrating discussions on core functions and the 10 Essential Services, the course fosters a holistic understanding of prevention science across primary, secondary, and tertiary levels in population health, including health promotion and screening. There are no prerequisites for this course.

D618 - Environmental Health - Environmental Health provides learners with foundational knowledge, covering the relationship people have with their environment, the risk management choices that are made, and the resulting associations that affect the health and physical well-being of individuals, communities, and susceptible populations. There are no prerequisites for this course.

D619 - Global Health - Global Health prepares learners to identify and analyze Global Health as a field. Learners consider how globalization has affected the health of various groups of people throughout the world. Likewise, the learner also looks at how economic and environmental factors have different effects on different groups globally. Finally, the course presents the learner with knowledge of various global initiatives and international organizations that strive to promote health and well-being and reduce health disparities. The learner demonstrates their knowledge and skills by drafting an advocacy statement promoting the successful efforts of a global health organization.

D620 - Public Health Leadership and Administration - Public Health Leadership and Administration enables students to apply leadership principles for public health leadership positions. This includes engaging, organizing, and leading diverse groups, as well as addressing ethical issues in the field of public health. Students also apply negotiation and mediation skills to address challenges they may face in the organization or community. There are no prerequisites for this course.

D621 - Social and Behavioral Determinants of Health - Social and Behavioral Determinants of Health provides an overview of social and behavioral determinants and their association with health behaviors, health outcomes, and health disparities. Learners examine the strategies to mitigate social determinant barriers and apply public health theories and models to elicit behavior change and to bridge the health disparity gap. There are no prerequisites for this course.

D622 - Public Health Assessment, Program Planning, Intervention, and Evaluation - Public Health Assessment, Program Planning, Implementation and Evaluation explores the key components, concepts, and approaches for the public health assessment and planning process. In this course, students will apply evidence-based practices to conduct a community needs assessment, design a health promotion program, and develop implementation and evaluation plans. There are no prerequisites for this course.

D623 - Public Health Finance and Funding - Public Health Finance and Funding offers students a field-specific approach to acquiring the budgetary skills needed to secure funding for public health programs and manage it in prudent ways. Students learn to navigate various funding sources, such as government grants and cooperative agreements, and philanthropic organizations. Students learn to create budgets using government documentation both for managing funds and for persuading funding organizations of the value of projects. Finally, students conduct a variance analysis—the process by which budgets are evaluated for feasibility after programs have launched. There are no prerequisites for this course.

D624 - Biostatistics and Analysis - Biostatistics and Analysis introduces learners to the role that biostatistics has in public health, predicting public health outcomes and influencing decisions made with policies. Learners will examine the sources and methods of collecting public health information, analyze and interpret quantitative data in research studies, and make inferences on the effectiveness of health program interventions and policies. There are no prerequisites for this course.

D625 - Principles of Epidemiology - Principles of Epidemiology offers an in-depth exploration of foundational principles and methodologies crucial for discerning and interpreting health and disease patterns in populations. Learners engage with core epidemiological concepts, encompassing measures of disease frequency, study designs, and principles of causation. Emphasizing practical applications, the course equips learners with analytical skills and theoretical foundations essential for conducting epidemiological research and contributing to evidence-based public health practices. Delving into a diverse range of topics, participants cultivate a robust understanding of epidemiological principles and their real-world applications, facilitating a seamless integration of knowledge into public health practices. There are no prerequisites for this course.

D626 - Public Health Policy and Advocacy - Public Health Policy and Advocacy prepares learners to approach public health in the political landscape. Policy can affect the health of groups ranging in size from individual organizations to entire nations and even the globe, making this an especially powerful and complex tool for the public health specialist. Learners in this course compare international healthcare systems, describe the policy-making process, evaluate a policy for its impact, and advocate in favor of a public health policy. There are no prerequisites for this course.

D627 - Public Health Education and Promotion - Health Education & Promotion provides learners with a thorough understanding of this multifaceted field, delving into its core concepts, philosophical underpinnings, and fundamental principles. The curriculum explores various teaching methods tailored to the dynamic landscape of health education, equipping learners with versatile tools to effectively communicate health-related information. Learners develop an appreciation for the importance of promoting well-being and preventative measures, recognizing the interconnectedness of physical, mental, and social aspects of health. Through a combination of theoretical exploration and practical applications, this course aims to cultivate not only a strong foundation in health education, but also essential communication skills vital for disseminating health information in diverse contexts. Learners emerge from the course with a comprehensive skill set, ready to engage in the vital work of educating and empowering individuals and communities to make informed decisions for a healthier future. There are no prerequisites for this course.

D628 - Public Health Graduate Capstone - Public Health Graduate Capstone enables students to investigate a public health issue in their local or home community and recommend new approaches to address that issue. Students practice the skills they have honed over the Master of Public Health program to design one that improves public health through education. Students control the process from research and discovery to program design, ultimately justifying their approach to potential stakeholders.

D629 - The Reflective Practitioner - The Reflective Practitioner defines what reflective teaching is and how accomplished teachers reflect meaningfully on their pedagogical choices to improve their practice. During this course, candidates will examine their teaching to determine how they can more effectively plan, facilitate, and evaluate learning. Candidates will also develop a professional growth plan and incorporate evidence-based practices that support the achievement of their professional goals. There are no prerequisites for this course.

D630 - Designing Curriculum and Instruction I - Designing Curriculum and Instruction I examines the influence that specific theories, design principles, and evaluation models have on the quality and effectiveness of a curriculum. During the course, candidates will conduct a curriculum analysis in order to determine the content that students need. The course requires candidates to learn how to define the scope and sequence of a curriculum to ensure vertical and horizontal alignment. This course will also teach how to map curriculum to address any gaps or unnecessary duplication within and across grade levels. There are no prerequisites for this course.

D631 - Designing Curriculum and Instruction II - Designing Curriculum and Instruction II examines commonly used curriculum and instructional models and demonstrates how they can be used during the design process to achieve curricular and instructional goals. This course demonstrates how to design curriculum and instruction that leverages digital tools to facilitate deep, authentic learning and provides strategies for ensuring successful curriculum implementation. Designing Curriculum and Instruction I is a prerequisite for this course.

D632 - Cultural Competency and Social-Emotional Learning - Cultural Competency and Social-Emotional Learning focuses on empowering educational leaders with the knowledge and skills necessary to foster cultural competency, deepen their understanding of diverse learner populations, and apply culturally responsive pedagogy. This course places a strong emphasis on promoting social justice, equity, and inclusivity within educational contexts. Students in this course will engage in immersive learning experiences aimed at equipping them with the capacity to lead social-emotional learning initiatives that cater to the social and emotional needs of all learners. The course also empowers students with advocacy strategies to influence positive change in local and global educational environments, ensuring that educational leaders are well prepared to navigate the challenges and opportunities of today's diverse educational landscape. This course is designed to be taken after successful completion of D019: Data Literacy and Evidence-Based Practices.

D633 - Leadership of Curriculum Design and Instruction - Leadership of Curriculum Design and Instruction prepares candidates to evaluate and implement curricular programs and instructional methods observed at the school level. Candidates focus on the knowledge and skills needed to develop, align, and implement cohesive systems of curriculum, instruction, and assessment. Importance is placed on responding to student needs, embodying high expectations for student learning, aligning with academic and non-academic standards within and across grade levels, and promoting students' academic and non-academic success and social and emotional well-being. This course also explores the use of data from formative and summative assessments to make recommendations to improve instruction and promote student learning and well-being. Candidates are prepared to build a professional culture of trust and collaboration to ensure they are able to work with school personnel in creating curricular programs and instructional methods that are engaging, challenging, and relevant to student needs, experiences, and interests. This course is designed to be taken after successful completion of D632: Cultural Competency and Social-Emotional Learning.

D634 - Health Sciences Capstone - The Health Sciences Capstone is a culminating experience for the BS in Health Sciences program. In this project-based course, students will apply their skills obtained through the program to an issue of personal interest in the health sciences. This course requires students to think deeply and use their creative problem-solving skills and understanding of diverse perspectives to identify a research topic and conduct research on it. Upon completion of the capstone, students will have proposed an evidence-based strategy to address a real-world issue related to the health sciences. Students must complete all other courses in this program before attempting the capstone. This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

D635 - Practices for Inclusive Classrooms - Practices 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 learners 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.

D636 - Establishing Positive and Engaging Learning Environments - Establishing Positive and Engaging Learning Environments teaches educators how to foster supportive and productive classroom climates. This course delves into the key elements that contribute to creating and maintaining a positive learning atmosphere, such as effective communication, classroom norms and routines, and positive behavior supports. Emphasizing the importance of a safe and inclusive environment, the course explores methods to promote student engagement, collaboration, and mutual respect among learners. It also addresses the role of mental well-being in learning, exploring trauma-informed and restorative practices. These factors are also addressed in relation to online and hybrid learning environments. Through a blend of theoretical frameworks and practical applications including case studies, Establishing Positive and Engaging Learning Environments teaches learners how to develop and sustain environments that not only enhance academic performance but also support the holistic development of students. Candidates will apply theoretical concepts to analyze a classroom environment.

D637 - Curriculum and Instructional Strategies for Meaningful Learning - Curriculum and Instructional Strategies for Meaningful Learning explores the dynamics of instructional planning and the execution of educational strategies that foster meaningful learning experiences. This course provides students with the knowledge and skills necessary to create engaging and standards-aligned lessons that meet the needs of all learners. This course also covers a range of high-leverage instructional practices to increase learning, engagement, and achievement. Students will learn to utilize assessments to inform instruction, adapt teaching to accommodate diverse learners, and incorporate technology to enhance learning. Students will reflect on research-based instructional practices.

D638 - Monitoring Student Learning Through Assessment - Monitoring Student Learning Through Assessment enhances students' skills in evaluating learner progress and educational outcomes. This course provides an in-depth exploration of various assessment techniques, including formative and summative assessments, standardized tests, benchmark assessments, progress monitoring, and alternative assessment strategies. This course teaches students to design effective assessment tools, interpret data to inform instruction, and provide meaningful feedback to learners. This course also provides a foundation of data analysis that supports educators' need to understand data and present data to stakeholders. It also explores online and digital assessment tools. This course requires students to design an assessment based on evidence-based practices.

D639 - Technology for Instruction and Online Pedagogy - Instructional Technology and Online Pedagogy is an innovative course designed to equip students 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, students will leave the course ready to create and facilitate compelling, high-quality online learning experiences that meet the needs of today's diverse learners. This course also provides a foundation for supporting digital literacy in K–12 education. In addition, this course prepares students to use technology to improve professional productivity and effectiveness in areas like data analysis and data representations.

D640 - Giving, Receiving and Incorporating Feedback - Giving, Receiving, and Incorporating Feedback introduces students to the skills and strategies used to successfully receive feedback, iterate based on feedback, and provide constructive feedback to others. This course explores personal and professional settings in different contexts, including culturally complex or diverse settings. Students will engage with their peers as they are introduced to self-assessment and reflection as forms of feedback that can help them explore personal interests and preferences as well as professional relationships and networks.

D641 - Adapting to Ambiguity - Adapting to Ambiguity prepares students to navigate ambiguous situations in uncertain and rapidly changing environments. Students will collaborate with peers as they develop a proactive mindset toward ambiguity and learn how to approach ambiguous situations through adaptability, clarity, and creative problem-solving. This course enables students to apply tools for reframing ambiguous situations, creating a vision for success, planning incremental steps, and adapting to both personal and professional situations as growth opportunities. In addition, students will explore the importance of a professional portfolio and how to curate artifacts for a given purpose and career goal.

D642 - Empathy and Inclusive Collaboration - Empathy and Inclusive Collaboration guides students toward understanding the value and benefits of culturally diverse groups, identifying their own implicit and explicit biases, and applying strategies to overcome these biases. Students will learn to leverage diverse perspectives, ensure inclusivity, apply empathetic listening strategies, and build collaborative work groups. Students will learn that having multiple perspectives is imperative to being a creative and innovative problem-solver and developing inclusive solutions. Students will develop an awareness of power disparity, an ability to decentralize their own perspectives, and the knowledge of how to seek deeper context on issues rather than act through implicit bias.

D643 - Navigating Complex Problems - Navigating Complex Problems introduces students to problem-solving techniques needed to address organizational challenges and implement solutions for desired results. Students will identify the data required to define complex problems, differentiate between short- and long-term problems, and develop strategies for resolution. Students will focus on root cause analysis, ethics and biases, communications, and the steps to strategically solve problems, while learning how to create an implementation plan for stakeholders.

D644 - Foundations of Strategic Communications - Foundations of Strategic Communications provides a foundation for developing clear, concise, and compelling messaging for specific situations and audiences across various business purposes. Students will be introduced to strategic communication theories and the legal and ethical issues to consider when planning, implementing, and evaluating communications based on intended goals, outcomes, and audiences. In this course, students will collaborate with peers as they gain the skills necessary to be effective and ethical communicators. Students will develop confidence in presenting ideas, persuading others, and navigating complex strategic communications situations.

D645 - Crafting a Communications Strategy Through Research and Data Insights - Crafting a Communications Strategy Through Research and Data Insights prepares learners to develop a strategic communications plan based on data and research. Learners will conduct audience analysis, create a persona, and create internal and external communication strategies to inform their messaging, targeting, and content creation. In this course learners will collaborate with peers to gather insights on audience preferences and behaviors and use this information to shape audience specific communication strategies. As learners develop the ability to harness data and research to make informed decisions, connect with their audience and communicate ethically and effectively, they will address various stakeholder needs to achieve a desired outcome.

D646 - Delivering a Communications Strategy - Delivering a Communications Strategy prepares students to create effective internal and external communications to achieve business objectives. Students will collaborate with peers to develop content for multimedia, press releases, and social media, to successfully implement and deliver a strategic communications plan. Students will create specific messaging for internal communications to build strong corporate cultures, improve workplace communication, and support business needs. Students will also develop external communications for particular goals, purposes, and audiences to ensure content relevancy. This course teaches storytelling techniques and content repurposing to deliver multichannel communications.

D647 - Evaluating a Communications Strategy - Evaluating a Communications Strategy introduces students to key performance indicators (KPIs) used to measure the effectiveness of strategic communications plans. Students will develop metrics that align with specific organizational performance goals and will understand how to use these metrics to assess and improve communication strategies. As students gain hands-on experience in measuring and optimizing communications strategies to achieve business objectives, they will select appropriate KPIs for a given strategic communications plan, analyze results, use data visualization to present outcomes, and recommend continuous improvements. In this course, students will collaborate with peers as they gain the skills necessary to determine KPIs and iterate on communications strategies.

D648 - Leveraging AI and Technology in Strategic Communications - Leveraging AI and Technology in Strategic Communications provides students with the current landscape of artificial intelligence (AI), its evolution, and its impact on communications. Students will explore the ethical implications of using AI and other emerging technologies when creating communications content. Students will gain the skills necessary to use AI and other new technologies in ethical and innovative ways, lead teams in devising ethical guidelines for using AI in creating communications and use communication technology to enhance organizational productivity.

D649 - Crisis Communication - Crisis Communication prepares students to plan for and manage crisis responses. Students will analyze the stages of a crisis, create plans and messages for managing a crisis, and coach spokespeople to deliver the appropriate message using multiple channels. While engaging in a crisis communication simulation, students will explore how to establish and maintain message positioning, foster working relationships with news and media agencies, and build trust within stakeholder communities. Students will create internal and external crisis response communication plans to ensure coordinated, unified, and effective messaging.

D650 - Communications Applied Learning Capstone - Communications Applied Learning Capstone provides students with real-world applications to prepare them for the communications industry. In this course, students will integrate and apply skills gained throughout the program by working with an organization on a strategic communications project. The capstone allows students to apply their technical knowledge while reinforcing the power skills of giving, receiving, and incorporating feedback, demonstrating empathy and inclusive collaboration, planning within ambiguous situations, and navigating a complex problem. Further, students will refine their portfolios and personal brands to enhance their marketability and strategically plan for their future communications careers.

D651 - Foundations of Design - Foundations of Design introduces students to foundational theories and concepts of design. Students will develop a comprehensive knowledge of design thinking and its implications as a problem-solving approach to identifying user needs and solving business problems. Various types of design fields are introduced including product design, experience design, service design, visual and graphic design, and user experience design. Equitable design considerations are explored as students gain knowledge of the design process.

D652 - Design Applications - Design Applications guides students in applying the knowledge and skills gained in Foundations of Design. Students will gain valuable experience in using storyboards to formulate the visual representation of design concepts. The design phase will then evolve into designing a wireframe and low-fidelity prototype using industry-standard visual design tools. Prototype designs will focus on visual composition, interactivity, and usability. Key user-centered design principles will be applied in balance, thematic consistency, visual aesthetics, and ethical considerations. This course provides a hands-on application to the visual and functional design process, producing industry artifacts for students' professional portfolios.

D653 - Empathizing, Defining, and Ideating - Empathizing, Defining, and Ideating prepares students to incorporate empathy-driven, user-centered design thinking in design solutions. This course focuses on the importance of empathy, research, and interdisciplinary collaboration in equitable design solutions. Students gain experience ideating with diverse workgroups to define the needs of users and stakeholders through research, determine audience segments and personas, and apply ideation strategies to create impactful, and meaningful user experience design concepts.

D654 - Prototyping and Iterating I - Prototyping and Iterating I focuses on usability testing to create user-centered digital products. Tools and techniques are explored, including planning and conducting a usability study and iterating on a mockup that incorporates visual design principles. Students will collaborate to gather feedback to apply to a mockup for continuous improvement. This course provides hands-on application for producing industry artifacts for the student’s professional portfolio.

D655 - Prototyping and Iterating II - Prototyping and Iterating II applies the knowledge and skills gained in Prototyping and Iterating I. Students will collaborate in design critique sessions to gather and incorporate feedback to design a high-fidelity prototype. Visual design principles and accessibility considerations will be applied to ensure functionality and user interaction. This course includes building a prototype for a responsive website as part of the Google UX Design Professional Certificate that can be included in the student’s professional portfolio.

D656 - Leveraging AI and Technology in Design - Leveraging AI and Technology in Design provides students with the current landscape of artificial intelligence (AI), how it has evolved, and its impact on design. Students will gain the skills necessary to use AI and other new technologies in ethical and innovative ways, lead teams in devising ethical guidelines for using AI in designing digital products and enhance organizational productivity using design technology.

D657 - Design Applied Learning Capstone - Design Applied Learning Capstone provides students with real-world applications to prepare them for the product and experience design industry. In this course, students will integrate and apply skills gained throughout the program by working with an organization on a design project. The capstone lets students apply their visual and technical design knowledge while also reinforcing the power skills of giving, receiving, and incorporating feedback, empathy and inclusive collaboration, planning within ambiguous situations, and navigating a complex problem. Further, students will refine their portfolios and personal brand to enhance their marketability and strategically plan for their future career.

D658 - Planning Instructional Strategies for Meaningful Learning - Planning Instructional Strategies for Meaningful Learning is a dynamic course designed for educators seeking to deepen their understanding of instructional planning and the execution of educational strategies that foster meaningful learning experiences. This course provides candidates with the knowledge and skills necessary to create engaging and standards-aligned lessons that meet the needs of all students. This course also covers a range of high-leverage instructional practices to increase student learning, engagement, and achievement. Participants will learn to utilize assessments to inform instruction, adapt teaching to accommodate all students, and incorporate technology to enhance learning.

D659 - Assessing and Monitoring Student Learning - Assessing and Monitoring Student Learning is a targeted course crafted for candidates who aim to enhance their skills in evaluating student progress and educational outcomes. This course provides an in-depth exploration of various assessment techniques, including formative and summative assessments, standardized tests, benchmark assessments, progress monitoring, and alternative assessment strategies. Participants will learn how to design effective assessment tools, interpret data to inform instruction, and provide meaningful feedback to students. This course also provides a foundation of data analysis that supports educators' need to understand data and present data to stakeholders. Candidates will also explore online and digital assessment tools. Assessing and Monitoring Student Learning will prepare learners to align assessments to standards to monitor student learning, assess data, and provide on time and quality feedback.

D660 - Instructional Technology and Online Pedagogy - Instructional Technology and Online Pedagogy is an innovative course designed to equip students 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, students will leave the course ready to create and facilitate compelling, high-quality online learning experiences that meet the needs of today's diverse learners. This course also provides a foundation for supporting digital literacy in K–12 education. In addition, this course prepares students to use technology to improve professional productivity and effectiveness in areas like data analysis and data representations.

D661 - Creating Positive Learning Environments - Creating Positive Learning Environments delves into the key elements that contribute to creating and maintaining a positive learning atmosphere for educators focused on fostering supportive and productive classroom climates. The course teaches effective communication, classroom norms and routines, and positive behavior supports. Emphasizing the importance of a safe and inclusive environment, the course also explores methods to promote student engagement, collaboration, and mutual respect among all learners. It also addresses the role of mental well-being in learning, exploring trauma-informed and restorative practices, which are addressed in relation to online and hybrid learning environments. Through a blend of theoretical frameworks and practical applications including case studies, Creating Positive Learning Environments teaches learners how to develop and sustain environments that not only enhance academic performance but also support the holistic development of students.

D662 - 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.

D663 - 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.)

D664 - 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 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 student engagement. This course aims to empower educators to create more effective, inclusive, and engaging learning experiences for all learners.

D665 - Learner Development and the Science of Learning - Learner Development and the Science of Learning 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 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. Candidates will evaluate science learning theories in classrooms.

D668 - Elementary Literacy Curriculum - Elementary Literacy Curriculum is a comprehensive course that deepens an educator's knowledge of language acquisition and progressively complex concepts and skills surrounding literacy. This course explores critical elements of the science of reading and writing, including applying key theories and research used to support the development of literacy, evaluating diverse resources, and utilizing purposeful oral, written, and digital communication in elementary curriculum. Candidates delve into the foundational aspects of literacy, including phonological awareness, phonics, word analysis, fluency, and comprehension, while also gaining insights into how these elements shape and influence literacy development. This dynamic course empowers educators to create a solid foundation for students' literacy skills and a lifelong love of reading and writing within various learning environments.

D669 - Early Literacy Methods - Early Literacy Methods is a specialized course designed for educators and professionals passionate about nurturing literacy skills in young children. This course offers an in-depth exploration of the foundational concepts and practices essential for promoting literacy development in early childhood through the science of reading. Emphasizing the critical development in grades PK to third grade, the curriculum covers topics such as phonemic awareness, language acquisition, and emergent reading and writing skills. Candidates learn how to create stimulating and inclusive literacy environments, use developmentally appropriate materials, and engage with a variety of high-quality core instruction as part of Tier 1 multi-tiered systems of support and assessment (MTSS) suited to the various needs of young learners, including learners with dyslexia. Additionally, the course incorporates the latest research in early childhood literacy focusing on the science of reading and best practices for how children learn to read and write. Through a blend of theoretical knowledge and practical application, this course aims to prepare candidates with the tools to effectively guide and inspire early literacy development in their classrooms.

D670 - 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.

D671 - 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.

D672 - Elementary Science and Engineering Methods - Elementary Science and Engineering Methods is a dynamic and forward-thinking course designed for educators who aim to integrate science and engineering practices into their elementary classroom. This course focuses on the foundational methods of teaching science and engineering concepts, emphasizing hands-on, experiential learning. Students explore effective strategies for fostering inquiry, creativity, and critical thinking among young learners through science experiences, engineering projects, and the use of technology. The curriculum covers key topics such as the three-dimensional learning approach and scientific literacy and the nature of science. Through intentional instructional decision-making and reflective practice, educators learn to create an inclusive, stimulating, and safe learning environment that encourages students to explore, question, innovate, and participate in productive discourse in the fields of science and engineering.

D673 - Elementary Social Studies Curriculum - Elementary Social Studies Curriculum is a thorough course tailored for educators looking to develop and implement a rich, engaging social studies curriculum for elementary-aged students. This course offers an in-depth examination of the key concepts and themes essential for teaching social studies effectively at the elementary level. Emphasizing a multidisciplinary approach, the curriculum covers history, geography, civics, economics, and culture, ensuring a well-rounded understanding of the subject. Additionally, it addresses the incorporation of standards into curriculum planning and the promotion of civic engagement among young learners. Through a blend of theoretical knowledge, this course aims to prepare educators with the tools necessary to align instructional strategies with social studies standards in meaningful ways.

D674 - Elementary Social Studies Methods - Elementary Social Studies Methods is a specialized course designed for learning effective and innovative methods for teaching social studies at the elementary level. This course delves into the best practices for introducing young learners to 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.

D675 - 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.

D676 - Early Literacy Methods - Early Literacy Methods is a specialized course designed for educators and professionals passionate about nurturing literacy skills in young children. This course offers an in-depth exploration of the foundational concepts and practices essential for promoting literacy development in early childhood through the science of reading. Emphasizing the critical development in grades PK to third grade, the curriculum covers topics such as phonemic awareness, language acquisition, and emergent reading and writing skills. Candidates learn how to create stimulating and inclusive literacy environments, use developmentally appropriate materials, and engage with a variety of high-quality core instruction as part of Tier 1 multi-tiered systems of support and assessment (MTSS) suited to the various needs of young learners, including learners with dyslexia. Additionally, the course incorporates the latest research in early childhood literacy focusing on the science of reading and best practices for how children learn to read and write. Through a blend of theoretical knowledge and practical application, this course aims to prepare candidates with the tools to effectively guide and inspire early literacy development in their classrooms.

D677 - Elementary Literacy Curriculum - Elementary Literacy Curriculum is a comprehensive course that deepens an educator's knowledge of language acquisition and progressively complex concepts and skills surrounding literacy. This course explores critical elements of the science of reading and writing, including applying key theories and research used to support the development of literacy, evaluating diverse resources, and utilizing purposeful oral, written, and digital communication in elementary curriculum. Candidates delve into the foundational aspects of literacy, including phonological awareness, phonics, word analysis, fluency, and comprehension, while also gaining insights into how these elements shape and influence literacy development. This dynamic course empowers educators to create a solid foundation for students' literacy skills and a lifelong love of reading and writing within diverse learning environments.

D678 - 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.

D679 - Elementary Science and Engineering Methods - "Elementary Science and Engineering Methods" is a dynamic and forward-thinking course designed for educators who aim to integrate science and engineering practices into their elementary classroom. This course focuses on the foundational methods of teaching science and engineering concepts, emphasizing hands-on, experiential learning. Students explore effective strategies for fostering inquiry, creativity, and critical thinking among young learners through science experiences, engineering projects, and the use of technology. The curriculum covers key topics such as the three-dimensional learning approach and scientific literacy and the nature of science. Through intentional instructional decision-making and reflective practice, educators learn to create an inclusive, stimulating, and safe learning environment that encourages students to explore, question, innovate, and participate in productive discourse in the fields of science and engineering.

D680 - Elementary Social Studies Curriculum - Elementary Social Studies Curriculum is a thorough course tailored for educators looking to develop and implement a rich, engaging social studies curriculum for elementary-aged students. This course offers an in-depth examination of the key concepts and themes essential for teaching social studies effectively at the elementary level. Emphasizing a multidisciplinary approach, the curriculum covers history, geography, civics, economics, and culture, ensuring a well-rounded understanding of the subject. Additionally, it addresses the incorporation of standards into curriculum planning and the promotion of civic engagement among young learners. Through a blend of theoretical knowledge, this course aims to prepare educators with the tools necessary to align instructional strategies with social studies standards in meaningful ways.

D681 - Elementary Social Studies Methods - Elementary Social Studies Methods is a specialized course designed for learning effective and innovative methods for teaching social studies at the elementary level. This course delves into the best practices for introducing young learners to 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.

D682 - Artificial Intelligence Optimization for Computer Scientists - Artificial Intelligence Optimization for Computer Scientists guides students through the implementation and optimization of artificial intelligence (AI) solutions for various applications. Through extensive research, students will explore different AI approaches and determine the most applicable solutions for specific scenarios. Practical, hands-on exercises will enable students to implement and rigorously test AI solutions, thus honing their skills in optimizing AI models for enhanced performance and efficiency. Additionally, this course delves into creating data assumptions and interpretations that are crucial for predictive analytics and future data forecasting. Finally, students will adapt and extend AI solutions to address diverse application scenarios, ensuring their readiness to tackle real-world challenges in AI optimization and deployment. Introduction to Artificial Intelligence for Computer Scientists is a prerequisite to this course.

D683 - Advanced AI and ML - Advanced AI and ML provides an opportunity for students to exercise their knowledge and skills in the design and development of artificial intelligence (AI) and machine learning (ML) solutions for real-world business problems. Through a hands-on project, students delve into the design and execution planning stages. The course culminates with the development of a fully functional AI/ ML product.

D684 - Introduction to Computer Science - Introduction to Computer Science introduces learners to the field of computer science and its essential concepts. In this course students will explore, among other topics, programming basics through language-agnostic pseudocode, computational thinking and problem-solving, algorithms, hardware, and social and ethical considerations in the field. This course is designed for beginners to gain a solid understanding of computer science principles and their applications and prepare students for further study in the field. There are no prerequisites for this course.

D685 - Practical Applications of Prompt - The Practical Applications of Prompt course introduces learners to generative artificial intelligence (AI). This course aims to allow learners to gain skills for writing effective prompts and develop more effective conversations with artificial intelligence. Practical Applications of Prompt will lead learners to explore why prompt engineering is necessary. The course also aims to help learners, regardless of background, increase prompt fluency, which is fluency in using prompt effectively. The course teaches learners how to create effective prompts to elicit information with consideration of scope, specificity, and context; additionally, it teaches learners to evaluate the medium of the prompt and adjust prompts to output relevant results. The last section of the course focuses on ways to evaluate the efficacy of prompts and improve the depth and quality of analytical investigations. This approach prepares students to navigate the complexities of working with generative AI and use these skills effectively throughout their careers.

D686 - Operating Systems for Computer Scientists - Operating Systems for Computer Scientists focuses on the intricacies of operating systems. This comprehensive course for computer science students covers core principles such as processes, threads, memory management, and file systems, providing students with insights into CPU scheduling algorithms, deadlock handling, and system performance optimization. Additionally, the course delves into security mechanisms, addressing common threats and preventative measures. Through a blend of theoretical concepts and practical applications, students emerge equipped to adeptly navigate operating system features and prepared for real-world challenges in computer science.

D687 - Computer Science Project Development with a Team - Computer Science Project Development with a Team has students prepare a prior project for submission to a mock technical and executive leadership team. This course expands on the coding work done in a previous course, asking students to submit three artifacts. The final artifact is a business proposal aimed at convincing stakeholders to implement the project, which includes an executive summary of product requirements directed at the IT audience, as well as a technical report of the fully functional data product intended to solve a real-world problem. Artifacts are evaluated by peer team members prior to submission, and students practice giving, receiving, and integrating feedback into their work process.

D688 - 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.

D689 - 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 Tier1, Tier 2, and Tier 3 multi-tiered systems of support and assessment (MTSS). This course reviews the science of reading associated with a wide range of assessments and techniques used to evaluate reading, writing, speaking, and listening skills. Students learn to administer and interpret assessments, using the data to identify specific literacy needs and learning gaps. A significant focus of the course is on designing and implementing targeted intervention strategies to support student learning in areas, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary development. By exploring and implementing actionable steps to monitor student progress, candidates gain expertise in improving literacy outcomes for all learners.

D690 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy is an innovative course designed for candidates seeking to deepen their understanding and application of literacy skills within specific academic disciplines. This course focuses on the unique literacy demands of content disciplines, exploring how reading, writing, speaking, and listening are used differently in each domain. Students investigate the specialized language structures and text features inherent to each discipline and learn strategies to help learners navigate and master these complexities. The curriculum emphasizes the development of skills through the science of reading that enable candidates to guide learners in critically engaging with and producing disciplinary texts. Candidates also explore ways to integrate technology and digital literacy into their teaching practices, enhancing students' ability to access, interpret, and share discipline-specific information. Through a blend of research-based evidence and authentic learning activities using structured literacy practices, this course aims to give educators the skills needed to effectively teach disciplinary literacy, thereby improving student achievement and content understanding across all areas of study.

D691 - 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.

D692 - 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.

D693 - 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.

D694 - 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.

D695 - 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 encourages students to explore their creative potential.

D696 - 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.

D697 - 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 Tier1, Tier 2, and Tier 3 multi-tiered systems of support and assessment (MTSS). This course reviews the science of reading associated with a wide range of assessments and techniques used to evaluate reading, writing, speaking, and listening skills. Students learn to administer and interpret assessments, using the data to identify specific literacy needs and learning gaps. A significant focus of the course is on designing and implementing targeted intervention strategies to support student learning in areas, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary development. By exploring and implementing actionable steps to monitor student progress, candidates gain expertise in improving literacy outcomes for all learners.

D698 - Elementary Disciplinary Literacy - Elementary Disciplinary Literacy is an innovative course designed for candidates seeking to deepen their understanding and application of literacy skills within specific academic disciplines. This course focuses on the unique literacy demands of content disciplines, exploring how reading, writing, speaking, and listening are used differently in each domain. Students investigate the specialized language structures and text features inherent to each discipline and learn strategies to help learners navigate and master these complexities. The curriculum emphasizes the development of skills through the science of reading that enable candidates to guide learners in critically engaging with and producing disciplinary texts. Candidates also explore ways to integrate technology and digital literacy into their teaching practices, enhancing students' ability to access, interpret, and share discipline-specific information. Through a blend of research-based evidence and authentic learning activities using structured literacy practices, this course aims to give educators the skills needed to effectively teach disciplinary literacy, thereby improving student achievement and content understanding across all areas of study.

D699 - 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.

D700 - 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.

D701 - 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.

D702 - 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.

D703 - 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 encourages students to explore their creative potential.

D705 - Early Clinical in Special Education - Early Clinical Experiences is a pivotal course designed to bridge the gap between theoretical knowledge and practical teaching skills. This course offers aspiring educators an immersive experience in real classroom settings under the mentorship of experienced teachers. Candidates engage in a range of activities, including observation, to develop a deeper understanding of classroom dynamics, student engagement, and effective instructional strategies. Emphasizing reflective practice, the course encourages participants to analyze their experiences, integrate feedback, and adapt their teaching methods accordingly. This experiential learning approach equips future teachers with the confidence and competence necessary to foster a positive and impactful learning environment for their students.

D706 - Early Clinical in Elementary Education - Early Clinical Experiences is a pivotal course designed to bridge the gap between theoretical knowledge and practical teaching skills. This course offers aspiring educators an immersive experience in real classroom settings under the mentorship of experienced teachers. Candidates engage in a range of activities, including observation, to develop a deeper understanding of classroom dynamics, student engagement, and effective instructional strategies. Emphasizing reflective practice, the course encourages participants to analyze their experiences, integrate feedback, and adapt their teaching methods accordingly. This experiential learning approach equips future teachers with the confidence and competence necessary to foster a positive and impactful learning environment for their students.

D708 - Advanced Clinical in Elementary Education - Advanced Clinical provides aspiring educators with real-world classroom experience. This course emphasizes the importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education. This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

D717 - 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.

D718 - 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.

D719 - Student Teaching I in Special 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.

D720 - Student Teaching II in Special 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.

D723 - Advanced Clinical in Special Education - Advanced Clinical provides aspiring educators with real-world classroom experience. This course emphasizes the importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education. This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

D724 - Early Clinical in Elementary Education - Early Clinical Experiences is a pivotal course designed to bridge the gap between theoretical knowledge and practical teaching skills. This course offers aspiring educators an immersive experience in real classroom settings under the mentorship of experienced teachers. Candidates engage in a range of activities, including observation, to develop a deeper understanding of classroom dynamics, student engagement, and effective instructional strategies. Emphasizing reflective practice, the course encourages participants to analyze their experiences, integrate feedback, and adapt their teaching methods accordingly. This experiential learning approach equips future teachers with the confidence and competence necessary to foster a positive and impactful learning environment for their students.

D727 - Advanced Clinical in Elementary Education - Advanced Clinical provides aspiring educators with real-world classroom experience. This course emphasizes the importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education. This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

D728 - Advanced Clinical in Special Education - Advanced Clinical provides aspiring educators with real-world classroom experience. This course emphasizes the importance of hands-on learning, offering candidates the unique opportunity to observe and participate in classroom environments under the guidance of experienced mentors. The curriculum includes demonstrating reflective practice, classroom engagement techniques, instructional strategies, and effective communication skills with students and colleagues through a pedagogical performance assessment. Through this immersive experience, candidates not only observe the daily responsibilities of a teacher, but also start to develop their own teaching style and philosophy, laying a solid foundation for their future careers in education. This course is taken immediately prior to Student Teaching I as part of an engaging and intensive clinical experience.

D737 - 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.

D738 - 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.

D739 - Student Teaching I in Special 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.

D740 - Student Teaching II in Special 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.

D743 - Education Portfolio - Education Portfolio is an innovative course designed to guide candidates in the creation and development of a comprehensive professional portfolio, specifically tailored for educators. This course emphasizes the importance of documenting and reflecting upon one's educational philosophy, teaching experiences, and professional achievements. Candidates learn how to effectively showcase their skills in curriculum design, classroom management, student assessment, and educational technology. The course also covers strategies for integrating evidence of student learning and feedback into the portfolio. Candidates create a polished and dynamic portfolio that not only highlights their unique educational journey, but also serves as a powerful tool for career advancement and lifelong learning in the field of education.

D746 - Early Clinical in Elementary and Secondary Education - Early Clinical Experiences is a pivotal course designed to bridge the gap between theoretical knowledge and practical teaching skills. This course offers aspiring educators an immersive experience in real classroom settings under the mentorship of experienced teachers. Candidates engage in a range of activities, including observation, to develop a deeper understanding of classroom dynamics, student engagement, and effective instructional strategies. Emphasizing reflective practice, the course encourages participants to analyze their experiences, integrate feedback, and adapt their teaching methods accordingly. This experiential learning approach equips future teachers with the confidence and competence necessary to foster a positive and impactful learning environment for their students.

D752 - The Education Professional - The Education Professional 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. Students will also start a research-based professional portfolio. (This is not a transferable course.)

D753 - Behavioral Intervention Strategies and Applied Behavior Analysis - Behavioral Intervention Strategies and Applied Behavior Analysis prepares special education teachers to work effectively with students exhibiting challenging behaviors, with a focus on students with behavioral and emotional exceptionalities. This course provides an overview of behavior disorders and their characteristics, as well as appropriate research-based intervention strategies, including positive behavior intervention and supports, multitiered systems of support (MTSS), applied behavior analysis, replacement behavior, and reinforcement strategies, culturally responsive practices, and data collection and assessment methods. After completing this course, learners emerge prepared to strategize and recommend adjustments to the learning environment that support positive behavior and student success in the classroom and beyond. This course also examines behavioral assessment and analysis, functional behavior assessment (FBA), and the creation and monitoring of behavioral improvement plans (BIP) that can be implemented in an authentic learning environment.

D754 - Special Education Law, Policies and Procedures - Special Education Law, Policies, and Procedures prepares special education teachers to practice within legal and ethical guidelines as they navigate the Special Education processes, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and professional practice standards of the Council for Exceptional Children (CEC), which guides candidates to act in a professionally conscientious manner. Candidates will explore special education legal foundations and case laws to apply legal foundations and ethical practices in special education process compliance.

D755 - Assessment for Special Education - Assessment for Special Education prepares special education teachers to use multiple methods of assessment and data sources in making educational decisions concerning the student and their learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making.

D756 - Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff - Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff prepares special education teachers to collaborate effectively with parents, school staff, and other professionals to plan programs and access services for students with exceptionalities. This includes applying culturally responsive communication strategies within school, educational settings, and the community. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Plan (IEP) and transition planning processes. The learner will create an IEP and then engage in a simulated IEP annual review where they will practice effective communication and collaboration skills key to the program's development and implementation. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied.

D757 - Special Education Curriculum - Special Education Curriculum is designed for candidates who plan to teach in a special education program at any grade level from kindergarten through grade 12. This course reviews the basic principles of special education and their application in realistic situations. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities which align to CEC Standards.

D758 - Considerations for Instructional Planning for Learners - Considerations for Instructional Planning for Learners is designed to introduce special education teachers to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional decisions based on progress-monitoring data; collaborating with general education teachers and paraprofessionals; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs.

D759 - Elementary Literacy and Mathematics Strategies and Assistive Technologies - Elementary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for elementary students with exceptionalities. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for learners to incorporate intensive instructional strategies and practice making accommodations that include assistive technologies to elementary math and English language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals.

D760 - Secondary Literacy and Mathematics Strategies and Assistive Technologies - Secondary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for use with secondary students with exceptionalities. This course focuses on intensive instruction and accommodation that includes assistive technology to secondary lesson plans. Learners will apply strategies to develop student critical thinking and problem-solving skills. Learners will assess and measure student progress towards the Individualized Education Program (IEP) and transition goals for post-secondary and career preparation.

D761 - Behavioral Intervention Strategies and Applied Behavior Analysis - Behavioral Intervention Strategies and Applied Behavior Analysis prepares special education teachers to work effectively with students exhibiting challenging behaviors, with a focus on students with behavioral and emotional exceptionalities. This course provides an overview of behavior disorders and their characteristics, as well as appropriate research-based intervention strategies, including positive behavior intervention and supports, multitiered systems of support (MTSS), applied behavior analysis, replacement behavior, and reinforcement strategies, culturally responsive practices, and data collection and assessment methods. After completing this course, learners emerge prepared to strategize and recommend adjustments to the learning environment that support positive behavior and student success in the classroom and beyond. This course also examines behavioral assessment and analysis, functional behavior assessment (FBA), and the creation and monitoring of behavioral improvement plans (BIP) that can be implemented in an authentic learning environment.

D762 - Special Education Law, Policies and Procedures - Special Education Law, Policies, and Procedures prepares special education teachers to practice within legal and ethical guidelines as they navigate the Special Education processes, stakeholder interactions, and other complex situations. This course provides an overview of the professional ethics and professional practice standards of the Council for Exceptional Children (CEC), which guides candidates to act in a professionally conscientious manner. Candidates will explore special education legal foundations and case laws to apply legal foundations and ethical practices in special education process compliance.

D763 - Assessment for Special Education - Assessment for Special Education prepares special education teachers to use multiple methods of assessment and data sources in making educational decisions concerning the student and their learning environment. This course is designed to help provide an understanding of how assessment data is used during screening in multitiered systems of support (MTSS), the eligibility process, the evaluation process, progress monitoring, and data-based instructional decision making.

D764 - Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff - Course Description: Individualized Education Plan (IEP) Collaboration and Communication with Parents and School Staff prepares special education teachers to collaborate effectively with parents, school staff, and other professionals to plan programs and access services for students with exceptionalities. This includes applying culturally responsive communication strategies within school, educational settings, and the community. The course introduces ways to enhance parental involvement and family engagement while teaching families and students advocacy throughout the Individualized Education Plan (IEP) and transition planning processes. The learner will create an IEP and then engage in a simulated IEP annual review where they will practice effective communication and collaboration skills key to the program's development and implementation. Candidates will engage in three hours of preclinical experiences that includes a simulated collaborative experience in which skills learned can be applied.

D765 - Special Education Curriculum - Special Education Curriculum is designed for candidates who plan to teach in a special education program at any grade level from kindergarten through grade 12. This course reviews the basic principles of special education and their application in realistic situations. Its focus is on five major content areas: Development and Characteristics of Learners, Planning and the Learning Environment, Instruction, Assessment, and Foundations and Professional Responsibilities which align to CEC Standards

D766 - Considerations for Instructional Planning for Learners - Considerations for Instructional Planning for Learners is designed to introduce special education teachers to a repertoire of evidence-based instructional strategies to advance the learning of students with exceptionalities. The course focuses specifically on strategies for intensifying and individualizing instructional interventions; making instructional decisions based on progress-monitoring data; collaborating with general education teachers and paraprofessionals; teaching to mastery; promoting generalization of learning; and teaching students with exceptionalities how to use self-assessment, problem solving, and other cognitive strategies to organize critical content and meet their needs.

D767 - Elementary Literacy and Mathematics Strategies and Assistive Technologies - Elementary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for elementary students with exceptionalities. The course includes cognitive and metacognitive strategies that elementary students can use to acquire new content knowledge and generalize skills across learning environments. It also provides opportunities for learners to incorporate intensive instructional strategies and practice making accommodations that include assistive technologies to elementary math and English language arts lesson plans based on learner characteristics, performance data, and individualized education program (IEP) goals.

D768 - Secondary Literacy and Mathematics Strategies and Assistive Technologies - Secondary Literacy and Mathematics Strategies and Assistive Technologies prepares special education teachers to use progress monitoring and evidence-based instructional practices appropriate for use with secondary students with exceptionalities. This course focuses on intensive instruction and accommodation that includes assistive technology to secondary lesson plans. Learners will apply strategies to develop student critical thinking and problem-solving skills. Learners will assess and measure student progress towards the Individualized Education Program (IEP) and transition goals for post-secondary and career preparation.

D769 - Secondary Literacy Methods and Interventions - Secondary Literacy Methods & Interventions utilizes MTSS to equip educators with evidence-based strategies to address adolescents' reading challenges through the Multi-Tiered System of Supports Model. Candidates learn to identify, monitor, and provide differentiated instruction, integrating screening tools and progress monitoring to enhance comprehension. The course emphasizes the development of personalized intervention plans while utilizing reading assessments for informed instructional decisions. By completion, candidates compile intervention strategies supporting learners across MTSS tiers, fostering inclusive environments for academic success.

D770 - Secondary Literacy Methods and Interventions - Secondary Literacy Methods & Interventions utilizes MTSS to equip educators with evidence-based strategies to address adolescents' reading challenges through the Multi-Tiered System of Supports Model. Candidates learn to identify, monitor, and provide differentiated instruction, integrating screening tools and progress monitoring to enhance comprehension. The course emphasizes the development of personalized intervention plans while utilizing reading assessments for informed instructional decisions. By completion, candidates compile intervention strategies supporting learners across MTSS tiers, fostering inclusive environments for academic success.

D771 - Quantitative Literacy - Quantitative Literacy views real-world problems through the lens of quantitative reasoning. The application of quantitative concepts to topics such as financial decisions is explored. Algebraic models and functions, as well as principles of geometry, are reviewed as fundamental ways to explore real-life scenarios. The use of mathematical concepts as a tool for modeling and understanding everyday problems is leveraged to promote students' thinking of math as a useful and relevant tool for many situations and scenarios. Numeracy and quantitative thinking skills are developed through these applications.

D772 - Statistical Data Literacy - D772 Statistical Data Literacy utilizes concepts in statistics, research, data, and data representation to explore the interpretation of data and their application to decision-making. The course uses real-world scenarios to build upon foundational principles of data collection and description. The use of data to make and explain decisions is also explored. The course also builds on skills of descriptive statistics and graphical depictions of data to help students understand data and make data-based decisions. This course has no prerequisites.

D773 - Technology and Ethics: Emerging Trends and Society - D773 Technology and Ethics: Emerging Trends and Society explores the intersection of ethical thinking and technological innovations. A foundational introduction to ethical frameworks is applied to emerging trends in technology, including artificial intelligence, social media, and other forms of digital media. This course examines the impact of technology on our understanding of self, as well as the individual's role in interacting with others in a globalized society. The course helps students gain the ability to recognize ethical actions within the context of current and newly evolving technological landscapes. This course has no prerequisites.

D776 - Healthcare Leadership and Community Engagement - Healthcare Leadership and Community Engagement focuses on leadership principles and how to apply them in real-world contexts. The course prepares students to analyze community needs and create change through community engagement. As leaders, the students' job is to engage in collaborative approaches with an understanding that the overarching goal is sustained success. This course helps students develop their abilities to negotiate challenges, make decisions, and act to bring stakeholders together to create transformation within communities. There are no prerequisites for this course.

D842 - Technology and Ethics: A Look at Emerging Trends and Society - D842 Technology and Ethics: A Look at Emerging Trends and Society explores the intersection of ethical thinking and technological innovations. A foundational introduction to ethical frameworks is applied to emerging trends in technology including artificial intelligence, social media, and other forms of digital media. This course examines the impact of technology on our understanding of self as well as the individual's role in interacting with others in a globalized society. Through careful analysis and application, students gain the ability to recognize ethical actions within the context of current and newly evolving technological landscapes. Through the application of ethical frameworks, students gain the ability to evaluate actions taken within the context of current and newly evolving technological landscapes. This course has no prerequisites.

DPT1 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves, focusing on such topics as electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

DPT2 - Physics: Electricity and Magnetism - Physics: Electricity and Magnetism addresses principles related to the physics of electricity and magnetism. Students will study electric and magnetic forces and then apply that knowledge to the study of circuits with resistors and electromagnetic induction and waves. This course will focus on such topics as electric charge and electric field, electric currents and resistance, magnetism, electromagnetic induction and Faraday's law, and Maxwell's equation and electromagnetic waves.

E224 - Global and Population Health - Global and Population Health prepares students for the role of the nurse in preserving and promoting health among diverse populations. Additionally, basic principles of epidemiology, social determinants of health (SDOH), and resource allocation through value-based care are outlined. The course introduces planning, organization, and delivery of services for diverse populations in community settings, including illness prevention, disaster preparedness, and environmental health. All prior courses in the sequence for this program serve as prerequisites for this course. This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

E225 - Emerging Professional Practice - Emerging Professional Practice presents a variety of professional nursing specialty areas. Students explore various practice specialties, including palliative care, genetics and genomics, and others. The course provides pathways to specialized nursing practice. All prior courses in the sequence for this program serve as prerequisites for this course.

ELO1 - Subject Specific Pedagogy: ELL - 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.

FEA1 - Field Experience for ELL - Field Experience for ELL is the field experience component of the English Language Learning program. In this experience, students are required to complete a minimum of 15 hours of video observations for both elementary and secondary levels. Additionally, a supervised teaching experience that is face-to-face with English language learners (ELL) according to the minimum time requirements of the student's state is required. The purpose of this course is to assess the ability of students, including their engagement in field experience activities, ability to reflect on and then plan standards-based instruction in ELL, and their ability to locate and effectively use resources for teaching ELL to meet the needs of their individual learners.

LPA1 - Language Production, Theory and Acquisition - Language Production, Theory and Acquisition focuses on describing and understanding language and the development of language. It includes the study of acquisition theory, error correction strategies, and applied phonology.

LZT2 - Power, Influence and Leadership - Power, Influence, and Leadership focuses on the development of the critical leadership and soft skills necessary for success in information technology leadership and management. The course focuses specifically on skills such as cultivating effective leadership communication, building personal influence, enhancing emotional intelligence (soft skills), generating ideas and encouraging idea generation in others, conflict resolution, and positioning oneself as an influential change agent within different organizational cultures. There are no prerequisites for this course.

MBT2 - Technological Globalization - Technological Globalization explores information and communication technologies used to meet business needs in global markets. IT executives must analyze their organization's technological needs, develop internationally-capable strategic plans, and mitigate the operational challenges of each of the countries in which the organization does business. This course provides students with the practical knowledge and understanding of how to plan, evaluate, and successfully integrate effective and efficient technical communication solutions in the global business market. This course has no prerequisites.

MFT2 - Mathematics (K-6) Portfolio Oral Defense - Mathematics (K-6) Portfolio Oral Defense: Mathematics (K-6) Portfolio Defense focuses on a formal presentation. The student will present an overview of their teacher work sample (TWS) portfolio discussing the challenges they faced and how they determined whether their goals were accomplished. They will explain the process they went through to develop the TWS portfolio and reflect on the methodologies and outcomes of the strategies discussed in the TWS portfolio. Additionally, they will discuss the strengths and weaknesses of those strategies and how they can apply what they learned from the TWS portfolio in their professional work environment.

MGT2 - IT Project Management - IT Project Management provides an overview of the Project Management Institute's project management methodology. Topics cover various process groups and knowledge areas and application of knowledge in case studies for planning a project that has not started yet and monitoring/controlling a project that is already underway.

MMT2 - IT Strategic Solutions - IT Strategic Solutions guides students in identifying strategic opportunities and emerging technologies through research and deciding on a system to support a growing company. Topics will include technology strategy; gap analysis; researching new technology; strengths, opportunities, weaknesses, and threats; ethics; risk mitigation; data security, communication plans; and globalization.

NMA1 - Professional Role of the ELL Teacher - 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.

NNA1 - Planning, Implementing, Managing Instruction - 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.

OOT2 - Mathematics History and Technology - In Math History and Teaching, students will learn about a variety of technological tools for doing mathematics and develop a broad understanding of the historical development of mathematics. Mathematics is a very human subject that comes from the macro-level sweep of cultural and societal change as well as the micro-level actions of individuals with personal, professional, and philosophical motivations. This course will focus on the historical development of mathematics, including contributions of significant figures and diverse cultures. Students will learn to evaluate and apply technological tools and historical information to create an enriching student-centered mathematical learning environment.

OPT2 - Mathematics Learning and Teaching - Mathematics Learning and Teaching will help students develop the knowledge and skills necessary to become a prospective and practicing educator. This course will help students use a variety of instructional strategies to effectively facilitate the learning of mathematics. It focuses on selecting appropriate resources, using multiple strategies, and instructional planning, with methods based on research and problem solving. A deep understanding of the knowledge, skills, and disposition of mathematics pedagogy is necessary to become an effective secondary mathematics educator. There are no prerequisites for this course.

PFIT - Business - IT Management Portfolio Requirement - Business - IT Management Portfolio Requirement is designed to help the learner complete the culminating Undergraduate Business Portfolio assessment; it focuses on developing a business portfolio containing a strengths essay, a career report, a reflection essay, a resume, and exhibits that support one’s strengths in the work place.

QDT1 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. Candidates should have completed Linear Algebra before engaging in this course.

QDT2 - Abstract Algebra - Abstract Algebra is the axiomatic and rigorous study of the underlying structure of algebra and arithmetic. It covers the knowledge and skills necessary to understand, apply, and prove theorems about numbers, groups, rings, and fields. Topics include the well-ordering principle, equivalence classes, the division algorithm, Euclid's algorithm, prime factorization, greatest common divisor, least common multiple, congruence, the Chinese remainder theorem, modular arithmetic, rings, integral domains, fields, groups, roots of unity, and homomorphisms. Linear Algebra is a prerequisite for this course.

QFT1 - Business - IT Management Capstone Project - The Business - IT Management Capstone Project requires students to demonstrate the integration and synthesis of competencies in all domains required for the degree in Information Technology Management. The student produces a business plan for a start-up company that is selected and approved by the student and mentor.

QGT1 - Business Management Capstone Written Project - For the Business Management Capstone Written Project students will integrate and synthesize competencies from across their degree program to demonstrate their ability to participate in and contribute value to their chosen professional field. A comprehensive business plan is developed for a company that plans to sell a product or service in a local market, national market, or on the Internet. The business plan includes a market analysis, financial statements and analysis, and specific strategic actions relevant to the chosen company.

QHT1 - Business Management Tasks - Business Management Tasks addresses important concepts needed to effectively manage a business. Topics include understanding the cost-quality relationship, using various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

QJT2 - Calculus I - Calculus I is the study of rates of change in relation to the slope of a curve and covers the knowledge and skills necessary to use differential calculus of one variable and appropriate 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. Candidates should have completed a course in Pre-Calculus before engaging in this course.

QTT2 - Finite Mathematics - Finite Mathematics covers the knowledge and skills necessary to apply discrete mathematics and properties of number systems to model and solve real-life problems. Topics include sets and operations; prime and composite numbers; GCD and LCM; order of operations; ordering numbers; mathematical systems including modular arithmetic, arithmetic and geometric sequences, ratio and proportion, subsets of real numbers, logic and truth tables, graphs, and trees and networks. There are no prerequisites for this course.

RKT1 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three- or higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation Ax=b; row reduction; linear transformations and their matrix representations (shear, dilation, rotation, reflection); matrix operations matrix inverses and invertible matrix characterizations; computing determinants; relating determinants to area and volume; and axiomatic and intuitive definitions of vector spaces and subspaces; and proving theorems about them. College Geometry and Calculus II are prerequisites for this course.

RKT2 - Linear Algebra - Linear Algebra is the study of the algebra of curve-free functions extended into three-or-higher-dimensional space. It covers the knowledge and skills necessary to apply vectors, matrices, matrix theorems, and linear transformations and to use appropriate technology to model and solve real-life problems. It also covers properties of and proofs about vector spaces. Topics include linear equations and their matrix-vector representation Ax=b, row reduction, linear transformations and their matrix representations (shear, dilation, rotation, reflection), matrix operations, matrix inverses and invertible matrix characterizations, computing determinants, relating determinants to area and volume, and axiomatic and intuitive definitions of vector spaces and subspaces and how to prove theorems about them. College Geometry and Calculus II are prerequisites for this course.

RNT1 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism. and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RNT2 - General Physics - This course provides a broad overview of the principles of mechanics, thermodynamics, wave motion, modern physics, and electricity and magnetism and invites students to apply them by solving problems, performing labs, and reflecting on concepts and ideas.

RXT2 - Precalculus and Calculus - Precalculus and Calculus provides instruction in precalculus and calculus and applies them to examples found in both mathematics and science. Topics in precalculus include principles of trigonometry, mathematical modeling, and logarithmic, exponential, polynomial, and rational functions. Topics in calculus include conceptual knowledge of limit, continuity, differentiability, and integration.

SLO1 - Theories of Second Language Acquisition and Grammar - Theories of Second Language Learning Acquisition and Grammar covers content material in applied linguistics, including morphology, syntax, semantics, and grammar. Students will explore the role of dialect in the classroom, the connections between language and culture, and the theories of first and second language acquisition.

TOC2 - Probability and Statistics I - Probability and Statistics I covers the knowledge and skills necessary to apply basic probability, descriptive statistics, and statistical reasoning and to use appropriate technology to model and solve real-life problems. It provides an introduction to the science of collecting, processing, analyzing, and interpreting data, including representations, constructions, and interpretation of graphical displays (e.g., box plots, histograms, cumulative frequency plots, scatter plots). Topics include creating and interpreting numerical summaries and visual displays of data; regression lines and correlation; evaluating sampling methods and their effect on possible conclusions; designing observational studies, controlled experiments, and surveys; and determining probabilities using simulations, diagrams, and probability rules. College Algebra is a prerequisite to this course.

TQC1 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing, and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables; expected values; the Central Limit Theorem; the identification of unusual samples; population parameters; point estimates; confidence intervals; influences on accuracy and precision; hypothesis testing; and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Statistics I are prerequisites for this course.

TQC2 - Probability and Statistics II - Probability and Statistics II covers the knowledge and skills necessary to apply random variables, sampling distributions, estimation, and hypothesis testing and to use appropriate technology to model and solve real-life problems. It provides tools for the science of analyzing and interpreting data and includes statistical variability and its sources and the role of randomness in statistical inference. Topics include discrete and continuous random variables, expected values, the central limit theorem, the identification of unusual samples, population parameters, point estimates, confidence intervals, influences on accuracy and precision, hypothesis testing and statistical tests (z mean, z proportion, one sample t, paired t, independent t, ANOVA, chi-squared, and significance of correlation). Calculus II and Probability and Stats I are prerequisites to this course.

UQT1 - Organic Chemistry - This course focuses on the study of compounds that contain carbon, much of which is learning how to organize and group these compounds based on common bonds found within them in order to predict their structure, behavior, and reactivity.

VZT1 - Marketing Applications - Marketing Applications allows students to apply their knowledge of core marketing principles by creating a comprehensive marketing plan. The plan will apply knowledge of the marketing planning process, market analysis, and the marketing mix (product, place, promotion, and price).

Instructor Directory

General Education

Albrecht, Brent; Doctorate Degree, University of California, Santa Barbara
Alcazar, Victoria; PhD, University of Massachusetts Amherst
Allred, Clayton; Master's Degree, University of Oklahoma
Altheimer-Bienemy, Keelia; Doctorate Degree, University of Southern Mississippi
Anderson, Marc; Doctorate Degree, University of Houston
Anger, Carly; PhD, Marquette University
Bakhtary, Elham; Doctorate Degree, George Washington University
Ballone, Frank; PhD, Ohio University
Barford, Mary; PhD, Purdue University
Barnes, Daniel; PhD, Mississippi State University
Barnes, Lori; PhD, West Virginia University
Baty, Amanda; PhD, Texas Tech University
Bearry, Brian; PhD, University of North Texas
Beedle, Thanh; Doctorate Degree, Washington State University
Bendall, Gareth; PhD, University of Kentucky
Bennett, Sam; Master's Degree, George Mason University
Benson, Bryan; PhD, Boston College
Bilbrey, Joshua; PhD, Texas State University
Biroschak, Bart; Specialist Degree, University of Cincinnati
Bissler, Mark; PhD, Kent State University
Black, Hilda; PhD, Louisiana Tech University
Borden, Anne; PhD, Emory University
Bray, Logan; Master's Degree, University of the Cumberlands
Brewer, Craig; PhD, University of Notre Dame
Brown, Carrie; PhD, Saint Louis University
Browning, Ellen; PhD, University of Texas Arlington
Bruce, Amanda; Doctorate Degree, Stony Brook University
Buckley, Brian; PhD, Loyola University Chicago
Burch, Tanya; PhD, University of North Carolina Chapel Hill
Burrichter, Vicki; DMA, University of Northern Colorado
Byrnes, Sean; PhD, Emory University
Campbell, Elizabeth; Doctorate Degree, University of Washington
Carrier, Rebecca; PhD, University of Illinois
Cathell, Alicia; Doctorate Degree, Argosy University
Cearfoss, Jenny; MS, Murray State University
Chakraborty, Suparna; PhD, Purdue University
Chittick, Sharla; PhD, University of Stirling
Cools, Jo; Doctorate Degree, University of Tennessee
Corbeil, Marc; Master's Degree, Concordia University
Corcoran, Kellye; Doctorate Degree, Auburn University
Corum, John; Doctorate Degree, Indiana University of Pennsylvania
Cowan, Christy; PhD, University of South Carolina
Crawford, Nathan; PhD, University of Tennessee
Crim, Jessica; Master's Degree, Rowan University
Crooks, Kathleen; PhD, University of Akron
Crookston, Andrew; PhD, Washington State University
Cutler, Shane; PhD, Duke University
Dadd, Shannon; PhD, Auburn University
DeLair, Barbra; Master's Degree, Arizona State University
Dempster, Wesley; PhD, Bowling Green State University
Dillon, Jeanette; PhD, Bowling Green State University
Dodge, Joshua; MA, University of Central Florida
Dorn, Amanda; Doctorate Degree, Ohio University
Dorre, Gina; PhD, Tulane University

Douglas, Katherine; PhD, University of California San Diego
Doyle, Michael; PhD, Kent State University
Dungar, Michael; MA, Boston College
Easter, Dustin; MS, DePaul University
Edmunds, Jeffrey; PhD, University of Arizona
Erdmann, Cassie; Master's Degree, University of Minnesota Duluth
Escalante, Elizabeth; MA, University of Houston
Eskridge, Katie; Doctorate Degree, Louisiana State University
Evenson Newhouse, Ranae; PhD, Vanderbilt University
Everett, Amy; PhD, University of Alabama
Fehnel, Bradley; MS, University of Wisconsin Milwaukee
Fleming, Eric; Master's Degree, Oregon State University
Fosner, Carmen; Doctorate Degree, Temple University
Foss, Chris; PhD, University of Colorado
Francis, Katherine; PhD, University of Illinois at Urbana-Champaign
Franco, Heidi; PhD, University of Utah
Galindez, Dahlia; MA, Western Governors University
Gallegos, Angela; PhD, University of California Davis
Geppi, Denna; Doctorate Degree, Howard University
Geruntho, Jon; Doctorate Degree, Washington State University
Gibson, Tina; Doctorate Degree, University of Illinois at Chicago
Gleason, Christine; Doctorate Degree, George Mason University
Gonzalez, Veronica; Doctorate Degree, University of Texas at El Paso
Goodwin, Rachel; PhD, University of Texas Arlington
Gravitte, Kristen; PhD, University of Tulsa
Gregory, Anita; PhD, Tiffin University
Gutaskus, Mary; Master's Degree, California State University Fullerton
Haltom, Andrea; EdD, Capella University
Hann, Nichelle; PhD, University of Florida
Harney, Isaiah; PhD, University of Kentucky
Harrington, Nick; PhD, University College Cork
Harris, Steven; PhD, Indiana University Bloomington
Hayes, David; PhD, Walden University
Hayne, Victoria; PhD, University of California, Los Angeles
Hibbard, Brandon; Doctorate Degree, Eastern Kentucky University
Hildebrandt, Jill; PhD, Southern Illinois University, Carbondale
Hillyer, Aaron; PhD, University of Nebraska
Hoffman, John; PhD, Kent State University
Hommowun, Liz; PhD, Union Institute and University
Horne, Lisa; MA, Brigham Young University
Hurley, Norman; PhD, University of Illinois at Urbana-Champaign
Jesse, Odin; PhD, Texas Tech University
Jeune, Megan; Doctorate Degree, Illinois State University
Johnson, Cassandra; PhD, University of Southern Mississippi
Johnson, Jocelyn; Master's Degree, University of Wisconsin-Madison
Johnson, Sarah; PhD, University of North Carolina at Charlotte
Jones, Lee; PhD, Clark Atlanta University
Kalikanda, Jane; PhD, Binghamton University
Kasper, Gwendolyn; MA, Western Governors University
Kim, Mijung; PhD, Ohio State University
King, Jeffrey; Doctorate Degree, University of Northern Colorado
King, Michelle; PhD, University of Northern Colorado
Klumper, Jordan; Master's Degree, University of Minnesota Duluth
Kmetz, Richard; Doctorate Degree, University of Nevada
Knieps, Linda; PhD, Vanderbuilt University
Krisuk, Jennifer; PhD, University of Tulsa
Ku, Yu; PhD, Northcentral University
Landry, Stan; PhD, University of Arizona
Latham, Kary; PhD, University of Tennessee
Leep, Matthew; PhD, University of Connecticut
Lettau, Lisa; PhD, University of Delaware

Lewis, Dynesse; Doctorate Degree, University of Missouri
Licursi, Kimberly; PhD, University at Albany
Lucas, Sarah; Master's Degree, Radford University
Lukin, Kara; PhD, University of Colorado
MacKenzie, Philip; Doctorate Degree, University of South Dakota
Maestri, Melissa; PhD, University of Delaware
Mammen, John; EdD, University of Phoenix
Mandel, Nicole; PhD, Columbia University
Manzanza, Nelson; PhD, Newcastle University
Marrone, Stephen; PhD, University of Virginia
Martin Whipple, Ashley; PhD, University at Buffalo
Mays Yahl, Ashley; PhD, University of North Carolina at Chapel Hill
McCune, Timothy; PhD, Southern Illinois University
McWatters, Mason; Doctorate Degree, University of Texas
Meckes, Makayla; Master's Degree, University of Houston
Meegan, Meagan; PhD, Texas A&M University
Melnikova, Yuliya; PhD, Texas State University - San Marcos
Metzger, Christopher; PhD, University of South Florida
Metzger, Tyler; MA, Minnesota State University Mankato
Meyer, Nicolas; PhD, Southern Illinois University
Mileo, Jesse; MA, Wayne State University
Miller, Andrea; Doctorate Degree, University of Northern Colorado
Miller, Don; PhD, Morehouse School of Medicine
Miller, Esther; PhD, Lehigh University
Moore, Bernard; Master's Degree, University of West Georgia
Mosgrove, Sharon; PhD, University of Iowa
Muhovich, Ned; PhD, University of Denver
Mullins, Christopher; PhD, University of Louisville
Murphy, Jill; Doctorate Degree, Northcentral University
Murphy, Ryan; Doctorate Degree, University of Missouri
Nader, Martin; PhD, University of Nebraska
Neher, Tracy; PhD, Michigan Technological University
Nestor, Sarah; Doctorate Degree, Marquette University
Nicley, Erinn; Doctorate Degree, University of Illinois
Overmyer, Gerald; PhD, Colorado State University
Palmer, Michael; PhD, Texas Tech University
Parker, Chasta; Doctorate Degree, University of South Carolina-Columbia
Parker, Debra; PhD, Illinois State University
Parrish, Anca; PhD, University of Memphis
Parton, Sabrena; PhD, University of Southern Mississippi
Pattman, Candace; Doctorate Degree, Concordia University
Potter, Christine; PhD, University of Iowa
Price, Stacy; PhD, Capella University
Przygrodzki, Robert; PhD, Northern Illinois University
Quintela, Melissa; PhD, Indiana University
Redkey, Elizabeth; PhD, University at Albany, State University of New York
Reece, Austin; PhD, Dublin City University
Reeves, Terry; MS, University of Colorado Denver
Remington, Theodore; PhD, University of Iowa
Reno, Anita; PhD, University of Texas Medical Branch
Reynolds, Mads; Doctorate Degree, Baylor University
Rhodes, Kristofer; PhD, University of California Irvine
Richardson, Curtis; PhD, Northern Illinois University
Richeson, Jennifer; PhD, Michigan State University
Richmond, Jennifer; PhD, Duquesne University
Ridge, Matthew; Master's Degree, Portland State University
Roberts, Jennifer; EdD, Walden University
Robinson, Scott; DMin, Drew University
Rosenblatt, Heather; PhD, Ohio State University
Ross, Brittany; EdD, Regent University
Ross, Kay; Doctorate Degree, Ohio University

Rupert, Nina; PhD, University of Idaho
Sanchez, Melvin; PhD, University of California Irvine
Sandlin, Scott; PhD, Texas Tech University
Santoro, Lauren; PhD, West Virginia University
Sautel, Jesse; Doctorate Degree, University of Tennessee
Sayre Baptista, Amy; MFA, University of Illinois, Urbana
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Schweitzer, Andrea; PhD, University of Wisconsin
Scotece, Shannon; PhD, State University of New York at Albany
Scott, Jessica; PhD, Brigham Young University
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Simmons, Nathaniel; PhD, Ohio University
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Smith, Michael; PhD, Institute for Doctoral Studies in the Visual Arts
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Strong, Nicole; PhD, Clark Atlanta University
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Tarun, Alice; Doctorate Degree, University of California
Teters, Kristopher; PhD, University of Alabama
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Timmer, Kristin; PhD, University of Tennessee
Tolin Schultz, Alex; PhD, Stony Brook University
Trimble, Jill; Master's Degree, Montana State University
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Tucker, Diana; PhD, Southern Illinois University Carbondale
Turner, Brandon; PhD, The Catholic University of America
Vasquez, Lauren; PhD, Mississippi State University
Velarde, Annette; PhD, Saybrook University
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Wellinghoff, Lisa; PhD, University of Tulsa
Wilkinson, Shaunna; Doctorate Degree, Marquette University
Witt, Amanda; Doctorate Degree, Marshall University
Wood, Alana; Doctorate Degree, Purdue University
Wood, Lisa; Doctorate Degree, University of Sunderland
Yunker, Mathew; PhD, University of California, Irvine
Zivkovic, Vladimir; PhD, University of North Dakota

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Adler, Kathleen; PhD, Southern Methodist University
Alafita, Theresa; PhD, George Washington University
Alward, Thomas; Doctorate Degree, Northcentral University
Ammons, David; PhD, NorthCentral University
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Baksh, Andre; PhD, University of Utah
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Cassell, Kenneth; MBA, San Jose State University
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Connor, Martin; JD, University of North Dakota
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Crockett, Bobra; EdD, Argosy University
Cureton, Sara; Doctorate Degree, Fielding Graduate University
Daigle, Jamie; Doctorate Degree, University of Liverpool
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Davis, Mary Jo; EdD, Central Michigan University
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Dillard, Clint; Master's Degree, University of Alabama at Birmingham
Doren, Andrew; DM, University of Maryland University College
Duran, Anthony; MBA, Northcentral University
Elias, Nilsa; PhD, Capella University
Ennis, Erica; JD, Quinnipiac University School of Law
Etter, Roger; PhD, Ohio State University
Fanning, Erica; MA, Ashford University
Fiano, Jason; MBA, New York Institute of Technology
Fields, Sherri; PhD, Northcentral University
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Fowler, Matthew; PhD, Capella University
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Garrido, Laura; Doctorate Degree, Nova Southeastern University
Gates, Debra; MSA, Central Michigan University
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Glaspie-Ellis, Faith; PhD, Capella University
Goegan, Brian; Doctorate Degree, University of Illinois at Chicago
Goggins, Trunnis; Doctorate Degree, Walden University
Goodling, Katie; Master's Degree, West Virginia University
Goolsby, Pazanta; Doctorate Degree, University of Phoenix
Graham, Melissa; Master's Degree, Penn State University
Guimond, Katie; Master's Degree, Southern New Hampshire University
Hall, Thomas; Master's Degree, University of Texas Arlington

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Hartzog, Jerry; PhD, University of Alabama
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Havins, Merwin; EdD, Northern Arizona University
Heinzman, Robert; DM, Colorado Technical University
Henriksen, Janet; PhD, The Chicago School of Professional Psychology
Hon, Charles; PhD, Capella University
Hope, Ashley; Doctorate Degree, George Fox University
Hudson, Brandi; JD, Regent University
Iannucci, Brian; PhD, Northcentral University
Irwin, Germaine; MS University of Maryland Baltimore County
Jackson, Nina; PhD, Jackson State University
Jenkins, Queena; MS, DeVry University
Jividen, Jim; JD, Ohio Northern University
Johnson, Janice; Doctorate Degree, Capella University
Jones, Alan; MBA, Amos Tuck School Dartmouth College
Jones, Carmen; Doctorate Degree, Argosy University
Jones, Mary; PhD, University of South Carolina
Joseph, Thomas; Doctorate Degree, PhD Capella University
Kale, Mrinalini; PhD, Capella University
Keels, Stephen; Doctorate Degree, Capella University
Korb, David; Master's Degree, College of Santa Fe
Kushniroff, Melinda; EdD, Liberty University
Lamer, Maryann; PhD, Oklahoma State University
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Leschke, John; PhD, University of Virginia
Lombard-Sims, Danielle; PhD, Indiana Institute of Technology
Lynch, Shannon; Doctorate Degree, Argosy University
Mackin, Ann; Doctorate Degree, Pepperdine University
Magwood-Golston, Jametta; PhD, University of South Carolina
Mandelbaum, Sara; PhD, University of California, Santa Barbara
Mason, Ebony; Doctorate Degree, Walden University
McClary, Arnetta; JD, Marquette University
McCleskey, Jim; PhD, Capella University
McDannell, Carol; Doctorate Degree, Northcentral University
McDonald, Sandy; Master's Degree, University of Dallas
McDugle, Darin; Master's Degree, Columbia Southern University
McEntire, Chelsea; Master's Degree, Southern Utah University
McGovern, Jonathan; JD, Widener University
McKay, Christina; JD, University of Baltimore School of Law
Meacham, Meagan; DBA, Capella University
Melton, Rebecca; PhD, Chicago School of Professional Psychology
Merchant, Sylnovie; Doctorate Degree, University of Arkansas
Meseke, Lori; Master's Degree, Western Governors University
Meyer, Elin; JD, Cleveland State University
Miller, Kim; EdD, University of St. Francis
Miller, Lori; LLM, New York University
Miller, Louise; Doctorate Degree, University of Texas
Miller, Tate; PhD, Trident University International
Mitterer, Dennis; PhD, Walden University
Moore, Detria; JD, Liberty University School of Law
Morant, LaWanda; Doctorate Degree, Argosy University
Morgan, Patricia; DM, University of Phoenix
Murphy, Deborah; Doctorate Degree, California Southern University
Neely, Alex; MBA, University of North Carolina Greensboro
Nelms, Linda; PhD, Capella University

Nicolet-Sare, Laura; Doctorate Degree, Indiana Wesleyan University
O'Brien, Joseph; EdD, George Washington University
Okere, Pat; Doctorate Degree, Capella University
Owusu, Dwobeng; PhD, Keiser University
Palmer, Terence; DBA, Walden University
Patrick, Robin; Master's Degree, Liberty University
Patton, George; PhD, Walden University
Pavone, Theresa; PhD, Capella University
Pawarski, Richard; PhD, Northcentral University
Phillips, Patti; JD, Stetson University College of Law
Pierce, Vern; Master's Degree, University of Wisconsin
Pineda, Antonio; PhD, Virginia Tech
Posey, Michael; PhD, Chicago School of Professional Psychology
Powell, Walfyette; Doctorate Degree, Northcentral University
Premuroso, Ronald; PhD, Florida Atlantic University
Preusz, Jared; MBA, Western Governors University
Prince, John; Doctorate Degree, Duke University School of Law
Raza, Syed; PhD, Nova Southeastern University
Reymore, Marie; PhD, University of Georgia
Reynolds, Noel; PhD, University of South Florida
Roach, Owen; Doctorate Degree, Capella University
Roark, Carolyn; Doctorate Degree, Indiana Wesleyan University
Roberts, Amy-Michele; Doctorate Degree, Colorado State University
Roberts, Tracia; MBA/MS, University of Phoenix
Rodgers, Joan; Master's Degree, University of South Florida
Rodney, Luverna; Master's Degree, University of Phoenix
Roese, Kelly; DNP, University of Cincinnati
Rogers, Katie; MBA, University of Utah
Ross, Derrick; DBA, Nottingham Trent University
Rupe, Robert; PhD, Capella University
Salisbury, JoDee; PhD, Capella University
SanPietro, Frank; PhD, University of Memphis
Scherer, Joel; DBA, Northcentral University
Schor, Michael; Master's Degree, Otterbein University
Sexton, Nathan; Doctorate Degree, University of LaVerne
Shah, Rob; PhD, Northcentral University
Sharpe, Barry; PhD, University of South Carolina
Shepherd, Tracie; PhD, Northcentral University
Skinner, Susan; JD, Tulane University
Slack, Avery; Doctorate Degree, George Washington University
Smairat, Naseem; Master's Degree, Southern New Hampshire University
Smith, Anastasia; PhD, University of South Florida
Smith, Tommie; MBA, Middle Tennessee State University
Snipes, Dawna; JD, Western Michigan University
Sommese, Jock; Doctorate Degree, Wilmington University
Spangenburg, Janice; PhD, Regent University
Stigall, Rebecca; DBA, Trident University International
Strickland, Cynthia; PhD, Touro University
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Kurtz, Caren; Doctorate Degree, Frostburg State University
Langham, Kim; PhD, Capella University
Lanning, Tamra; EdD, Liberty University
Ledbetter, Jess; Doctorate Degree, Arizona State University
Lieberman, Elyse; Doctorate Degree, Texas A&M University
Lorenzen, Jen; Doctorate Degree, University of Nebraska
Ludwig, Martha; Doctorate Degree, University of Buffalo
Luster, Sandricia; EdS, Argosy University
Lynch, Steve; Doctorate Degree, Northwest Nazarene University
Machado, Cindy; EdD, Oklahoma State University
Machuca, Alicia; PhD, University of Texas at Arlington
Malone, Randi; Doctorate Degree, Capella University
Marquez, Catalina; Doctorate Degree, Northcentral University
Mathis, Jack; Doctorate Degree, Northcentral University
Matthews, Whitney; Doctorate Degree, Murray State University
McCain, Michelle; EdD, Capella University
McCann, Brian; PhD, Mississippi State University
McCarver, Patricia; PhD, California Institute of Integral Studies
McConnell, Tamora; Doctorate Degree, William Carey University
McCraney, Michelle; EdD, Nova Southeastern
McElhaney, Christine; EdD, Liberty University
McMillen, Shelley; Doctorate Degree, Northcentral University
Meadows, Julie; EdD, Walden University
Melton, Lili; PhD, Capella University
Mendes, John; EdD, Argosy University
Mendez, Alysha; EdD, Concordia University Texas
Metlay, Suzanne; PhD, University of Pittsburgh
Michaels-Johnson, Robert; Doctorate Degree, Sam Houston State University
Miller, Dee; Doctorate Degree, Walden University
Miller, Kimberly; Doctorate Degree, Concordia University - Portland
Miller, Newton; PhD, Capella University
Moore, Delmon; EdD, Argosy University
Moore, Marsha; PhD, Texas Woman's University
Moore-Taylor, Marian; EdD, Argosy University
Morgan, Brandon; Doctorate Degree, Nova Southeastern University
Morgan, Matthew; PhD, Montana State University
Murray, Mary; EdS, Florida Atlantic University
Murray, Robert; PhD, Florida Atlantic University
Neaville, Stacey; PhD, Walden University
Odom, M. Katherine; PhD, University of South Alabama
O'Neill, Chris; Doctorate Degree, Southwest Baptist University
Ospina, Ellie; Doctorate Degree, Liberty University
Ospina, Juan; Doctorate Degree, Liberty University
Pac, Rachel; EdD, Walden University
Padgett, Ashton; Doctorate Degree, University of South Carolina
Parry, Kelly; PhD, University of North Texas
PeQueen, Carol; PhD, Keiser University
Porterfield, Sakema; EdD, Samford University
Powell, Lynell; Doctorate Degree, University of Phoenix
Presley, John; EdD, University of Louisiana at Monroe
Probst, Jacqueline; Doctorate Degree, Liberty University
Rahsaz, Jackie; MA, University of California San Diego
Ramey, Lori; Doctorate Degree, Converse College
Randonis, Jennifer; PhD, Arizona State University
Remaly, Kristie; EdD, University of Phoenix
Richardson, Dale; Doctorate Degree, University of Phoenix
Riggio, Robin; Doctorate Degree, Argosy University
Roberts, Cortney; Doctorate Degree, Lynn University
Robidoux, Lee Ann; PhD, Walden University
Robinson, Ami; PhD, Southern Illinois University

Robinson, Bryant; PhD, Hope Bible Institute and Seminary
Roby, Julie; ABD, Capella University
Ruiz, Valeria; EdD, Capella University
Russell, Nancy; PhD, Ohio University
Rzyski, Megan; MA, Western Governors University
Sands, Yvette; Doctorate Degree, University of South Carolina
Sawyer, Ryann; EdD, Argosy University
Schmidt, Stanley; PhD, Brigham Young University
Sepetys, Peggy; EdD, University of Michigan Dearborn
Shackelford, Cindy; EdD, Liberty University
Shell, Darron; PhD, University of the District of Columbia
Shrader, Vincent; PhD, Brigham Young University
Siler, Terrance; Doctorate Degree, Liberty University
Silver, Jennifer; PhD, New York University
Sims, Andrae; Doctorate Degree, Gwynedd Mercy University
Smith, Damesha; Doctorate Degree, North Carolina State University
Smith, Janeal; PhD, Walden University
Spencer, Kristin; PhD, University of Florida
Stanback, Amatullah; Doctorate Degree, University of North Carolina Wilmington
Stobbe, Maria; Doctorate Degree, Maryville University
Story, Colleen; PhD, Capella University
Stredic, LaTonya; EdD, Walden University
Stubblefield, Jessica; PhD, University of Oklahoma
Studebaker, Bethani; EdD, University of Idaho
Swenson, Karl; PhD, Indiana University
Tash, Gina; EdD, Walden University
Taylor, Jabari; Doctorate Degree, University of Arizona Global Campus
Taylor, Rebecca; Doctorate Degree, Grand Canyon University
Thompson, Jennifer; Doctorate Degree, Capella University
Thornsberry, Jeffrey; ABD, William Woods University
Turner, Carmen; PhD, University of Memphis
Valentin, Melisa; EdD, University of Louisiana Monroe
Valentino, Cristina; EdD, University of North Florida
Vaughn, Monique; EdD, University of Phoenix
Vickers, Paul; EdD, Stephen F. Austin State University
Wade, Sharlie; Master's Degree, University of Phoenix
Wages, Michele; Doctorate Degree, Capella University
Wallender, Jennifer; PhD, University of North Dakota
Walter-Sullivan, Earnestyne; PhD, Texas A&M University
Warham, Erin; EdD, Duquesne University
Wattam, Marni; Doctorate Degree, University of Idaho
Wedemeier, Rachel; EdD, Walden University
Weinstein, Gideon; PhD, Indiana University
Westerman, Paula; EdD, Widener University
Whittaker, Simon; EdD, Grambling State University
Wilburn, Teresa; EdD, University of Sarasota
Willey-Rendon, Ruby; PhD, Texas Tech University
Williamson-Henriques, Kendra; PhD, University of North Carolina Greensboro
Winkelhake, Kelly; EdD, Northeastern University
Wisnosky, Marc; PhD, University of Pittsburgh
Wolfe, Bridgett; Doctorate Degree, University of South Carolina
Wynn, Eric; Doctorate Degree, University of Louisiana Monroe
Yanusheva, Lidiya; EdD, Walden University

WGU Academy

Baldonado, Tiffany; BS, University of Phoenix
Barrera, Christa; MS, University of Texas at San Antonio
Bolding, Marion; MA, Maryland University of Integrative Health
Boyd, Betsy; MA, University of North Carolina at Charlotte
Burdick, Amanda; EdD, Southeastern University

Campbell, Yvette; Master's Degree, Maryland University of Integrative Health
Clark, Heather; Master's Degree, Strayer University
Clark. Traci; Master's Degree, Ohio State University
Cuthrell, Ellen; MS, Gwynedd Mercy University
Dietze-Hermosa, Paige; Bachelor's Degree, Brigham Young University - Idaho
Dorsey, Amy; Master's Degree, Western Governors University
Emerson, Andrea; Bachelor's Degree, University of Arizona
Flynn, Kathryn; Master's Degree, University of Arizona
Frydman, Honey; MEd, Lynn University
Graham, Toi; Master's Degree, University of North Carolina Wilmington
Hayes, Sean; MBA, University of Massachusetts Amherst
Hernandez, Vanessa; Master's Degree, Western Governors University
Holyfield, William; PhD, Regent University
Hughes, Candace; EdD, University of Phoenix
Hutchinson, LaShone; Master's Degree, Troy University
Hutchinson, Tiffany; PhD, Capella University
Johnson, Jamie; Bachelor's Degree, Arizona State Universit
Johnston, Kristi; Bachelor's Degree, Augustana College
Kirkman, Matt; MBA, Western Governors University
Long, Derrick; Master's Degree, University of Minnesota - Twin Cities
Markelz, Carly; MS, Western Governors University
McCracken, Kay; Bachelor's Degree, Willamette University
McCracken, Missy; JD, Indiana University
McLaughlin, Mark; MA, University of Nebraska at Omaha
Nicole, Cris; Master's Degree, Saybrook University
Norton Miller, Erin; Bachelor's Degree, University of Kentucky
Perrea, Brenda; Master's Degree, Peru State College
Powell, Jonathan; MS, Life University
Quest, Rachel; MA, Middlebury College
Redd, Sonya; Master's Degree, Western Governors University
Robertson, Brandi; Master's Degree, Northern Arizona University
Smith, LeAnne; Doctorate Degree, University of North Carolina Wilmington
Stave, Kristine; BS, University of Minnesota
Stewart, Melissa; Master's Degree, Regent University
Ton, Katie; Master's Degree, Liberty University
Warner, Connie; Doctorate Degree, Oakland University
Wickline, Jennifer; Master's Degree, Maryland University of Integrative Health

Certificates - Standard Paths

Certificate: Accounting Fundamentals

How do companies manage their finances? Accounts payable and receivable, forecasting, budgeting, balance sheets—these are all processes that keep businesses informed and on track. The professionals who work in accounting are skilled in data analysis, spreadsheet creation and management, personal and business finance, cash flow, and many other concepts. For students who aspire to such a career, the courses in this certificate will provide the required knowledge. In addition, students will earn the Intuit QuickBooks Certified User Online credential. The world of accounting and finance is ever-changing and evolving. By completing this certificate, students will be prepared to enter that world and succeed.

CCN	Course Number	Course Description	CUs	Term
BUS 2140	D100A	Introduction to Spreadsheets	1	1
ACCT 2220	D196A	Principles of Financial & Managerial Accounting	3	1
BUS 2040	D076A	Finance Skills for Managers	3	1
ACCT 2313	D102A	Financial Accounting	3	1
		Mastering Quickbooks	0	1
		Total CUs:	**10**	

Certificate: Business Leadership

Every successful business relies on effective leaders to guide the organization. These professionals know how to set goals, be role models, and inspire the people they manage. For students ready to gain leadership expertise, this skills-based certificate program will help provide the know-how that employers are looking for. Students will explore the basics of collaboration, communication, ethics, and emotion management. Learning about these concepts will help them prepare for excellence in the business world—and in their lives.

CCN	Course Number	Course Description	CUs	Term
MGMT 3000	C715A	Organizational Behavior	3	1
BUS 2010	D072A	Fundamentals for Success in Business	3	1
MGMT 2700	D253A	Values-Based Leadership	3	1
		Total CUs:	**9**	

Certificate: Digital Marketing and E-Commerce

As technology has evolved, so has the world of marketing. No longer do consumers visit only brick-and-mortar stores, and no longer do companies rely solely on print advertising. In the 21st century, digital marketing is essential for business. Every time individuals see a social media ad or a website banner, they are engaging with digital marketing. But how do companies decide where and when to target consumers? By taking this course, students will discover the multiple answers to that question. They will explore digital marketing concepts, including data-driven communications, search engine optimization, social media, email marketing, content strategy, web analytics, and so much more. They will also learn about attracting and retaining customers. Along the way, they will earn the HubSpot Marketing Software Certification. With these stills, students will be poised to enter the digital marketing industry and excel in that profession.

CCN	Course Number	Course Description	CUs	Term
MKTG 5010	D373A	Marketing in the Digital Era	3	1
MKTG 6010	D378A	Digital Marketing Science	4	1
MKTG 6040	D381A	E-Commerce and Marketing Analytics	3	1
		Mastering HubSpot	0	1
		Total CUs:	**10**	

Certificate: Supply Chain

Supply chain professionals are motivated by logistics, planning, troubleshooting, and ensuring all the puzzle pieces fit together. Their expertise is vital to the international supply chain, which keeps materials on track around the world. The system must be organized and streamlined for manufacturers to distribute what they produce and for customers to receive what they need. Students who earn this certificate will learn about monitoring incoming and outgoing traffic, fulfilling shipping orders, and negotiating shipping rates. They will learn how to observe and analyze the entire process, including transportation and warehousing, and make continuous improvements for efficiency. The courses in this certificate cover all the major topics of this industry, and the skills students gain will set them up for success.

CCN	Course Number	Course Description	CUs	Term
BUS 3900	D470A	Transportation, Logistics, and Distribution	3	1
BUS 3910	D471A	Global Supply Chain Management	3	1
BUS 2740	D464A	Managing Operations	3	1
BUS 4900	D472A	21st Century Operations and Supply Chain	3	1
		Total CUs:	**12**	

Certificate: Nursing Leadership

We see them every day. In hospitals, in doctor's offices, in clinics—all on the frontline of healthcare. Strong nurse leaders are vital to navigating the ever-evolving atmosphere of the healthcare field. They do more than balance inventory, monitor schedules, and tend to patient and staff needs. They serve as role models, influencing healthcare organizations at every level. Nurse leaders inspire their colleagues, setting the tone for a safe and productive workplace. This certificate introduces future charge nurses and other nurse leaders to the skills they will need to succeed. These skills include compassionate communication, time management, self-awareness, problem-solving, conflict resolution, and cultural sensitivity. Students who complete this coursework will be ready to take on more responsibility and thrive in their nursing careers.

CCN	Course Number	Course Description	CUs	Term
NURS 3114	D235A	Interprofessional Communication & Leadership in Healthcare	2	1
NURS 3600	D218A	Intrapersonal Leadership & Professional Growth	3	1
	NLE	Nursing Leadership Capstone	3	1
		Total CUs:	**8**	

Certificate: Data Analytics Skills

It has often been said that information is power. However, if we do not know how to interpret that information, it will not be useful. With this certificate, students will gain data analysis skills, which are critical for numerous roles and career fields. Throughout these six courses, they will explore statistics and probability, which can help them make thoughtful and smart decisions. They will learn the basics of coding, which can enable them to write for many different platforms and troubleshoot as needed. They will discover the best ways to use artificial intelligence for research and problem-solving. They will also learn to work with spreadsheets to create compelling presentations. In addition, they will build assets for online portfolios.

CCN	Course Number	Course Description	CUs	Term
MATH 1101	C955A	Applied Probability & Statistics	3	1
BUS 2250	D388A	Fundamentals of Spreadsheets & Data Presentations	3	1
DTAN 6228	D615A	Foundations of Coding	3	1
ICSC 2212	D685A	Problem-Solving with Artificial Intelligence	2	1
	DCDV	Data Visualization	1	1
	DCADA	Data Analysis with SQL	2	1
		Total CUs:	**14**	

Certificate: Front-End Web Developer

With this certificate, students will explore the fundamentals of front-end engineering. They will study JavaScript programming for beginners and learn front-end engineering with React. As they delve into these concepts, they will begin to see how front-end web development is both an art and a science. Along the way, they will have opportunities to showcase their strengths and demonstrate new skills.

CCN	Course Number	Course Description	CUs	Term
	CSFE	Front-End Engineering: JavaScript and React	9	1
		Total CUs:	**9**	

Certificate: Java Developer

With this certificate, students will explore back-end development skills, enabling them to create websites and applications that perform effectively and efficiently. They will learn the skills necessary for building web applications that users can rely on and trust—ones that they will remain loyal to and visit time and again. Students will also explore Java programming and learn to master algorithms and data structures in Java.

CCN	Course Number	Course Description	CUs	Term
	CSBE	Back-End Coding: Java and Job Readiness	9	1
		Total CUs:	**9**	

Certificate: ServiceNow Application Developer

By using a Low Code Application Platform like ServiceNow, students can create user-centered, custom applications with minimal coding and IT background. This means they can focus on developing the best possible user experience. When pursuing the ServiceNow Application Developer certificate, students will learn to navigate and master the ServiceNow platform. They will explore how to use JavaScript to make websites come alive. In addition, they will learn the fundamentals of front-end web development, allowing them to create a clear and straightforward user interface.

CCN	Course Number	Course Description	CUs	Term
ITSW 2131	D277A	Front-End Web Development	3	1
ITSW 3151	D280A	JavaScript Programming	3	1
		ServiceNow Application Developer (SNAD)	3	1
		Total CUs:	**9**	

Certificate: Full Stack Engineering

Full stack engineers know how to build an application from the ground up. For students eager to gain such knowledge, this certificate combines all the courses from the Front End Web Development, Back End Web Development, and Web Application Deployment and Support certificates. When students complete these three programs, they will be skilled in creating, deploying, supporting, scaling, and maintaining websites and web applications. This knowledge can dramatically expand their career opportunities.

Back End Web Development

CCN	Course Number	Course Description	CUs	Term
ITEC 2117	D427A	Data Management - Applications	4	1
ITSW 3172	D286A	Java Fundamentals	3	1
ITSW 3173	D287A	Java Frameworks	3	1
ITSW 3175	D288A	Back-End Programming	3	1
ITEC 2116	D426A	Data Management - Foundations	3	1
		Total CUs:	**16**	

Front End Web Development

CCN	Course Number	Course Description	CUs	Term
ITSW 2120	D276A	Web Development Foundations	3	1
ITSW 2110	D197A	Version Control	1	1
ITSW 2113	D278A	Scripting and Programming - Foundations	3	1
ITSW 2131	D277A	Front-End Web Development	3	1
ITSW 3151	D280A	JavaScript Programming	3	1
ITSW 3110	D279A	User Interface Design	3	1
		Total CUs:	**16**	

Web Application Deployment and Support

CCN	Course Number	Course Description	CUs	Term
ITEC 3004	D281A	Linux Foundations	3	1
ITEC 2119	D282A	Cloud Foundations	3	1
ITSW 3170	D411A	Scripting and Automation	2	1
ITSW 2226	D284A	Software Engineering	4	1
		Total CUs:	**12**	