This course supports the assessments for PX53. The course covers 5 competencies and represents 7 competency units.

Introduction

Overview

This course provides the foundation on which you will build the remainder of your special education career here at Western Governors University (WGU).

Upon completion of this course, you will understand

- the history of special education;
- why the field exists separate from general education;
- where the field is going;
- how special education fits with general education;
- the Individuals with Disabilities Education Act (IDEA);
- the No Child Left Behind Act (NCLB);
- free, appropriate public education (FAPE) and;
- Least Restrictive Environment (LRE).

There are many laws and regulations associated with special education; the key to is to gain a fundamental understanding of all laws and regulations by experience and by learning where to find information specific to each disability and its related law and/or regulation.

Watch the following video introduction for this course:

Competencies

This course provides guidance to help you demonstrate the following competencies:

- Competency 631.4.1: Historical and Philosophical Foundations of Special Education
  The graduate applies historical and philosophical foundations of special education to present content and constructional development in the identification of characteristics of students who manifest a wide range of mild/moderate disabling conditions requiring special education services.

- Competency 631.4.2: Professional and Ethical Practice
  The graduate applies professional and ethical practice, becoming a life-long learner and reflective professional committed to ongoing professional growth.

- Competency 631.1.1: Characteristics of Individuals with Exceptional Learning Needs
  The graduate applies historical and philosophical foundations of special education to present content and constructional development in the identification of characteristics of students who manifest a wide range of mild/moderate disabling conditions requiring special education services, along with associated issues such as etiology, assessment,
legal and ethical issues, programming options, terminology, and inclusionary practices.

- **Competency 631.1.2: Special Education Law and Ethical Issues**
  The graduate applies relevant state and federal laws, and legal and ethical considerations to situations involving the operation and management of special education programs in public and private schools, and issues pertinent to special education, such as the role of special education in general education, placement practices, and distinguishing procedural and substantive rights of children with disabling conditions, and can articulate recent decisions made in special education law as to the precedents set, and utilize the tools necessary to interpret the statutory and regulatory law pertaining to the various public laws.

- **Competency 631.1.3: Policies and Procedures**
  The graduate utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and applies theoretical constructs to special education in tracing the ways in which students with disabilities are served from pre-referral through post secondary and community-based options including screening, transition and record maintenance.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Instructor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.
Enroll in Learning Resources

You will need to enroll in or subscribe to several learning resources as a part of this course.

Please access your Degree Plan and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll or subscribe through your Degree Plan, please see the "Acquiring Your in Learning Resources" document.

UWillTeach

The UWillTeach courses contain modules, quizzes, assessments, videos, and directed questions to help you gain competency throughout the Special Education domain. Enroll for this resource through the "Learning Resources" tab. You should receive an e-mail from UWillTeach that will have your login information. Keep this email since you may need it in the future for reference.

You will access material from the following courses:

- Course 1: Foundations in Special Education
- Course 2: Development and Characteristics of Learners with Exceptional Learning Needs
- Course 3: Assessment for Instructional Planning and Decision Making
- Course 9: Collaboration and Instructional Planning in the IEP Process

Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

The following e-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

VitalSource E-Texts

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


Additional Online Learning Resources

The websites for the Center for Parent Information and Resources and the IRIS Center do not require registration. You may access these resources at any time.
Other Preparations: Create a Glossary

Special education has a specialized vocabulary and many acronyms. While they may seem daunting at the beginning of your studies, they will become very natural to use as you progress through your studies.

To facilitate this internalization, you will expand on your own glossary of terms throughout your studies in the Special Education degree program. As you come across new terms or acronyms, through your readings or discussions with others, add the terms to your glossary of terms. Make your definitions short but meaningful. Here is an example to get you started:

- ABA (Applied Behavior Analysis)
- Accommodation
- ADA (Americans with Disabilities Act)
- Assistive technology
- Curriculum Based Measures
- IDEA (Individuals with Disabilities Act)
- IEP (Individualized Education Plan)
- IFSP (Individual Family Service Plan)
- Modification
- Section 504
- Universal design

Pacing Guide

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Overview of Special Education

History has shaped the key principles of special education today. If you can understand where special education began, it will be much easier to see where it is going.

Historical Overview: Societal Issues, Historical issues, Legal History and Landmark Court Cases

Gaining an understanding of the different federal laws that impact citizens with disabilities helps create a holistic view of the responsibilities communities are charged with to ensure equal access for people with disabilities.

Federal laws that are considered "companion laws" to the Individuals with Disability Education
Act (IDEA) are Section 504 of the Vocation Rehabilitation Act from the 1970s and the Americans with Disabilities Act (ADA) from the 1990s. These acts create an introduction to and the foundation of Special Education.

**History of Special Education**

It is important for special educators to understand the legal history of special education, as this provides the background to special education practices today.

This understanding will help when working with federal and state mandates. In *Characteristics of and Strategies for Teaching Students With Mild Disabilities*, read the following:

- chapter 1 ("Foundations of Special Education for Students With Mild Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

**Societal Issues**

Walk through the following modules from Course 1 - Foundations in Special Education on the UWillTeach website:

- module 1: Special Education as an Evolving Discipline: Influences of the Past

Complete lessons 1, 2, and 3. Take the multiple choice mini-assessments and score 80% or higher.

Pay close attention to the way society has viewed students with disabilities and special education. Also, see how schools and communities have worked to integrate students with disabilities into the natural environments.

Gain an understanding of "normalization" and the differences between "handicap," "disabled," and other terminology in this module.

**Legal History Landmark Court Cases**

The following legal cases were instrumental in the development of special education over time. Review them for a better understanding of how special education has evolved.

- Brown v. Board of Education of Topeka Kansas (1954)
- Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of
Pennsylvania (1971)
- Larry P. v. Riles (1979)
- Honig v. Doe (1988)

Top 10 Court Cases Prezi

Companion Laws

The Individuals with Disabilities Act (IDEA), Section 504 of The Vocational Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990 (ADA) represent attempts to improve the living conditions of those with disabilities. Please review the following:

Comparison of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, The American’s with Disabilities Act, and The Elementary and Secondary Education Act also known as No Child Left Behind Act

Key Principles in Special Education

Complete the following from Course 1 - Foundations of Special Education on the UWillTeach website:


Complete lesson 2.

Complete multiple choice mini-assessment with score of 80% or higher.

7 Major Principles of IDEA

Note: To download this video, right-click the following link and choose "Save as...": download video.

Introduction to Free and Appropriate Public Education (FAPE)

1. UWillTeach Course 9, Module 2, Lesson 5 and take the multiple choice mini-assessment and score 80% or higher.

2. Identify considerations that must be made when determining FAPE for students and what types of controversies exist around FAPE and why.

Look at how to meet FAPE through the use of special education processes and the IEPs.
Defining FAPE

You should fully understand FAPE in IDEA 2004 and how it has an impact on students with disabilities.

Child Find

Each state has an obligation to identify, locate, and evaluate all students entitled to special education. This child find mandate is an important element for identifying students with disabilities and preparing schools to provide education for them once they are eligible.

Components of Child Find

IDEA requires states to develop a continuous process for locating, identifying, and referring students with disabilities. This process must be comprehensive and geared toward students as early in life as possible.

Students who receive special services under Part C, "Early Intervention" or Part B, "3 - 21," must meet eligibility criteria according to federal law.

While schools are considered the primary providers or "lead agency" for students ages 3 - 21, states may coordinate with others to provide services for Part C, "Early Intervention."

Locating and Identifying Students with Suspected Disabilities-Part C: Early Intervention

Early Intervention, PART C of the federal law, IDEA, provides support for infants, toddlers and preschoolers from birth through age 2.

Read through "Overview of Early Intervention" on the Parent Center Hub website and go to ISBE: Child Find Guide. Reading the section on effective practices for early intervention will give you a good foundation for understanding what types of interventions are currently taking place in the field of early childhood education.

Child Find Overview

Note: To download this video, right-click the following link and choose "Save as...": download video.

Roles and Responsibilities of Special Education Teachers

Teaching special education is often much different than teaching general education. Special educators are responsible for managing the special education process for the students who are assigned to them through their school. Duties of the special educator can change depending on the setting in which they teach.

Regardless of setting, there are traditional duties that most special education teachers are responsible to conduct. Among these are management of documents/paperwork and processes.
Supervising Paraprofessionals
Special educators design the instruction delivered by paraprofessionals, supervise the implementation of this instruction, and evaluate the progress towards IEP goals.

This work with paraprofessionals includes monitoring confidentiality, behavioral strategies, and planning for instruction on a regular basis.

Collaboration and Teacher Roles

Read through the following article and Information Briefs:

- Collaboration Between General and Special Education: Making It Work
- Collaboration: A Must for Teachers in Inclusive Educational Settings
- Improving Education: The Promise of Inclusive Schooling
- Working Together: Teacher-Paraeducator Collaboration

As you read through these documents, identify areas of responsibility that overlap between general education teachers and special education teachers. Thinking like a special education teacher will help you to visualize how these similarities and differences will manifest themselves in a classroom setting.

Characteristics of Students with Disabilities

Special education teachers are often called upon to act as consultants to general education teachers and others who are working with students with special needs. A thorough understanding of mild disabilities enables you to become not only a highly qualified teacher but also one who parents and colleagues feel confident in approaching for help and information relating to disabilities.

Characteristics of Students: Cross Categorical
As you interact with and speak about students with special needs, it is imperative to see them first as individuals and then as individuals with traits that cause disabilities.

As you practice using the skills and language that emphasize this, you will be recognized as a knowledgeable and respected educator to whom others will come for assistance with their own students.

Students with Specific Disabilities

Understanding different disabilities is essential to special education. IDEA outlines different eligibility categories; these are broad categories encompassing many different disabilities.

Learning about how these disabilities impact students at home, school, and in society will assist you in determining what special education services may be necessary to consider.

Complete the following from Course 2 - Characteristics of Students with Disabilities on the UWillTeach website:

- module 1: Who Are the Students with Disabilities You Likely Teach Each Day
Complete lessons 1, 2, 3, and 4 in module 1 and 2. Take the multiple choice mini-assessments and score 80% or higher.

Review the following in *Characteristics of and Strategies for Teaching Students With Mild Disabilities*:

- chapter 2 "Overview of Students with Mild Disabilities"
- chapter 3 "Students with Mild and Intellectual Disabilities"
- chapter 4 "Students with Emotional Disturbance"
- chapter 5 "Students with Specific Learning Disabilities"

**Cross Categorical**

*Note: To download this video, right-click the following link and choose "Save as...": [download video].*

Pay close attention to definitions, causes, prevalence, and outcomes for each disability. On the Parent Center Hub website, review the following web page for additional details:

- "Categories of Disabilities Under IDEA Law"

Review IDEA Disability Categories located in the Course Knowledge Base (use the Course Search feature on the COS to locate this document).

**Disabilities**

- Are there "typical" students with disabilities?

  a. Why or why not?

  - What types of reading problems you might see in students with a learning disability in reading?
  - What areas in math might be challenging for students with a learning disability in math?
  - How might information processing impact math skills?
  - What are examples of challenges in writing skills that students with disabilities might experience?

**Intellectual Disability (previously known as Mental Retardation)**
How are students with Intellectual Disabilities assessed?
What role does adaptive behavior play with determining eligibility under the IDEA category, of Intellectual Disabilities?
What controversies surround this eligibility category?

a. Why?

What are some specific reasons students with Intellectual Disabilities might not be successful in an inclusion setting?

Behavior Disorders

How are students with behavioral disorders assessed?

a. Why is the assessment of behavioral disorders problematic?

List seven behaviors that may be of concern to teachers that may indicate a behavioral disorder. Describe how these might progress over time.
What are some of the characteristics of anxiety disorder?

a. Can these characteristics be considered when determining eligibility for special education under the category BD or SED?

What eligibility criteria must be met in order for students to be eligible for special education under IDEA category, SED?

ADHD

In what category do most students with ADHD receive special education services?
How do the symptoms of ADHD manifest themselves as students' age?

a. What signs of ADHD might a teacher in an elementary classroom notice?

b. A teacher in middle school?

c. A high school teacher?

What difficulties might a student with ADHD experience in a classroom?

a. How might their experience be different in a one-on-one situation?
Autism

- With what three areas do students with autism generally have difficulties?
- How might these be evident in the classroom?
- What types of difficulties could a general education teacher experience in working with students with autism?
- How could special education benefit a student with autism?

Giftedness

- Define giftedness.
- In what areas should you look in addition to achievement to help make the determination of giftedness?
- Are schools mandated to provide services to students who are gifted?
- Are there strategies you should focus on when working with students who are gifted?

Special Education Process: Eligibility and Evaluation

Learning about and understanding the special education referral and evaluation process is essential to becoming a special education teacher. Evaluation determines eligibility for special education services, provides the foundation for the IEP, and helps identify instructional, curriculum, and assessment strategies for students.

Special Education Eligibility Process

In order to fully understand the evaluation process, you will need to understand the roles of the student study team SST (labeled differently for different schools, but serves important purpose), school psychologist, regular education teacher, and special education teacher, related services providers, and state and district personnel.

Disproportional and Overrepresentation of Minorities in Special Education

Read the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

- pages 85–94 of chapter 3 ("Students With Mild Intellectual Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

Consider your own experiences serving students with diverse backgrounds.

On the NCCREST website, read the following Information Brief:

- Disproportionate Representation of Culturally and Linguistically Diverse Students in
Special Education: Measuring the Problem

Evaluation and Eligibility Procedures

When children have difficulty progressing in the general education environment and appear to struggle, the possibility exists that they may have a disability. The following information located on the Parent Center Hub and RTI Network websites review the evaluation process mandated by IDEA.

This evaluation process is intended to determine if, indeed, there is a disability affecting a child's school progress and, if so, whether the child needs special education and related services.

- Top 10 Basic Steps in Special Education
- Key Terms in Special Education
- RTI Network SLD Toolkit
- RTI Network: SLD Determination Worksheet

Draw a flow chart that illustrates the SPED eligibility process. Check against the instructor's version below: Special Education Process Doc located in the Course Knowledge Base (use the Course Search feature on the COS to locate this document).

Least Restrictive Environment

In order to meet the legal requirements for Least Restrictive Environment (LRE), after determining that a student is eligible for special education services through the use of an evaluation, the team must determine what services are needed and where (this is called placement) they will be provided. This is determined during the IEP meeting. The parents must be part of this decision.

Read the following in Characteristics of and Strategies for Teaching Students with Mild Disabilities

- chapter 1 "Foundations of Special Education for Students with Mild Disabilities" pages 36-40.

Determining Least Restrictive Environment (LRE)

There are many things that must be considered when determining the least restrictive environment. Among these are services needed, impact of placement on student and others, supports that may be necessary to ensure benefit, and participation in assessments.

Considerations for LRE Determination

On the Parent Center Hub website review the following:

- Placement Short and Sweet

Pay close attention to the following:

- considerations in determining LRE
Teaching Students in an Inclusive Classroom

Inclusion is a movement designed to bring special education services into the general education classroom.

1. Compare mainstreaming and inclusion.
2. How are NCLB and inclusion linked?
3. What is the difference between remediation and accommodation?
4. What is the difference between collaboration and cooperation?

Describe the difference between student-centered and teacher-centered instruction.

Consider a student you may know or have read about in any of the vignettes in *Characteristics of and Strategies for Teaching Students With Mild Disabilities* and discuss with a peer which educational placement would be most appropriate and why. Reviewing the continuum of placements will be advantageous to your discussion.

Answer the following questions for yourself:

- What makes an inclusive classroom successful?
- What is the general education teacher's role in an inclusive classroom? The special educator's role?
- Is assessment different in an inclusive classroom?

Planning for Inclusion

Read the following in *Characteristics of and Strategies for Teaching Students With Mild Disabilities*:

- chapter 6 (“The Inclusive Classroom”)
- chapter 7 (“Learning and Teaching”)

Individual Education Programs

Tremendous changes have occurred over the years in the provision of services to students with disabilities. Federal mandates define requirements for free, appropriate public education in the least restrictive environment.

Special Education IEP Process

When the referral process evaluation leads to the conclusion that the student needs to receive special needs resources, the development of an IEP will take place.

Beginning with evaluation, the team then moves to develop an IEP and determines placement for services. After the IEP document is developed, services begin, as does progress monitoring, which will lead to more evaluation data to develop the next IEP.
This cyclical process is called the IEP process. Special educators must understand the IEP is both a process and a document.

The IEP document determines what services will be provided where the services will be provided, and how those services will be measured and then reported to parents.

**IEP Document: Contents of IEP**

Access the Parent Center Hub website and review the information provided in the links on the IEP Contents page:

- [All About the IEP](#)

Try to visualize students who may need these services and what planning might need to be done prior to the IEP meeting to meet these considerations.

**Curriculum, Instruction, and Meeting Student Needs**

During the development of an IEP, required services are identified. The type of services a student receives depends on the evaluation data. Thus, services that are provided may vary from student to student.

Special educators need to identify the best instructional and curricular materials for each student as well as when and why those services must be delivered.

**Adaptations: Accommodations, Modifications, and Specially Designed Instruction**

One of the terms used to describe special education is the third type of adaptation, specially designed instruction or SDI. Understanding how these adaptations are used to create an individualized education is tricky.

The key is to identify what the main learning objective is, what the general education students are doing to meet this objective, and then to develop the least restrictive or least invasive intervention for your student(s).

Complete the following module in Course 2 of [UWillTeach](#):

- module 3: Individuals with Disabilities: Learning and Instructional Implications

Complete lessons 1, 2, and 3. Take the multiple choice mini-assessments and score 80% or higher.

Read the following in *Characteristics of and Strategies for Teaching Students With Mild Disabilities*:
Review the advance questions to organize your note taking and thinking as you read.

Here are some questions to consider:

**Content Areas/Disabilities**

- What types of teaching strategies would a science teacher use for a student with a learning disability in reading comprehension?
- How could a teacher introduce applied math concepts to a student with reading problems?
- How might ADHD and memory problems impact math skills and what type of teaching strategies would help improve memory?
- What are examples of writing skills that students with disabilities might experience during instruction and how would you accommodate for them?

**Intellectual Disability (previously known as Mental Retardation)**

- How do you incorporate adaptive behavior into the curriculum?
- What is the difference between a functional curriculum and an academic curriculum?
- What are some examples of adaptive behavior skills and how would you teach them?

**Behavior Disorders**

- Which instructional strategies are used to help students with behavioral disabilities?
- What is the difference between a psychoeducational model of instruction and a behavioral model? Be able to define them.
- Which are some models outlined by the learning resources as behavioral programs?
- What eligibility criteria must be met in order for students to be eligible for special education under IDEA category, SED?

**ADHD**

- In what category do most students with ADHD receive special education services?
- What instructional strategies might be useful for students with ADHD?

**Autism**
What strategies are used to teach students with autism (visual cues, communication assists, etc.)
How might these be used in classroom settings?

Speech and Language and Written Expression Disorders

What is the difference between expressive and receptive language?
What instructional strategies can teachers use to help students with these problems?

Classroom Management

All children function more effectively under the right set of rules, procedures, and consistent consequences despite there being certain limits to functioning, such as temperamental or emotional influences related to ADHD or depression.

Managing and enforcing consequences plays a major role in the education of all students, not just students receiving special education services.

Behavioral Management Principles
Managing behavior means that you must develop rules and procedures that assist in creating an environment of student support. You must also have clear expectations about your limits-managing yourself is also part of being an effective teacher.

Managing yourself means being consistent, following through and maintaining a professional attitude in spite of all that is going on around you.

As you have learned in previous classroom management courses/assessments, rules and procedure are vital.

Behavioral Management Principles

Read the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

chapter 9 ("Classroom Management")

Review the advance questions to organize your note taking and thinking as you read.

Pay close attention to instructional strategies and behavioral management strategies that will assist in managing students with specific disabilities.

Positive Behavior Supports
Access the Parent Center Hub website and read through the following page:

- **Behavior Assessment, Plans, and Positive Supports**

The sections on this page are the following:

- "Behavior as Communication"
- "Behavioral Assessment"
- "Behavior Intervention Plans"
- "Positive Behavior Support"
- "Yet More Resources"

### IDEA Student Discipline

Discipline for students with disabilities can be tricky. The law is clear and contains provisions protecting students with disabilities from unjust disciplinary actions, including the loss of special education services. Having a thorough understanding of the regulations and practices in special education is imperative.

#### General Guidelines

Schools must consider the following when disciplining students with disabilities:

- eligibility for the protections
- type of offense committed
- disciplinary actions previously implemented
- the need for a manifestation determination
- whether service continuation is required

### IDEA Discipline Guidelines

Access the Parent Center Hub website and review the following page:

Read through the following:

- "**Discipline, in Detail**"

### Due Process, Mediation Dispute Resolution, and Parental Rights and Partnerships

In this section, you will learn what triggers due process, what the procedural safeguards are, and when parents must be informed of their rights.

Additionally, you will learn some ways to avoid due process issues, how to handle mediation, and how to meet both legal and ethical obligations of the IEP process.

**Procedural Safeguards and Working with Parents**

Special education regulations require that parents/guardians be allowed the opportunity to be active participants in the IEP process and have the responsibility to accept or deny consent for special education services for their child.
Procedural Safeguards - Understanding Due Process

Access the Parent Center Hub website and work through the following on the Theme E: Procedural Safeguards:

- module 17: Introduction to Procedural Safeguards
- module 18: Options for Dispute Resolution
- module 19: Key Issues in Discipline

Review the information related to prior written notice, informed written consent, and access to records—just a few of the critical safeguards in IDEA for families and schools.

Review Procedural Safeguards: Resolution meetings and due process hearings located in the Course Knowledge Base (use the Course Search feature on the COS to locate this document).

Also do an Internet search for the special education due process in the state in which you live. As you research, keep in mind how this impacts your work with special education students.

Procedural Safeguards and Due Process - Protecting Student and Parent Rights

Review the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

- pages 16–18 of chapter 1 ("Foundations of Special Education for Students with Mild Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

Building Family Partnerships

The parent-professional partnership is critical in meeting the needs of a child with a disability. When schools and families work together to support learning, everyone benefits.

Understanding Families

In Characteristics of and Strategies for Teaching Students With Mild Disabilities, read the following:

- chapter 11 ("Building Family Partnerships")

Review the advance questions to organize your note taking and thinking as you read.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.
The WGU Library

The WGU Library
The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

Searching the WGU library

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

**Feedback**

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)