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THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

Research and Residencies

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B.S. in Child Development
- General
- Administration and Management
- Child and Adolescent Studies
- Dual Preschool and Infant/Toddler
- Family Health and Wellness
- Infant/Toddler
- Preschool
- Psychology

B.S. in Instructional Design and Technology
- General Program
- Business and Organizational Change
- Human Factors and Interface Design

OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master’s (AIM) Programs

Undergraduate Minors
- Minor in Applied Instructional Design and Technology
- Minor in Child Development
- Minor in Introductory Design and Technology

TEACHER PREPARATION PROGRAM

Teacher Preparation Program With a Master of Arts in Teaching (M.A.T.)
- Early Childhood Education (Birth–Grade 3)
- Special Education (K–Age 21)

ENDORSEMENT PROGRAMS

Reading K–12 Endorsement
- M.S. in Education With a Specialization in Reading and Literacy With a Reading K–12 Endorsement

GRADUATE CERTIFICATES

Graduate Certificate in Adult Learning
- Graduate Certificate in College Teaching and Learning
- Graduate Certificate in Curriculum, Instruction, and Assessment
- Graduate Certificate in Developmental Education
- Graduate Certificate in Early Childhood Administration, Management, and Leadership
- Graduate Certificate in Early Childhood Advocacy and Public Policy
- Graduate Certificate in Elementary Reading and Literacy
- Graduate Certificate in Engaging Culturally Diverse Learners
- Graduate Certificate in Enrollment Management and Institutional Marketing
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- A Message for Students
- About the Catalog
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Catalog, Student Handbook, and University Guidebooks

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Student Handbook: To access the student handbook, select “2014–2015 Walden University Handbook (September 2015),” from the drop-down menu in the upper-right corner of this page and then click “Enter.”

University Guidebooks: On the drop-down menu in the upper-right corner of this page, select “University Guidebooks” and then click “Enter.”

About the Catalog

The 2014–2015 Walden University Catalog is the primary resource for academic information, including official curricular requirements, for Walden University graduate and undergraduate students. The Walden University Catalog is available electronically only on this web site. Updates are made quarterly. Students are encouraged to routinely check the site for new or supplemental information. Students should contact a member of the Academic Advising Team or the program directors for clarification of specific academic program requirements.

Students who are admitted for, and enrolled during, the 2014–2015 academic year are subject to the degree requirements described in this Walden University Catalog. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period. Neither the provisions of this Walden University Catalog nor the acceptance of students to the university through the admission, enrollment, and registration processes constitutes a contract or an offer of a contract. The university further reserves the right to require a student to withdraw from the university for cause at any time.
A Message for Students

Welcome to the 2014–2015 Walden University Site

The *Walden University Catalog* and *Student Handbook* are updated quarterly—in September, December, March, and June. The most recent version of the catalog is the default publication, but students can access the current handbook or other catalogs from the current academic year by opening the drop-down menu in the upper-right corner of this page, making a selection, and then clicking “Go.” Older catalogs are available by selecting the “Archived Catalogs” link in the left navigation pane.

Students who are enrolled during the 2014–2015 academic year are subject to the degree requirements described in the *Walden University Catalog* for the academic year in which they were admitted.

Additionally, students are subject to the policies and procedures described in the most current *Walden University Student Handbook*, regardless of the academic year in which they were admitted. The university reserves the right to change any provision, offering, requirement, or fee at any time within the student's enrollment period.

Students are encouraged to provide feedback about the catalog and handbook or any suggestions for improvement by sending their comments to catalog@waldenu.edu.

Students should contact their academic advisor with any questions about information in the catalog or handbook.

The faculty and staff of Walden are here to help students succeed in their academic pursuits.

Eric Riedel, Ph.D.
Chief Academic Officer, Walden University
## Where to Look

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Students should contact their Academic Advisor with other questions about where to find information.
What's New? (September 2014)

Listed below are the new courses, programs, concentrations, specializations, and certificates included in the September version of the 2014–2015 Walden University Catalog. Also listed are those courses, programs, concentrations, specializations, and certificates that have changed significantly.

Courses

- CUGS 2010 - What's Your Problem?♦
- EDUC 7000 - Leading the Future of Education
- EDUC 7221 - Leading Research-Based Instructional Practices
- EDUC 7343 - Creating Digital Media
- EDUC 7345 - eLearning
- EDUC 7346 - Leading Change
- EDUC 7347 - Designing Instruction for eLearning
- EDUC 7910 - Capstone
- EDUC 8343 - Creating Digital Media
- SOCW 6743 - Psychopharmacology and Biopsychosocial Considerations
- WCSS 8010 - Doctoral Writing Workshop: Revising and Editing the Proposal
- WCSS 8015 - Doctoral Writing Workshop: Revising and Editing the Proposal
- WCSS 8020 - Doctoral Writing Workshop: Revising and Editing the Introduction
- WCSS 8025 - Doctoral Writing Workshop: Revising and Editing the Introduction
- WCSS 8030 - Doctoral Writing Workshop: Revising and Editing the Literature Review
- WCSS 8035 - Doctoral Writing Workshop: Revising and Editing the Literature Review
- WCSS 8040 - Doctoral Writing Workshop: Revising and Editing the Methodology Section
- WCSS 8045 - Doctoral Writing Workshop: Revising and Editing the Methodology Section

Programs, Concentrations, and Specializations

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- Accounting in B.S. in Business Administration in B.S. in Business Administration
- Addiction in B.S. in Human Services
- Applied Psychology in M.S. in Psychology
- B.S. in Business Administration
- B.S. in Computer Information Systems
- B.S. in Human Services
- B.S. in Information Technology
• B.S. in Interdisciplinary Studies
• B.S. in Psychology
• Bachelor of Science in Nursing (BSN) Completion Program
• Child and Adolescent Development in M.S. in Psychology
• Clinical Psychology Specialization in Ph.D. in Psychology
• Counseling Psychology in Ph.D. in Psychology
• Communication in Master of Business Administration (M.B.A.)
• Communication in M.S. in Management
• Community Health Education Specialization in Public Health
• Cyber Security and Forensics in B.S. in Information Technology
• Cyber Security for Information Systems in B.S. in Computer Information Systems
• Developmental Education in M.S. in Adult Learning
• Education Specialist (Ed.S.) in Educational Technology
• Educational Technology in Ph.D. in Education
• Educational Psychology in M.S. in Psychology
• Educational Psychology in Ph.D. in Psychology
• Epidemiology in Ph.D. in Public Health
• Finance in B.S. in Business Administration
• Finance in Ph.D. in Management
• Forensic Psychology in Ph.D. in Psychology
• General Program in M.S. in Adult Learning
• General in B.S. in Business Administration
• General Psychology in M.S. in Psychology
• Global Leadership in Ph.D. in Criminal Justice
• Human Resource Management in B.S. in Business Administration
• Human Resource Management in Ph.D. in Management
• Healthcare Informatics in B.S. in Computer Information Systems
• Healthcare Management in B.S. in Business Administration
• Information Systems in B.S. in Business Administration
• Leadership and Organizational Change in Ph.D. in Management
• M.S. in Addiction Counseling
• M.S. in Clinical Mental Health Counseling
• M.S. in Forensic Psychology
• M.S. in Management
• M.S. in Marketing
• M.S. in Marriage, Couple, and Family Counseling
• M.S. in Project Management
• Master of Business Administration (M.B.A.)
• Management in B.S. in Business Administration
• Marketing in B.S. in Business Administration
• Multicultural Marketing Communication in B.S. in Business Administration
• Online Teaching in M.S. in Adult Learning
• Ph.D. in Management
• Ph.D. in Public Health
• Ph.D. in Public Policy and Administration (Course-Based)
• Project Management in B.S. in Business Administration
• Psychology of Culture in M.S. in Psychology
• RN-BSN Track
• RN-BSN-MSN Track
• Small Business Management in B.S. in Business Administration
• Teaching Adults English as a Second Language in M.S. in Adult Learning
• The Walden University General Education Curriculum
• Training and Performance Improvement in M.S. in Adult Learning

Certificates

• Graduate Certificate in Digital Marketing
• Post-Doctoral Bridge to Business Administration Certificate
• Post-Doctoral Bridge to Management Certificate
INTRODUCTION

About Walden University

Walden University is an accredited institution that for more than 40 years has provided an engaging learning experience for working professionals. Our mission of producing scholar-practitioners has attracted a community of extraordinary students and faculty, all sharing a common desire to make a positive social impact—to make a difference.

Highlights of Walden's commitment include

- **Diverse and comprehensive core curriculum:** Walden University provides students the intellectual foundation necessary to see the interrelationships among the central ideas and means of expression that are specific to the disciplines. This foundation supplies a context for knowledge and makes possible the cross-fertilization of ideas to enhance creativity, innovation, and problem-solving.
- **Student-centeredness:** Walden's faculty and staff are devoted to helping students balance their education with their personal and professional lives. Walden's library, tutoring, and other student services also provide essential resources.
- **Real-world application:** Degree programs are developed by scholar-practitioners who continually assess courses to make sure they are current and relevant.
- **International perspectives:** Walden University is part of the Laureate International Universities global network of more than 75 accredited campus-based and online universities in 30 countries, serving more than 800,000 students around the world. Students in the Laureate International Universities network have an unprecedented opportunity to expand their international outlook and gain insights that they can apply directly to their professions.
- **Positive social change:** Walden believes that knowledge is most valuable when put to use for the greater good. Students, alumni, and faculty are committed to improving the human and social condition by creating and applying ideas to promote the development of individuals, communities, and organizations, as well as society as a whole.
- **Scholar-practitioner model:** Walden's goal is to help students become scholar-practitioners by challenging them to integrate scholarly research with their own expertise as skilled practitioners in their fields.

History

“The scenery of Walden is on a humble scale, and, though very beautiful, does not approach to grandeur, nor can it much concern one who has not long frequented it or lived by its shore; yet this pond is so remarkable for its depth and purity as to merit a particular description.”

—Henry David Thoreau, *Walden* (1854)
“Evidence for the failure of higher education is all around us,” wrote Harold L. “Bud” Hodgkinson in a 1969 issue of the journal *Soundings*. “Many of our brightest students are telling us that higher education is insulating them from reality rather than assisting them to peel off its infinite layers.” Though more a critique of the academy than a blueprint for a new institution, “Walden U.: A Working Paper” helped inspire the university that bears the name made famous by Henry David Thoreau.

As Hodgkinson was writing about the need for change in higher education, two New York teachers, Bernie and Rita Turner, fresh from graduate work at the New School for Social Research, were becoming interested in effecting social change by developing a new kind of institution for higher education: one that focused on significant problems affecting society from the vantage point of the professional and one that permitted professionals the opportunity to continue working while earning a degree. Thus, Walden University was born.

Walden began by offering a Doctor of Education (Ed.D.) degree focused on dissertation research for midcareer professionals who had postponed finishing their doctoral degrees. Conferring its first degree in 1971 and implementing a formal curriculum in 1977, Walden provided learner-centered programs to professionals in education, business, and government who pursued doctoral degrees in related disciplines, including health and human services. In 1982, Walden's academic office moved from Bonita Springs, Fla., to Minneapolis, Minn., in an effort to gain accreditation in a region that nurtures innovative education. The North Central Association of Colleges and Schools granted Walden University full regional accreditation status in 1990.

After more than 20 years with the university, satisfied that it was well-established, the Turners decided it was time to move on. Don Ackerman, a partner in a venture capital firm in Florida, became the university's owner and chairman of the board in 1992. It was at this time that today's Walden began to emerge as an online university with curricula that emphasized a scholar-practitioner philosophy: applying theoretical and empirical knowledge to professional practice with the goal of improving organizations, educational institutions, and whole communities. To further advance access to higher education, in 1995, Walden offered its first master's degree, the Master of Science in Educational Change and Technology Innovation. The web-based Ph.D. in Psychology program was introduced in 1997, and after a rigorous 2-year self-study process, the North Central Association reaccredited the university for 7 years in 1998.

In February 2002, following the transfer of majority interest in Walden University from Ackerman to Sylvan Ventures, the university began changing from a graduate institution to a comprehensive university, offering bachelor's, master's, and doctoral degrees. In 2004, Ackerman sold his remaining interest in Walden to Laureate Education, Inc. (formerly Sylvan Learning Systems, Inc.).

In January 2005, Walden University merged with National Technological University, an online engineering graduate school also owned by Laureate Education, Inc., providing the university reach into another major profession in need of access to high-quality education. With this change in ownership, the university has made significant improvements in its infrastructure, its faculty, and its student services. Walden was reaccredited by the North Central Association for another 7
years in 2005. The university's curriculum for the master's program in nursing was accredited by the Commission on Collegiate Nursing Education in 2006.

Each year, the university continues to expand its offerings, with new programs recently added in education, psychology, healthcare, public administration, and management. In 2008, Walden named its College of Education in honor of Richard W. Riley (the former Secretary of the U.S. Department of Education) and launched teacher preparation and special education endorsement programs.

To support its mission to increase access to higher education for working adults, in 2008 Walden launched full bachelor's programs in such areas as business administration, child development, and psychology. Walden also created a third online peer-reviewed journal: the *Journal of Social, Behavioral, and Health Sciences*. Similar to Walden's other two journals, the *Journal of Social Change* and the *International Journal of Applied Management and Technology*, this journal promotes research findings and encourages dialogue between scholars and practitioners.

In 2009, Walden's M.S. in Mental Health Counseling received accreditation by the Council for Accreditation of Counseling and Related Educational Programs. Walden also introduced additional technology to better address the needs of its students. Services include a fully digital library, a Career Services Center with practical online tools, Virtual Field Experiences (VFE®), and MobileLearn®, which enables students to download course content for use on mobile devices.

Today, the university's academic programs are organized under the following academic units:

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<td>• School of Public Policy and Administration</td>
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<tr>
<td>• School of Social Work and Human Services</td>
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<tr>
<td><strong>College of Undergraduate Studies</strong></td>
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</table>

Walden's academic offices are located in Minneapolis. The administrative offices are headquartered in Baltimore and provide university support services, including student recruitment, admissions, outreach, finances, and financial aid; new-program and electronic-
classroom development; learning-platform support and help desk; project management; human resources; web and software applications development and support; and information technology infrastructure development and support.
VISION, MISSION, AND GOALS

Vision

Walden University envisions a distinctively different 21st-century learning community where knowledge is judged worthy to the degree that it can be applied by its graduates to the immediate solutions of critical societal challenges, thereby advancing the greater global good.

Mission

Walden University provides a diverse community of career professionals with the opportunity to transform themselves as scholar-practitioners so that they can effect positive social change.

Goals

- To provide multicontextual educational opportunities for career learners.
- To provide innovative, learner-centered educational programs that recognize and incorporate the knowledge, skills, and abilities students bring into their academic programs.
- To provide its programs through diverse process-learning approaches, all resulting in outcomes of quality and integrity.
- To provide an inquiry/action model of education that fosters research, discovery, and critical thinking and that results in professional excellence.
- To produce graduates who are scholarly, reflective practitioners and agents of positive social change.

Social Change

Walden University defines positive social change as a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies. Positive social change results in the improvement of human and social conditions. This definition of positive social change provides an intellectually comprehensive and socially constructive foundation for the programs, research, professional activities, and products created by the Walden academic community. In addition, Walden supports positive social change through the development of principled, knowledgeable, and ethical scholar-practitioners, who are and will become civic and professional role models by advancing the betterment of society.

University Outcomes

Walden University strives to produce graduates with the knowledge, skills, and abilities to:
1. Facilitate positive social change where they work, in their communities, and in society.
2. Use their knowledge to positively impact their profession, communities, and in society.
3. Demonstrate a commitment to lifelong learning.
4. Apply their learning to specific problems and challenges in their workplace and professional settings.
5. Demonstrate information literacy.*
   *Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.
6. Demonstrate an understanding of the methods of inquiry used in their professional or academic field.
7. Practice legal and ethical integrity in their professional work.
8. Effectively communicate their ideas and the rationale behind them to others.
9. Support diversity and multiculturalism within their profession, communities, and society.

**University Values**

**Values**

Three values—quality, integrity, and student-centeredness—are the core of the university and the touchstones for action at all levels of the organization. They demand high standards of excellence, uncompromising openness and honesty, and primary attention to the progress of our students. These values and principles give Walden University its unique identity and underpin the Walden University mission.

**Quality**

- Walden University believes that quality and integrity are the cornerstones of all academic processes.
- Walden University believes in innovation and flexibility in the conception and delivery of its educational programs, and that there are many different academic routes to achieve quality and integrity.

**Integrity**

- Walden University believes that education and social change are fundamental to the provision and maintenance of democratic ideals and principles, especially that of the common good.
- Walden University believes that its learners effect positive social change when they behave as reflective or scholarly practitioners.
- Walden University believes that the inquiry/action model fosters critical thinking and underpins research and discovery for reflective practitioners (bachelor’s and master’s
students) and scholar-practitioners (doctoral students). This model provides the framework for teaching, learning, and assessment.

**Student-Centeredness**

- Walden University believes that all adult learners should have innovative educational access, especially those who are without opportunity in other venues.
- Walden University believes that academic programs must be learner-centered, incorporating learners’ prior knowledge and allowing them to focus their academic work on their needs and interests.

**Accreditation**

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org).

The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to PreK–12 educators for professional development, relicensure, or other purposes.

Walden's M.S. in Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality and relevancy of Walden's program—a program that helps provide students with the skills and credibility to maximize their impact on the profession. In addition, earning a degree that is CACREP-accredited helps to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

Walden University's B.S. in Business Administration, Executive Master of Business Administration (EMBA), Master of Business Administration (M.B.A.), Doctor of Business Administration (D.B.A.), and Ph.D. in Management programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Walden has been reviewed and approved as a provider of project management training by the Project Management Institute (PMI). As a PMI Registered Education Provider (R.E.P.), Walden has agreed to abide by PMI-established quality assurance criteria.
The Society for Human Resource Management (SHRM) acknowledges that Walden's M.S. in Human Resource Management fully aligns with the SHRM's 2010 edition of HR Curriculum Guidebook and Templates, which help define HR education standards and help business schools develop degree programs that follow these standards.

Walden's Bachelor of Science in Nursing (BSN) Completion program, Master of Science in Nursing (MSN) program, and Doctor of Nursing Practice (DNP) program are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of bachelor's and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

**Licensure**

Walden University has received permission to operate in a number of states. Some states, in addition to the permission they have given, have requested that specific statements be printed in this *Walden University Catalog*.

**Florida**

Prospective students from Florida may obtain additional information regarding Walden University by contacting the Commission on Independent Education, Florida Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400; 1-888-224-6684. Credits and degrees earned from this college do not automatically qualify the holder to participate in professional licensing examinations to practice certain professions in Florida. Persons interested in practicing a regulated profession in Florida should contact the appropriate state regulatory agency in the field of their interest.

**Minnesota**

Walden University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

**Oregon**

Walden University is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, OR 97401.

**Pennsylvania**

*Note to all Pennsylvania residents:* Walden University's teacher preparation program and special education endorsement programs are approved by the Minnesota Board of Teaching as leading to
licensure and endorsement, respectively. Because these programs are not reviewed by the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

**South Carolina**

Licensed by the South Carolina Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201; 1-803-737-2260. Licensure indicates only that minimum standards have been met; and it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

**Tennessee**

Walden University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Credits earned at Walden University may not transfer to another educational institution. Credits earned at another educational institution may not be accepted by Walden University. Students should obtain confirmation that Walden University will accept any credits they have earned at another educational institution before they execute an enrollment contract or agreement. Students should also contact any educational institutions that they may want to transfer credits earned at Walden University to determine if such institutions will accept credits earned at Walden University prior to executing an enrollment contract or agreement. The ability to transfer credits from Walden University to another educational institution may be very limited. Credits may not transfer and students may have to repeat courses previously taken at Walden University if they enroll in another educational institution. Students should never assume that credits will transfer to or from any educational institution. It is highly recommended and students are advised to make certain that they know the transfer of credit policy of Walden University and of any other educational institutions they may in the future want to transfer the credits earned at Walden University before they execute an enrollment contract or agreement.

**Washington**

Walden University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Walden University to advertise, recruit and offer residencies for the following degree programs: Bachelor of Science in Business Administration; Master of Arts in Teaching; Master of Business Administration; Master of Public Administration; Master of Public Health; Master of Science in Education; Master of Science in Mental Health Counseling; Master of Science in Nursing; Master of Science in Public Health (in teach-out); Master of Science in Psychology; Doctor of Education; Doctor of Philosophy in Applied Management and Decision Sciences; Doctor of Philosophy in Education; Doctor of Philosophy in Health Services; Doctor of Philosophy in Human Services; Doctor of Philosophy in Psychology; Doctor of Philosophy in Public Health; and Doctor of Philosophy in Public Policy and Administration.
Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.
LEGAL INFORMATION

Privacy Policy

Walden University respects and understands the importance of privacy and security for its online customers. Any information collected is used only by Walden University and its affiliates (including Laureate Education, Inc. and Canter & Associates, Inc.) to contact consumers for marketing and operational purposes. Persons who supply their telephone numbers or e-mail addresses online may receive telephone or e-mail contact with information regarding special promotions, new products and services, or upcoming events. Walden University and its affiliates will not release, sell, rent, or trade that personal information to any third party.

Additional policies regarding the privacy, security, and retention of materials transmitted or received using Walden University e-mail systems, electronic portals, and other facilities are contained in the Technology Policies section of the Walden University Student Handbook.

Do-Not-Call Policy

Telephone communications provide valuable opportunities for students and prospective students to consult with enrollment advisors regarding products and services offered by the Global Products and Services (GPS) division, a division of Laureate Education, Inc. (“Laureate”), and its U.S.-based affiliates. Laureate and its affiliates have adopted and adhere to the policies described here to comply with Federal Trade Commission (“FTC”) and Federal Communications Commission (“FCC”) telemarketing regulations and applicable state laws. As used in this document, telemarketing means a plan, program, or campaign conducted to induce the purchase of goods or services by use of a telephone. Laureate's affiliates include Walden University and Canter & Associates.

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The Global Products and Services (GPS) division, a division of Laureate Education, Inc. (“Laureate”), and its U.S.-based affiliates believe that e-mail is an effective tool for communicating with students and prospective students. Initially, Laureate requires that individuals provide their private e-mail address to receive information about Laureate schools and programs, enabling interaction that is simple, convenient, and secure. Once an individual is a student in a Laureate school or program, all communications regarding schools and programs will be sent to the student's new Laureate school or program e-mail account. Laureate's privacy policy can be found at www.laureate-inc.com. Laureate's affiliates include Walden University and Canter & Associates. Walden's privacy policy can be found at www.WaldenU.edu under the “Legal Information” link, and Canter's privacy policy can be found at www.canter.net under the “Legal Information” link.

Laureate collects e-mail addresses from online information request forms, returned business reply cards, application forms, and other sources. This information is used to contact students about Laureate schools and programs and for promotional purposes strictly related to the products and services of Laureate and its affiliates. Laureate never disguises the origin of its messages. When students receive messages from Laureate, they will be able to identify Laureate or one of its affiliates as the sender.

Each promotional message that Laureate sends will contain either a functioning e-mail address or Internet-based mechanism that students can use to opt out of receiving future promotional messages from Laureate and its schools. In addition, students may submit an opt-out request by contacting removeme@laureate-inc.com and providing the e-mail address that they would like to remove from Laureate's marketing database. The request should include the student's full name, address, and telephone number to ensure proper recording of the request. Laureate processes opt-out requests within 14 calendar days. If students would like to resume receiving promotional messages after making an opt-out request, they must provide Laureate with their express consent to receive such messages.

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Questions about privacy policies should be directed in writing to
Office of General Counsel
Laureate Education, Inc.
650 S. Exeter Street
Baltimore, MD 21202

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The Center for Student Success provides student services that support the academic and professional growth of Walden University students. The center offers several non-degree Student Success Courses designed to improve Walden University students' knowledge and skills in reading, writing, statistics, communications, and critical thinking.

Also see the Center for Student Success section of the *Walden University Student Handbook* for information on the Walden University Library, the Writing Center, Career Services, and additional services.

**Student Success Courses**

The Center for Student Success offers several non-degree courses designed to improve Walden University students' knowledge and skills in reading, writing, statistics, communications, and critical thinking, and to help students successfully complete their academic program. Faculty or academic advising staff also may recommend these courses to help students who need extra support to successfully complete their studies.

Credit is granted for successful completion of each student success course but does not apply toward degree program requirements.

Most courses are available in both quarter-based and semester-based programs. Course length varies depending on the program and specific course.
BACHELOR’S STUDENTS

Student Success Courses

For Students in Quarter-Based Programs

**WCSS 3100 - Skills for Academic Integrity**

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. *Note:* This course is for bachelor's-level students.

**WCSS 3200 - A Practical Course in APA Style**

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Weekly assignments are based on the required text, Mastering APA Style: Student’s Workbook and Training Guide. *Note:* This course is for bachelor's-level students.

**WCSS 6300 - Advanced Reading Strategies**

(3 cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

**WCSS 6400 - Succeeding on Academic and Professional Exams**

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many
of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.
**MASTER’S STUDENTS**  
**(QUARTER-BASED)**

**WCSS 3100 - Skills for Academic Integrity**

*(1.5 cr.)* This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for quarter-based master’s-level students. (Course previously listed as SBSF 5100.)

**WCSS 3200 - A Practical Course in APA Style**

*(1.5 cr.)* This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA *Manual*, this course does not offer instruction in the presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide*. **Note:** This course is for quarter-based master’s-level students.

**WCSS 6000 - Graduate Writing: Evaluative and Persuasive Composition Skills**

*(3 cr.)* This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will
provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for quarter-based master’s-level students.

**WCSS 6100 - Critical Thinking and Logic**

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. **Note:** This course is for quarter-based master’s-level students.

**WCSS 6150 - Graduate Writing for Non-Native English Speakers**

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. **Note:** This course is for quarter-based master’s-level students.

**WCSS 6300 - Advanced Reading Strategies**

(3 cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

**WCSS 6400 - Succeeding on Academic and Professional Exams**

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6500 - Effective Assignment Strategies**
This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses.

WCSS 8350 - Writing a Literature Review

The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations.

Note: This course is for quarter-based master’s-level students. (Course previously listed as SBSF 5350.)
MASTER’S STUDENTS
(SEMESTER-BASED) COURSES

*NURS 5501 - Introduction to Statistics and Applied Research Methods*

(4 sem. cr.) Students in this course are provided with an introductory understanding of elementary statistics for social scientists as well as an introduction to social science research. Statistical methods include computation and analysis of frequency distributions, measures of central tendency, understanding of basic probability, and understanding of the normal curve, as well as conceptual understanding of effect sizes, probability value, and the correlation coefficient. Research methods include understanding basic language associated with research, such as the difference between theory and hypothesis, the nature of variables, and different research designs. Students learn to read research critically. *Note:* This course is for semester-based master’s-level students.

*WCSS 3101 - Skills for Academic Integrity*

(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. *Note:* This course is for semester-based master’s-level students. (Course previously listed as SBSF 5101.)

*WCSS 3201 - A Practical Course in APA Style*

(1 sem. cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice are provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. The focus of this course is on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, instruction in the presentation of advanced research is not offered nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide*. *Note:* This course is for semester-based master’s-level students.
WCSS 6010 - Graduate Writing I: Evaluative Composition Skills

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class is a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. Note: This course is for semester-based master’s-level students.

WCSS 6011 - Graduate Writing II: Persuasive Composition Skills

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course, which is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. Students in this course are provided with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. Note: This course is for semester-based master’s-level students.

WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for semester-based master’s-level students.

WCSS 6151 - Graduate Writing for Non-Native English Speakers

(2 sem. cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. Note: This course is for semester-based master’s-level students.
**WCSS 6301 - Advanced Reading Strategies**

*(2 sem. cr.)* This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

**WCSS 6401 - Succeeding on Academic and Professional Exams**

*(2 sem. cr.)* Students are helped to prepare for professional and academic exams, many of which are required for licensure, in this course. Students learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6501 - Effective Assignment Strategies**

*(2 sem. cr.)* This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses.

**WCSS 8351 - Writing a Literature Review**

*(3 sem. cr.)* The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, and writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for semester-based master’s-level students. (Course previously listed as SBSF 5351.)
D.B.A., Ed.D., AND Ed.S.
STUDENTS (SEMESTER-BASED) COURSES

*SBSF 8015 - Graduate Writing I: Evaluative Composition Skills (Ed.D. and Ed.S.)*

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. **Note:** This course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.

*SBSF 8016 - Graduate Writing II: Persuasive Composition Skills (Ed.D. and Ed.S.)*

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.

*WCSS 3101 - Skills for Academic Integrity*

(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for semester-based doctoral-level students.
WCSS 3201 - A Practical Course in APA Style

(1 sem. cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the Publication Manual of the American Psychological Association. Instruction and practice are provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. The focus of this course is on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, instruction in the presentation of advanced research is not offered nor is it a course in research methods. Weekly assignments are based on the required text, Mastering APA Style: Student's Workbook and Training Guide. Note: This course is for semester-based doctoral-level students.

WCSS 6010G - Graduate Writing I: Evaluative Composition Skills (D.B.A.)

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and work to develop an academic voice. Note: This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

WCSS 6011G - Graduate Writing II: Persuasive Composition Skills (D.B.A.)

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. Note: This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with
logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. **Note:** This course is for semester-based doctoral-level students.

**WCSS 6151 - Graduate Writing for Non-Native English Speakers**

*(2 sem. cr.)* This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. **Note:** This course is for semester-based doctoral-level students.

**WCSS 8351 - Writing a Literature Review**

*(3 sem. cr.)* The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, and writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for semester-based doctoral-level students. (Course previously listed as SBSF 7251.)
PH.D. STUDENTS (QUARTER-BASED) COURSES

SBSF 8024 - Graduate Writing: Evaluative and Persuasive Composition Skills (Ph.D. in Education Students)

(4 cr.) This course is designed for students to enhance their ability to succeed in Walden's writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for Ph.D. in Education students.

WCSS 3100 - Skills for Academic Integrity

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for quarter-based doctoral-level students.

WCSS 3200 - A Practical Course in APA Style

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the Publication Manual of the American Psychological Association. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, this course does not offer instruction in the
presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, Mastering APA Style: Student’s Workbook and Training Guide. Note: This course is for quarter-based doctoral-level students.

**WCSS 6000G - Graduate Writing: Evaluative and Persuasive Composition Skills**

(3 cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to successfully compose course assignments, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. Note: This course is for quarter-based doctoral-level students.

**WCSS 6100 - Critical Thinking and Logic**

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for quarter-based doctoral-level students.

**WCSS 6150 - Graduate Writing for Non-Native English Speakers**

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. Note: This course is for quarter-based doctoral-level students.

**WCSS 6400 - Succeeding on Academic and Professional Exams**
(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 8350 - Writing a Literature Review**

(4.5 cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for quarter-based doctoral-level students. (Course previously listed as SBSF 7250.)
STUDENT SUCCESS COURSES

WCSS 6500G - Effective Assignment Strategies

(3 cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses. **Note:** Free version.

WCSS 6501G - Effective Assignment Strategies

(2 sem. cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to successfully complete weekly writing assignments is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality larger papers common in many courses. **Note:** Free version.

WCSS 6600 - Effective Essay Strategies

(3 cr.) Mastering skills in organization, citation, and writing is crucial to success in Walden's online courses. In this course, students have an opportunity to improve their ability to complete research and writing projects. They do this by learning strategies to evaluate sources, conduct research, and use instructor feedback to improve grades. Students also focus on paraphrasing techniques, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. By assessing strategies and engaging in practical exercises, students gain research and writing skills necessary to complete longer papers common in many courses. The course is appropriate for all students hoping to improve their academic writing skills, including those students for whom English is not a first language.

WCSS 6601 - Effective Essay Strategies

(2 sem. cr.) Mastering skills in organization, citation, and writing is crucial to success in Walden's online courses. In this course, students have an opportunity to improve their ability to
complete research and writing projects by learning strategies to evaluate sources, conduct research, and use Instructor feedback to improve grades. Students also focus on paraphrasing techniques, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. By assessing strategies and engaging in practical exercises, students gain research and writing skills necessary to complete longer papers common in many courses. The course is appropriate for all students hoping to improve their academic writing skills, including those students for whom English is not a first language.

**WCSS 8010 - Doctoral Writing Workshop: Revising and Editing the Proposal**

*(0 cr.)* Doctoral students who have begun the development of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support should take this small-group workshop. With the assistance of the writing faculty member, students will spend 6 weeks advancing their Proposal through tailored one-on-one writing instruction and supportive group work with their peers. They will get to know the required components of the Proposal and have an opportunity to learn how to address common writing issues, such as APA, citing and referencing sources, clarity and concision, and writer's block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to a further developed Proposal, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

**WCSS 8020 - Doctoral Writing Workshop: Revising and Editing the Introduction**

*(0 cr.)* Doctoral students who are committed to an area of research for their dissertation, project study, or doctoral study but unclear as to how to introduce and articulate its importance to a scholarly audience should take this small-group workshop. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the Introduction through tailored one-on-one writing instruction and supportive group work with the students' peers. Students will get to know the required components of the Introduction and have the opportunity to learn how to describe their study, its purpose, and its intentions as well as address common writing issues associated with the Introduction, such as writing a strong problem statement, articulating the gap in the literature or practice, applying correct use of APA and source citations, and overcoming writer's block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Introduction. As needed, the writing faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

**WCSS 8030 - Doctoral Writing Workshop: Revising and Editing the Literature Review**

*(0 cr.)* Is writing the Literature Review a stumbling block? Is the research relayed without purpose or synthesis? This small-group workshop is for doctoral candidates who have begun the Literature Review of their dissertation, project study, or doctoral study but need writing guidance and support. With the help of the writing faculty member, students will spend 6 weeks advancing their Literature Review through tailored one-on-one writing instruction and supportive
group work with their peers. Students will get to know the required components of the Literature Review and have the opportunity to learn how to address common writing issues, such as effective use of summary and synthesis, applying correct use of APA and source citations, and articulating search strategies. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Literature Review. As needed, the faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.

**WCSS 8040 - Doctoral Writing Workshop: Revising and Editing the Methodology Section**

(0 cr.) Writing about the method or methods of study can be a challenge. It's not easy to articulate variables, validity, or data analysis plans. Students who feel like they need some extra help or support with the writing component of their dissertation, project study, or doctoral study Methods section should take this small-group workshop. With the help of the writing faculty member, students will spend 6 weeks advancing the writing of their Methods section through tailored one-on-one writing instruction and supportive group work with their peers. Workshop students will get to know the required components of the Methods section and have the opportunity to learn how to address common writing issues inherent in this section, including effectively explaining data collection and analysis, formatting APA-compliant tables and figures, and articulating ethical procedures and concerns associated with the study. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Methodology section. If needed, the faculty member will help create a tailored plan based on students' specific needs to ensure that they can continue to advance their draft.
THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP

The Richard W. Riley College of Education and Leadership at Walden University is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses offered to PreK–12 educators for professional development, relicensure, or other purposes.

Note on certification and licensure: Acceptance of education degrees from Walden University by individual states for the satisfaction of certification or licensure requirements rests with each state. Walden's advisors can provide individuals with basic guidelines and other information about state requirements. It remains the individual's responsibility to understand and comply with the regulations and other requirements for the state in which he or she resides.

Prospective Alabama students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 1-334-242-9935 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Learn more about the Undergraduate Minors and Accelerate Into Master's (AIM) Programs.

Research and Residencies

Research and Residencies guides and promotes quality in all aspects of doctoral research and residencies in The Richard W. Riley College of Education and Leadership. In collaboration with Walden University's Center for Research Quality, Research and Residencies supports student success through the administration of The Richard W. Riley College of Education and Leadership University Research Reviewers and the supervision of the Riley College Research Courses and Doctoral Forums. Research and Residencies also coordinates the Ed.D. and Ph.D. residencies for the Riley College working closely with Walden University's Academic Residencies team. Face-to-face residencies and virtual experiences are offered to students throughout the year in various parts of the country and overseas. These residencies provide socialization opportunities using innovative technologies and principles of adult learning to develop scholar-practitioners who think critically and contribute to the greater social good.
BACHELOR’S DEGREE PROGRAMS

B.S. in Child Development

The Walden University B.S. in Child Development degree program addresses the needs of child development professionals by providing the tools and strategies needed to improve practice with children across a variety of age levels. Students can choose from eight concentrations: Infant/Toddler, Preschool, Dual Infant/Toddler and Preschool, Child and Adolescent Studies, or Psychology. All eight concentrations in the program deliver an in-depth focus on child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

Learning Outcomes

At the end of this program, the education professional:
1. Identifies developmentally appropriate practices related to creating environments that are healthy, respectful, supportive, and challenging for all children.
2. Identifies the individual characteristics of children and uses this knowledge to make informed decisions regarding the emotional, social, physical, and intellectual well-being.
3. Explains the vital role that healthy, respectful, and reciprocal family and community relationships play in supporting the growth and well-being of the whole child.
4. Demonstrates an understanding of the importance of cultural and linguistic diversity and the vital role it plays in children's healthy development and learning.
5. Uses professional resources, including collegial sharing for continued professional development, to promote advocacy and social change.

Concentrations

- General
- Administration and Management
- Child and Adolescent Studies
- Dual Infant/Toddler and Preschool
- Family Health and Wellness
- Infant/Toddler
- Preschool
- Psychology
Curriculum

The B.S. in Child Development curriculum consists primarily of core courses that are 6-week, 5-credit courses, culminating with a 6-week, 7-credit Capstone course. Through these courses, students will develop concentration-specific content knowledge, written and oral communications skills, the ability to contribute professionally to a diverse and changing child development field, and an understanding of developmentally appropriate practices. These skills are essential to the field of early childhood education, and they prepare students to make a successful contribution in their current and future work settings.

General Education Courses (46 cr.)

See the general education section of this *Walden University Catalog*.  
*Note:* A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Child Development program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General

The General Program provides students with a foundation in child development and educational theory. Coursework examines children's key developmental milestones from birth through adolescence, exploring their physical, social-emotional, and cognitive/language development. Students learn how to create environments that promote healthy development. This concentration allows for a larger number of transferable credits than more specialized programs permit, helping students earn their degree at an accelerated pace.*

*Time to completion may vary by student, depending on individual progress and credits transferred, if applicable.

Degree Requirements

- 180 total quarter credit hours
- General education courses (46 cr.)
- Core courses (55 cr.)
- Elective courses (72 cr.)
- Capstone course (7 cr.)
Curriculum

General Education Courses (46 cr.)
See the General Education section of this Walden University Catalog.

Core Courses (45 cr.)

- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity

Child Development Upper-Elective Courses (10 cr.)
Choose two Child Development courses as upper-level electives (10 cr.).

Elective Courses (72 cr.)
Choose five courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 20 credits must be at the 3000–4000 level.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

- EDUC 4500 - Capstone
  OR
- EDUC 4001 - Capstone

Administration and Management
The concentration in Administration and Management will teach students the unique set of competencies needed to successfully administer a child care program or operate a child care business. The course content will give students a strong foundation in management, leadership, human resources, marketing, and small business entrepreneurship. Students will learn how to develop curriculum and programmatic content at the administrative level. Students will gain an understanding of health, safety, and other state codes and how to ensure that their center or program is in compliance with those standards. Students will explore strategies for
communicating effectively about a center and its programs with parents, families, and the larger community.

**Degree Requirements**

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (36 cr.)
- Elective courses (47 cr.)
- Capstone (7 cr.)
- ePortfolio

**Curriculum**

**General Education Courses (46 cr.)**

See the General Education section of this *Walden University Catalog*.

**Core Courses (45 cr.)**

- EDUC 1001 - Introduction to Education*
- EDUC 1002 - Pioneers and Philosophies of Education*
- EDUC 1004 - Child Development*
- EDUC 1005 - Child Health, Safety, and Nutrition*
- EDUC 1006 - Child, Family, and Community Relationships*
- EDUC 2001 - Language Development*
- EDUC 3003 - Observation and Assessment of the Young Child*
- EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs*
- BUSI 1002 - Introduction to Management and Leadership*
- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field*
- EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs*
- BUSI 3008 - Corporate Entrepreneurship*
- HRMG 3001 - Human Resource Management*
- EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs
- BUSI 4002 - Small Business Ventures*
- BUSI 4003 - Marketing Strategies for Small Business*
- EDUC 4006 - Making Connections: Operating Child Development Centers and Programs
Elective Courses (47 cr.)
Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs. At least 5 credits must be at the 3000–4000 level.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

- EDUC 4500 - Capstone
- EDUC 4001 - Capstone

Child and Adolescent Studies

The concentration in Child and Adolescent Studies will provide students with foundational knowledge, current research, and career perspectives in the areas of development, education, and human ecology. Students will study how school-age children and adolescents develop and learn. This will include the study of typical and atypical cognitive, physical, and social-emotional development, as well as the relationship among these. Additionally, it will also examine developmental domains as well as explore ways that culturally diverse values and social attitudes are transmitted to school-age children and adolescents. Students will learn effective strategies needed for working with this age group in group and classroom settings, and techniques needed to facilitate positive relationships between and among homes, schools, and communities. Students will be able to critically examine selected issues and trends related to school-age children and adolescents.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (36 cr.)
- Elective courses (47 cr.)
- Capstone course (7 cr.)
- ePortfolio

Curriculum

General Education Courses (46 cr.)
See the The Walden University General Education Curriculum section of this Walden University Catalog.
Core Courses (45 cr.)

• EDUC 1001 - Introduction to Education
• EDUC 1002 - Pioneers and Philosophies of Education
• EDUC 1004 - Child Development
• EDUC 1005 - Child Health, Safety, and Nutrition
• EDUC 1006 - Child, Family, and Community Relationships
• EDUC 2001 - Language Development
• EDUC 3003 - Observation and Assessment of the Young Child
• EDUC 4004 - Children With Special Needs
• EDUC 4005 - Cultural and Linguistic Diversity

Concentration Courses (36 cr.)

• EDUC 3301 - School-Age and Adolescent Development
• EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society
• EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development
• EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents
• EDUC 4302 - Home, School, and Community
• EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents
• EDUC 4303 - Trends and Issues in School-Age Children
• EDUC 4304 - Trends and Issues in Adolescence
• EDUC 4305 - Making Connections: The Role of the Professional

Elective Courses (47 cr.)
Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

• EDUC 4500 - Capstone

Dual Preschool and Infant/Toddler

Degree Requirements

• 181 total quarter credit hours
• General education courses (46 cr.)
• Core courses (45 cr.)
• Infant/Toddler courses (30 cr.)
• Preschool courses (25 cr.)
• Electives (28 cr.)
• Capstone course (7 cr.)
• ePortfolio

**General Education Courses (46 cr.)**
See the general education section of this Walden University Catalog.

*Note:* A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

**Curriculum**

**Core Courses (45 cr.)**

- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity

**Infant/Toddler Concentration Courses (30 cr.)**

- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field
- EDUC 3202 - Quality Programs for Infants and Toddlers
- EDUC 3203 - Infant/Toddler Mental Health
- EDUC 3204 - Family Cultures of Infants and Toddlers
- EDUC 4205 - Developmentally Appropriate Practices in Infant Settings
- EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings

**Preschool Concentration Courses (25 cr.)**

- EDUC 4102 - Play and Learning for the Preschool Child
- EDUC 3103 - Guiding Young Children’s Behavior
- EDUC 4104 - Inclusive Practices in Classroom Communities
- EDUC 4105 - Early Literacy
- EDUC 4106 - Teaching Across Content Areas in Preschool
Capstone Course (7 cr.)

- EDUC 4001 - Capstone

Elective Courses (28 cr.)
Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

Family Health and Wellness
The Family Health and Wellness concentration explores the impact of wellness across the lifespan. Students will learn how to identify key indicators of healthy habits and develop strategies to foster healthier choices for children and their families. Coursework addresses health issues, such as nutrition, exercise science, stress management, and the role of culture and socioeconomic factors in perceptions of healthy behavior.

Degree Requirements
- 180 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (30 cr.)
- Elective courses (52 cr.)
- Capstone course (7 cr.)
- ePortfolio

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Curriculum

Core Courses (45 cr.)
- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
• EDUC 3003 - Observation and Assessment of the Young Child
• EDUC 4004 - Children With Special Needs
• EDUC 4005 - Cultural and Linguistic Diversity

Concentration Courses (30 cr.)

• EDUC 3203 - Infant/Toddler Mental Health
• HLTH 4300 - Personal Health and Wellness
• HLTH 4320 - Nutrition Across the Lifespan
• HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
• HLTH 4360 - Stress Management and Wellness
• HLTH 4380 - Strategies for Health Communication and Wellness

Elective Courses (52 cr.)

Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

• EDUC 4500 - Capstone
  OR
• EDUC 4001 - Capstone

Infant/Toddler

Degree Requirements

• 181 total quarter credit hours
• General education courses (46 cr.)
• Core courses (45 cr.)
• Concentration courses (30 cr.)
• Elective courses (53 cr.)
• Capstone course (7 cr.)
• ePortfolio

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.
Curriculum

Core Courses (45 cr.)

- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity

Concentration Courses (30 cr.)

- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field
- EDUC 3202 - Quality Programs for Infants and Toddlers
- EDUC 3203 - Infant/Toddler Mental Health
- EDUC 3204 - Family Cultures of Infants and Toddlers
- EDUC 4205 - Developmentally Appropriate Practices in Infant Settings
- EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings

Elective Courses (53 cr.)

Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

- EDUC 4001 - Capstone

Preschool

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (30 cr.)
- Elective courses (53 cr.)
- Capstone course (7 cr.)
General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Curriculum

Core Courses (45 cr.)

- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity

Concentration Courses (30 cr.)

- EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field
- EDUC 4102 - Play and Learning for the Preschool Child
- EDUC 3103 - Guiding Young Children’s Behavior
- EDUC 4104 - Inclusive Practices in Classroom Communities
- EDUC 4105 - Early Literacy
- EDUC 4106 - Teaching Across Content Areas in Preschool

Elective Courses (53 cr.)

Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

Note on Minors: Electives can also be used to complete a six-course minor.

Capstone Course (7 cr.)

- EDUC 4001 - Capstone
Psychology

From infancy to adolescence, children are shaped by emotional, physical, social, and environmental factors. The Psychology concentration will expand students' understanding of the development, behavior, and motivations of children of all ages. Students build the knowledge base needed to work with children and their families in a variety of public, private, and nonprofit organizations. The B.S. in Child Development program is one of the only non-licensure degree programs in the nation to offer this concentration, which is designed for individuals who want to increase their knowledge of human psychology and behavior as they relate to development from infancy through adolescence.

Degree Requirements

- 180 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (60 cr.)
- Elective courses (22 cr.)
- Capstone course (7 cr.)
- ePortfolio

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog. Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Curriculum

Core Courses (45 cr.)

- EDUC 1001 - Introduction to Education
- EDUC 1002 - Pioneers and Philosophies of Education
- EDUC 1004 - Child Development
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity
**Concentration Courses (60 cr.)**

- **EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field**
- **EDUC 3103 - Guiding Young Children's Behavior**
- **EDUC 3203 - Infant/Toddler Mental Health**
- **EDUC 3301 - School-Age and Adolescent Development**
- **EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents**
- **EDUC 4102 - Play and Learning for the Preschool Child**
- **EDUC 4205 - Developmentally Appropriate Practices in Infant Settings**
- **EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings**
- **PSYC 1002 - Psychology as a Natural Science**
- **PSYC 1003 - Psychology as a Social Science**
- **PSYC 2004 - Motivation and Emotion**
- **PSYC 2005 - Social Influences on Behavior**
- **PSYC 4002 - Brain and Behavior**

**Elective Courses (22 cr.)**

Choose courses from general education, B.S. in Child Development, or other Walden bachelor's degree programs.

**Capstone Course (7 cr.)**

- **EDUC 4500 - Capstone**
  OR
- **EDUC 4001 - Capstone**

**B.S. in Instructional Design and Technology**

The B.S. in Instructional Design and Technology provides students with an opportunity to obtain the knowledge and skills necessary for entry into the growing field of instructional design. This program will prepare students to use technology to create and evaluate learning materials for use in various instructional settings.

Students will learn how to work collaboratively to understand their organizations' learning needs and how to effectively develop instructional materials to meet these needs. Students will have an understanding of how people learn plus the practical skills to apply their knowledge immediately in the field. Additionally, students graduating with this degree will be uniquely qualified due to their experiences with learning online. Students' experience with the Learning Management Systems and the tools used in the online environment will put them in position for the many jobs available for instructional designers in the online learning field.

The B.S. in Instructional Design and Technology courses are aligned with the standards of the Association for Education Communications and Technology (AECT). These standards are critical indicators of quality in instruction through technology and their inclusion reflects the integrity of the Walden University learning experience as well as its relevancy in professional and educational settings.
Learning Outcomes

Upon completion of the program, education professionals will be able to:
1. Design conditions for learning by applying principles of instructional systems design, instructional strategies, and learner characteristics.
2. Develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
3. Use processes and resources for learning by applying principles and theories of media utilization.
4. Evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-references measurement, and formative and summative evaluation.

Concentrations

- General Program
- Business and Organizational Change
- Human Factors and Interface Design

Curriculum

Walden University offers a B.S. in Instructional Design and Technology degree to students who want to gain the skills and practical hands-on experience needed to succeed in this growing field. The broad framework of the General Program can help to prepare you for a rewarding career in the field of instructional design and technology. Walden also offers the following concentrations: Business and Organizational Change and Human Factors and Interface Design.

Note: Students admitted prior to September 2010 are required to complete CMIS 1002, CMIS 2001, and CMIS 4201 as part of the core curriculum.

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Education Core Courses (30 cr.)

- EDUC 1014 - Understanding Today’s Instructional Environments
- EDUC 1015 - How People Learn
- EDUC 2003 - Human Development
- EDUC 2004 - Literacy in the 21st Century
- EDUC 3004 - Curriculum Design
- EDUC 3005 - Evaluation and Assessment
Instructional Design Core Courses (45 cr.)

- EIDT 2001 - Technology and Learning
- EIDT 2002 - Web Design I
- EIDT 2003 - Introduction to Distance Education
- EIDT 2004 - Instructional Design I
- EIDT 3003 - Ethical and Fair Use of Instructional Materials
- EIDT 3002 - Multimedia Tools
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III
- EIDT 4002 - Web Design II

Elective Courses (20–55 cr.)

Students in the General Program choose 11 additional elective courses (55 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor’s program. At least 15 elective credits must be at the 3000 level or above.

Students in the Business and Organizational Change concentration choose seven additional elective courses (35 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor’s program.

Students in the Human Factors and Interface Design concentration choose four additional elective courses (20 cr.) from either general education, B.S. in Child Development, B.S. in Educational Studies, or any bachelor’s program.

Capstone Course (5 cr.)

- EIDT 4001 - Instructional Design and Technology Capstone

Additional Technology Requirements

Note: In addition to Walden’s general technical requirements, this program has additional technology requirements:

- Windows Vista or Mac OS X
- Free, downloadable software programs that may be required in order to complete the course and program requirements

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Instructional Design and Technology program relating to the types of occupations this program
may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

The broad framework of the General program allows students the flexibility to design a program that meets their specific needs. Through a combination of general education courses, electives, and a core of applied instructional design courses, students can gain a wealth of competencies, skills, and experiences to apply technology to a variety of instructional settings.

**Degree Requirements**

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (75 cr.)
- Elective courses (55 cr.)
- Capstone course (5 cr.)

**Curriculum**

**General Education Courses (46 cr.)**

See the General Education section of this *Walden University Catalog*.

**Education Core Courses (30 cr.)**

- EDUC 1014 - Understanding Today’s Instructional Environments
- EDUC 1015 - How People Learn
- EDUC 2003 - Human Development
- EDUC 2004 - Literacy in the 21st Century
- EDUC 3004 - Curriculum Design
- EDUC 3005 - Evaluation and Assessment

**Instructional Design Core Courses (45 cr.)**

- EIDT 2001 - Technology and Learning
- EIDT 2002 - Web Design I
- EIDT 3003 - Ethical and Fair Use of Instructional Materials
- EIDT 2003 - Introduction to Distance Education
- EIDT 2004 - Instructional Design I
- EIDT 3002 - Multimedia Tools
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III
Electives (55 cr.)
Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor’s degree programs. At least 55 credits must be at the 3000–4000 level. The elective credits should total 55 to meet program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

Capstone Course (5 cr.)

- **EIDT 4001 - Instructional Design and Technology Capstone**

Business and Organizational Change
The Business and Organizational Change concentration will be beneficial for those looking to blend their knowledge of instructional design and technology within the business landscape. Students will learn the essential principles and concepts of management theory and practice. In order to help their organizations become more successful, students will also study effective change management tools and techniques. This concentration will also focus on the basic principles of leadership and motivational theory, as well as the importance of communication.

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (75 cr.)
- Concentration courses (20 cr.)
- Elective courses (35 cr.)
- Capstone course (5 cr.)

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.
**Note:** A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Curriculum

Education Core Courses (30 cr.)
Instructional Design Core Courses (45 cr.)

- EIDT 2001 - Technology and Learning
- EIDT 2002 - Web Design I
- EIDT 2003 - Introduction to Distance Education
- EIDT 2004 - Instructional Design I
- EIDT 3003 - Ethical and Fair Use of Instructional Materials
- EIDT 3002 - Multimedia Tools
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III
- EIDT 4002 - Web Design II

Concentration Courses (20 cr.)

- BUSI 1001 - Introduction to Business
- BUSI 3002 - Ethical Leadership
- BUSI 3003 - Dynamics of Change
- HRMG 3001 - Human Resource Management

Elective Courses (35 cr.)

Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

Capstone Course (5 cr.)

- EIDT 4001 - Instructional Design and Technology Capstone

Human Factors and Interface Design

The Human Factors and Interface Design concentration allows students to gain a deeper understanding of user needs and preferences in order to develop learning applications that are accessible and easy for the learner to use. Students will learn the various methods available for evaluating, measuring, and improving the way humans and computers interact. They will also be able to apply their knowledge of e-learning systems to real-world challenges.
Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (75 cr.)
- Concentration courses (35 cr.)
- Elective courses (20 cr.)
- Capstone course (5 cr.)

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Curriculum

Education Core Courses (30 cr.)

- EDUC 1014 - Understanding Today’s Instructional Environments
- EDUC 1015 - How People Learn
- EDUC 2003 - Human Development
- EDUC 2004 - Literacy in the 21st Century
- EDUC 3004 - Curriculum Design
- EDUC 3005 - Evaluation and Assessment

Instructional Design Core Courses (45 cr.)

- EIDT 2001 - Technology and Learning
- EIDT 2002 - Web Design I
- EIDT 2003 - Introduction to Distance Education
- EIDT 2004 - Instructional Design I
- EIDT 3003 - Ethical and Fair Use of Instructional Materials
- EIDT 3002 - Multimedia Tools
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III
- EIDT 4002 - Web Design II

Concentration Courses (35 cr.)

- CMIS 1002 - Information Technology Infrastructure
- CMIS 2001 - Internet Computing
Elective Courses (20 cr.)

Choose nine courses from general education, B.S. in Instructional Design and Technology, or other Walden bachelor's degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet the elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement.

Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.
3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
   o Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   o Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note*: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td></td>
</tr>
<tr>
<td>M.S. in Early Childhood Studies</td>
<td></td>
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<tr>
<td><em>Students may select any or all of these courses. Individual course prerequisites apply.</em></td>
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<tr>
<td><em>Note</em>: These courses are 8 weeks in length.</td>
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<tr>
<td></td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
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<td></td>
<td>• EDUC 5160 - Early Childhood Development</td>
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<td></td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
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<td></td>
<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
</tbody>
</table>
**M.S. in Instructional Design and Technology**

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 8 weeks in length.

- EDUC 5105 - Organizations, Innovation, and Change
- EDUC 5115 - Learning Theories and Instruction
- EIDT 5100 - Instructional Design
- EIDT 5110 - Advanced Instructional Design

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**College of Health Sciences**

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**School of Health Sciences**

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**Master of Public Health (MPH)**

*Students may select any or all of these courses. Individual course prerequisites apply.*

*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*

*Note:* These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

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**Master of Healthcare Administration (MHA)**

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics
### School of Nursing

#### Master of Science in Nursing (MSN)

*Note:* These courses are 11 weeks in length.

- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 5052 - Essentials of Evidence-Based Practice

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

### School of Public Policy and Administration

#### Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

#### Master of Public Policy (MPP)

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

- MMPP 5280 - Policy and Politics in American Political Institutions
- MMPP 5405 - Ethics and Social Justice
- MMPP 5111 - Leadership and...
<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
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</thead>
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<tr>
<td><strong>M.S. in Emergency Management</strong></td>
<td>• MSEM 5364 - Managing Public Safety Organizations♦</td>
</tr>
<tr>
<td></td>
<td>• MSEM 5100 - Critical Issues in Emergency Management</td>
</tr>
<tr>
<td></td>
<td>• MSEM 5480 - Applied Research and Evaluation Methods♦</td>
</tr>
<tr>
<td></td>
<td>• MSEM 5363 - Public Safety Issues♦</td>
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<tr>
<td><strong>M.S. in Nonprofit Management and Leadership</strong></td>
<td>• NPMG 5200 - Introduction to the Nonprofit Sector</td>
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<td></td>
<td>• NPMG 5405 - Ethics and Social Justice</td>
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<tr>
<td></td>
<td>• NPMG 5420 - Organizational Management and Leadership</td>
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<td>• NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<td>• NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td>• NPMG 5480 - Applied Research and Evaluation Methods</td>
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<td><strong>M.S. in Criminal Justice</strong></td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
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<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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<td>• CRJS 5511 - Special Populations</td>
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<td>• CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td>• CRJS 5203 - Victimology</td>
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<tr>
<td><strong>M.S. in Criminal Justice Leadership and Executive Management</strong></td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
</tr>
<tr>
<td></td>
<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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</table>
## M.S. in Psychology

Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.  

**Note:** These courses are 11 weeks in length.

<table>
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<th>Applied Psychology</th>
<th>Educational Psychology</th>
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<td>PSYC 5215 - Lifespan</td>
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<td>PSYC 5245 - Social</td>
<td>PSYC 5245 - Social</td>
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<td>Psychology</td>
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<tr>
<td>PSYC 5781 - Psychopathology</td>
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<tr>
<td>From a Clinical Perspective</td>
<td>From a Clinical Perspective</td>
<td>From a Clinical Perspective</td>
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<tr>
<td>Crisis Management and Response</td>
<td>PSYC 5701 - Culture and Psychology</td>
<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
<td>Educational Psychology</td>
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<td>PSYC 5765 - Educational Psychology</td>
<td>PSYC 5765 - Educational Psychology</td>
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<tr>
<td>Psychology</td>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>PSYC 5720 - Psychology of Personality</td>
<td>General Psychology</td>
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<tr>
<td>Psychology</td>
<td>PSYC 5220 - Psychology of Personality</td>
<td>General Psychology</td>
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<td>Health Psychology</td>
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<td>Health Psychology</td>
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<td>PSYC 5215 - Lifespan</td>
<td>PSYC 5215 - Lifespan</td>
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<td>Development</td>
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<td>PSYC 5745 - Health</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>Psychology</td>
<td>PSYC 5701 - Culture and Psychology</td>
<td>General Psychology</td>
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<tr>
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<td>Terrorism and Security</td>
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<td>• PSYC 5741 - Psychology of Terrorism</td>
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</tbody>
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| M.S. in Forensic Psychology   | • FPSY 5101 - Introduction to Forensic Psychology |
|                              | • FPSY 5115 - Understanding Forensic Psychology Research |
|                              | • FPSY 5125 - Assessment in Forensic Psychology Settings |
|                              | • FPSY 5135 - Criminal Behavior |
|                              | • FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology |
|                              | • FPSY 5720 - Abnormal Behavior |

| School of Social Work and Human Services | • HUMN 5100 - Introduction to Mental Health Counseling |
|                                          | • HUMN 5722 - Counseling and Psychotherapy Theories |
|                                          | • HUMN 5316 - Techniques of Counseling |
|                                          | • HUMN 5723 - Multicultural Counseling |

| M.S. in Clinical Mental Health Counseling | • HUMN 5103 - Introduction to Addiction |
|                                          | • HUMN 5204 - Assessment in Counseling and Addiction |
|                                          | • HUMN 5202 - Theories, |

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**M.S. in Forensic Psychology**

Students may select up to five of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length.

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**School of Social Work and Human Services**

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**M.S. in Clinical Mental Health Counseling**

These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length.

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**M.S. in Addiction Counseling**

These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length.
Treatment, and Case Management of Addiction

- HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations
- HUMN 5215 - Lifespan Development

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

Minor in Applied Instructional Design and Technology

The Undergraduate Minor in Applied Instructional Design and Technology is designed for non-education major students who are interested in the growing field of instructional design. This minor can help prepare students to use technology to create and evaluate learning materials for use in various instructional settings. For students looking to focus more on design and who are willing to purchase the Adobe Web Premium software, the Applied Instructional Design and Technology minor will allow them to gain actual design experience with hands-on use of the Adobe Web Premium software.
Note: This minor is not available to students in the B.S. in Instructional Design and Technology program.

Required (30 cr.)

Courses should be completed in the following order:

- EDUC 1015 - How People Learn
- EIDT 3002 - Multimedia Tools
- EIDT 2002 - Web Design I
- EIDT 2004 - Instructional Design I
- EIDT 3004 - Instructional Design II
- EIDT 4004 - Instructional Design III

Minor in Child Development

The Minor in Child Development is for the non-education major student seeking skills and knowledge in child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

Note: This minor is not available to students in the B.S. in Child Development program.

Required (30 cr.)

- EDUC 1004 - Child Development
- EDUC 4005 - Cultural and Linguistic Diversity
  Students may select from four of the following courses:
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 2001 - Language Development
- EDUC 2002 - Children’s Literature
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 3203 - Infant/Toddler Mental Health

Minor in Introductory Design and Technology

The Undergraduate Minor in Introductory Instructional Design and Technology is for the non-education major student who may be interested in designing learning experiences and training programs. Students will gain firsthand knowledge of a learning management system and how it is used to provide engaging and content-rich instruction. This minor will not require the purchase of Adobe Web Premium software.

Note: This minor is not available to students in the B.S. in Instructional Design and Technology program.
Required (30 cr.)

- EDUC 1014 - Understanding Today's Instructional Environments♦
- EIDT 2001 - Technology and Learning♦
- EIDT 2003 - Introduction to Distance Education♦
- EIDT 2004 - Instructional Design I♦
- EIDT 3003 - Ethical and Fair Use of Instructional Materials♦
- EDUC 3005 - Evaluation and Assessment♦
Teacher Preparation Program Program With a Master of Arts in Teaching (M.A.T.)

Walden's Minnesota state-approved* teacher preparation program with a Master of Arts in Teaching (M.A.T.) option is designed to prepare candidates to become P–12 classroom teachers with the knowledge, skills, and dispositions of exemplary educators who work in diverse settings. The Richard W. Riley College of Education and Leadership is committed to individuals who seek to become skilled classroom teachers and to providing them developmentally appropriate, student-centered learning experiences that build their students' knowledge and skills.

* Note to all Pennsylvania residents: Walden University's teacher preparation program is approved by the Minnesota Board of Teaching as leading to licensure. Because this program is not reviewed by the Pennsylvania Department of Education, candidates are instructed to apply for Pennsylvania certification as out-of-state graduates of a teacher preparation program.

At the end of this program, teachers are able to:

1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. Understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.
3. Understand and use a variety of instructional strategies to encourage student development of critical-thinking, problem-solving, and performance skills.
4. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
5. Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
6. Be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
7. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
9. Understand how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
10. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Specializations**

- Early Childhood Education (Birth–Grade 3)
- Special Education (K–Age 21)

**Completion Requirements**

- 43–46 semester credits
- Core courses (13–18 sem. cr.)
- Specialization courses (18–24 sem. cr.)
- Field experience**: a minimum of 75 hours of classroom-based and virtual experiences in conjunction with coursework; 12–14 weeks of full-time demonstration teaching
- M.A.T. courses
- ePortfolio

**Note:** In addition to Walden's general technical requirements, access to a scanner is required so that candidates can electronically submit signed documents verifying their field experience hours.

**Curriculum**

The teacher preparation program with a Master of Arts in Teaching is offered on a semester system. Each specialization has a planned sequence of courses. An ePortfolio based on the program's identified outcomes must be submitted and approved during the final course of the program.

**Course Sequence**

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Teacher Preparation Program With a Master of Arts in Teaching (M.A.T.) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Early Childhood Education (Birth–Grade 3)

The teacher preparation program with a Master of Arts in Teaching (M.A.T.) with a specialization in Early Childhood Education (Birth–Grade 3) is a 43-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards for teachers and the initial licensure standards of the National Association for the Education of Young Children (NAEYC).

This specialization provides candidates with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field. Specialization courses address a trajectory of learning and development that begins at birth and extends throughout the early school years. Typical development as well as exceptionalities are emphasized in all coursework and related field experiences. Issues of diversity and cross-cultural communication are also integrated throughout. Pre-service teachers develop content knowledge, planning processes, teaching methodology, classroom management, and adult/child communication strategies through a variety of learning opportunities online and in the field.

Each course in the first three semesters is 5 weeks long, and there are three consecutive courses per semester. In the fourth semester, the three required courses are 5 weeks, 10 weeks, and 14 weeks long; they are taken concurrently. In addition, candidates take two consecutive 8-week courses in the fifth semester (for a total of 43 semester credits). The program is offered in a prescribed online sequence.

Curriculum

Core Courses (13 sem. cr.)

- EDUC 6605 - Teacher as Lifelong Learner and Professional Educator
- EDUC 6606 - Today's Classroom and the Diverse Learner
- EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning
- EDUC 6608 - Classroom Management
- EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education

Specialization Courses (18 sem. cr.)

- EDUC 6681 - Early Childhood Education: Past, Present, and Future
- EDUC 6682 - Teaching Reading, P–3
- EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers
- EDUC 6684 - Play and Learning for the Preschool Child
- EDUC 6685 - Teaching Mathematics, P–3
- EDUC 6686 - Teaching Across the Content Areas, P–3
Field Experience (6 sem. cr.)

- EDUC 6687 - Demonstration Teaching: Early Childhood Education

Master of Arts in Teaching Courses (6 sem. cr.)

- EDUC 6621 - Educational Research: Foundations
- EDUC 6622 - Educational Research: Practical Applications

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td>EDUC 6605 - Teacher as Lifelong Learner and Professional Educator</td>
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<td>EDUC 6606 - Today’s Classroom and the Diverse Learner</td>
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<td>EDUC 6681 - Early Childhood Education: Past, Present and Future</td>
<td>3 sem. cr.</td>
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<td>EDUC 6608 - Classroom Management</td>
<td>3 sem. cr.</td>
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<td>EDUC 6682 - Teaching Reading, P–3</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers</td>
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<td>EDUC 6684 - Play and Learning for the Preschool Child</td>
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<td>EDUC 6685 - Teaching Mathematics, P–3</td>
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<td>EDUC 6686 - Teaching Across the Content Areas, P–3</td>
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<td>EDUC 6687 - Demonstration Teaching: Early Childhood Education</td>
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<td>EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education</td>
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<td>EDUC 6621 - Educational Research: Foundations</td>
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<tr>
<td></td>
<td>EDUC 6622 - Educational Research: Practical Applications</td>
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* Note: Exact sequence of study may vary, depending on start date.

Note: The teacher preparation program with a Master of Arts in Teaching (MAT) does not offer any courses during the summer that have field experience or demonstration teaching requirements.
Guidebook

Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (M.A.T.) review the Candidate Guidebook and Field Experience and Demonstration Teaching Handbook to help them understand the guidelines and requirements of the program, including transition points and field experiences.

Candidates can access the Candidate Guidebook and Field Experience and Demonstration Teaching Handbook from their myWalden university portal. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (M.A.T.) should refer to the Candidate Guidebook for complete information on the programs and related policies and procedures related to them.

Candidates should refer to the Field Experience and Demonstration Teaching Handbook for detailed information regarding the field experience requirements in the program.

Note on Licensure

Walden is approved by the Minnesota Board of Teaching to offer a program leading to initial licensure in Early Childhood Education. Candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the license. Candidates are responsible for completing any other Minnesota requirements beyond Walden’s state-approved program and MDE is solely responsible for reviewing applications and issuing licenses.

Individuals interested in an early childhood licensure in states other than Minnesota may qualify by virtue of completing a state-approved teacher preparation program; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

Special Education (K–Age 21)

The Master of Arts in Teaching (M.A.T.) with a specialization in Special Education (K–Age 21) program is designed for individuals seeking licensure as special educators. This specialization focuses on the learning and development of students of all ages (K–Age 21) with a broad range of exceptionalities, including autism spectrum disorders, developmental cognitive disorders, health disabilities, emotional and behavioral disorders, and learning disabilities. Candidates will develop an in-depth understanding of a variety of learning styles and learn how to apply instructional skills and strategies to assist students with multiple disabilities to develop critical-thinking, problem-solving, and performance skills. The curriculum includes field experiences that provide opportunities to observe expert educators, receive mentoring, and apply what is learned across age levels in primary and secondary settings.

Courses and field experiences for this specialization incorporate standards of the Council for Exceptional Children (CEC) and the Interstate New Teacher Assessment and Support Consortium (InTASC) and are aligned with Minnesota state's special education licensure standards.
During candidates' participation in the M.A.T. Program for Special Education, they may join Walden's Chapter of the Council for Exceptional Children, which is the largest international professional organization dedicated to improving the educational success of individuals with disabilities. A New Teacher Mentor Program is also offered to graduates.

Curriculum

Core Courses (18 sem. cr.)

- EDUC 6605 - Teacher as Lifelong Learner and Professional Educator
- EDUC 6606 - Today's Classroom and the Diverse Learner
- EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning
- EDUC 6608 - Classroom Management
- EDUC 6649 - Seminar for Professional Educators
- EDUC 6688 - Action Research

Specialization Courses (24 sem. cr.)

- EDUC 6627 - Foundations of Literacy
- EDUC 6626 - Foundations of Special Education
- EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities
- EDUC 6636 - Characteristics of Learners With Exceptionalities
- EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning
- EDUC 6638 - Behavior Management to Support Learners With Exceptionalities
- EDUC 6639 - Instructional Strategies for Learners With Exceptionalities
- EDUC 6209 - Collaboration to Support All Learners

Field Experience (4 sem. cr.)

- EDUC 6648 - Demonstration Teaching

Course Sequence

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<td>EDUC 6606 - Today’s Classroom and the Diverse Learner</td>
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<td>EDUC 6627 - Foundations of Literacy</td>
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<td>EDUC 6626 - Foundations of Special Education</td>
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<td>EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities</td>
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<td>Characteristics of Learners with Exceptionalities</td>
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<td>EDUC 6637</td>
<td>Literacy Assessment and Intervention to Support Student Learning</td>
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<td>EDUC 6648</td>
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**Note:** The teacher preparation program with a Master of Arts in Teaching (MAT) does not offer any courses during the summer that have field experience or demonstration teaching requirements.

### Guidebook
Walden University requires that all candidates in its teacher preparation program with a Master of Arts in Teaching (M.A.T.) review the *Candidate Guidebook* and *Field Experience and Demonstration Teaching Handbook* to help them understand the guidelines and requirements of the program, including transition points and field experiences.

Candidates can access the *Candidate Guidebook* and *Field Experience and Demonstration Teaching Handbook* from their myWalden university portal. Candidates enrolled in the teacher preparation program with a Master of Arts in Teaching (M.A.T.) should refer to the *Candidate Guidebook* for complete information on the programs and related policies and procedures related to them. Candidates should refer to the *Field Experience and Demonstration Teaching Handbook* for detailed information regarding the field experience requirements in the program.

### Note on Licensure
*Walden is approved by the Minnesota Board of Teaching to offer a program leading to initial licensure in Special Education: Academic and Behavioral Strategist.* Candidates must pass the required Minnesota Teacher Licensure Exams (MTLEs) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the license. Candidates are responsible for completing any other Minnesota requirements beyond Walden's state-approved program and MDE is solely responsible for reviewing applications and issuing licenses.

Individuals interested in a special education licensure in states other than Minnesota may qualify by virtue of completing a state-approved teacher preparation program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. The standards for an academic and behavioral strategist cover a wide spectrum of disabilities including, autism spectrum disorders, developmental cognitive disability, emotional or behavioral disorders, other health disorders, and specific learning disabilities; at the moderate level. Other states may refer to this as a cross-categorical, generalist, or mild/moderate license.
Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.
ENDORSEMENT PROGRAMS

Reading K–12 Endorsement

The Reading K–12 Endorsement program enables licensed teachers to enhance their knowledge and skills in reading and literacy instruction. Through a graduate-level curriculum, educators examine reading research, theories, and practices and explore how and when to use a variety of literary assessments to diagnose reading difficulties. Educators also gain the ability to design intensive instruction for students with reading challenges and create highly engaging learning environments that promote literacy development in all learners. Coursework encourages the use of a wide range of text structures and genres, including high-quality literary and informational text, digital text, and electronic resources, and assistive technologies based on the needs and interests of students as well as literacy learning goals and objectives.

The Reading K–12 Endorsement program also includes field experience activities, providing ongoing opportunities for educators to apply their new-found knowledge in real-world elementary, middle, and secondary school settings.

M.S. in Education With a Specialization in Reading and Literacy With a Reading K–12 Endorsement

The M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement enables licensed teachers to build their skills in reading and literacy instruction. Through an exploration of reading research, theories, and practices, educators gain an understanding of how to diagnose reading difficulties through various assessments and plan effective reading instruction for all students, including those who struggle with reading and writing, those from diverse cultural and linguistic backgrounds, and those who are academically gifted. Field experience opportunities allow participants to apply their knowledge in elementary, middle, and secondary classrooms.

Learning Outcomes

At the end of this program, educator professionals can show their abilities in the following areas:

1. **Literacy Development**: Apply reading and writing developmental stages and processes that impact literacy development in order to support student development.

2. **Diverse Literacy Learners**: Create a positive and motivational literate environment that contributes to the success of all learners.

3. **Literacy Instructional Strategies**: Apply a variety of instructional methods and strategies in order to encourage student skill development.
4. **Literacy Assessment and Planning**: Use formal and informal assessment strategies to determine student literacy needs and develop curriculum and instruction to meet those needs.

5. **Literacy Reflective Practice and Professional Growth**: Demonstrate the ability to reflect on choices and actions, and seek out opportunities to grow professionally.

6. **Literacy Leadership and Collaboration**: Collaborate with teachers, parents, staff, and others to implement literacy-related initiatives and data-driven decision making.

**Program Requirements**

- Reading K–12 Endorsement (19 sem. cr.)
- M.S. in Education with a specialization in Reading and Literacy with a Reading K–12 Endorsement (31 sem. cr.)

**Curriculum**

**Courses (19 sem. cr.)**

- EDUC 6631 - *Foundations of Reading: Theory, Research, and Practice*
- EDUC 6632 - *Assessment and Instruction to Promote Literacy Development*
- EDUC 6716 - *Clinical Experience 1*
- EDUC 6633 - *Reading, Writing, and Critical Thinking in Content Disciplines*
- EDUC 6717 - *Clinical Experience 2*
- EDUC 6634 - *Assessment and Intervention for Students With Reading Difficulties*
- EDUC 6718 - *Clinical Experience 3*
- EDUC 6689 - *Guiding and Supporting School Literacy Environments*
- EDUC 6719 - *Clinical Experience 4*

**Optional M.S. in Education With a Specialization in Reading and Literacy Courses (12 sem. cr.)**

- EDUC 6640 - *Designing Curriculum, Instruction, and Assessment*
- EDUC 6650 - *Enhancing Learning Through Linguistic and Cultural Diversity*
- EDUC 6733 - *Action Research for Educators*
- EDUC 6657 - *Creating an Effective Classroom Learning Environment*

**Course Sequence**

<table>
<thead>
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<th>Semester</th>
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<tr>
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<td>EDUC 6631 - Foundations of Reading: Theory, Research, and Practice</td>
<td>3 sem. cr.</td>
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<tr>
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<td>EDUC 6632 - Assessment and Instruction to Promote Literacy Development</td>
<td>4 sem. cr.</td>
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Guidebook

Walden University requires that all participants in its reading K–12 endorsement program review the Candidate Guidebook and the Field Experience and Clinical Practicum Handbook to help them understand the guidelines and requirements of the program, including transition points, state endorsement, and field experiences.

Participants can access the Candidate Guidebook and the Field Experience and Clinical Practicum Handbook from their myWalden university portal. Participants enrolled in any of the reading K–12 endorsement programs should refer to the Candidate Guidebook for complete information on the programs and the policies and procedures related to them. Candidates should refer to the Field Experience and Clinical Practicum Handbook for detailed information regarding the field experience requirements in the program.

Note on Licensure

Walden is approved by the Minnesota Board of Teaching to offer a program leading to the K–12 reading endorsement. Candidates must pass the required Minnesota Teacher Licensure Exam (MTLE) before Walden can recommend candidates to the Minnesota Department of Education (MDE) for the reading endorsement. The MTLE is offered exclusively in the United States. MDE is solely responsible for reviewing applications and issuing endorsements and candidates are responsible for completing any other Minnesota requirements beyond completion of Walden’s state-approved program.

Individuals interested in a reading endorsement in states other than Minnesota may qualify for the endorsement by virtue of completing a state-approved endorsement program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers. In most cases, candidates do not need to qualify for the Minnesota endorsement. In the case where candidates are required to obtain the Minnesota endorsement before applying to...
their state, their current (initial) teaching license must be deemed equivalent to a comparable Minnesota initial license before the endorsement will be granted. This program is not approved for endorsement as a reading leader, reading specialist, etc.

Individuals enrolling internationally must be supervised by a teacher with a valid state teaching license, and must check that the program is accepted by their state for an endorsement to their current license.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Reading K–12 Endorsement program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
GRADUATE CERTIFICATES

Graduate Certificate in Adult Learning

The Adult Learning certificate can help students meet the increasing demand for qualified adult educators and training professionals. Students will explore a broad range of teaching techniques designed to help adult learners in areas that include adult literacy, vocational education, community programs, employee training, and self-enrichment. Credits earned from this certificate program may be applied toward Walden's M.S. in Adult Learning program.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6172 - Cultural Diversity and Motivation
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning

Course Sequence

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<tr>
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<td>EDUC 6171 - Theories and Framework for Adult Learning</td>
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<td>EDUC 6172 - Cultural Diversity and Motivation</td>
<td>3 sem. cr.</td>
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<td>EDUC 6174 - Developing a Repertoire of Effective Practices</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6175 - Planning, Assessing, and Improving Adult Learning</td>
<td>3 sem. cr.</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Adult Learning program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Graduate Certificate in College Teaching and Learning

The Graduate Certificate in College Teaching and Learning can help students gain the skills they need to meet the increasing demand for qualified college instructors. Students will discover the major steps in the teaching and learning process: planning, developing, and facilitating learning experiences and assessing outcomes. Online learning environments and student requirements in the virtual classroom will be explored. Credits earned in this certificate program may be applied toward Walden’s M.S. in Higher Education with a specialization in College Teaching and Learning.

Certificate Requirements

12 total semester credit hours
- Certificate courses (12 sem. cr.)

Curriculum

Certificate Courses (12 cr.)

- EDUC 6757 - Planning for Learning♦
- EDUC 6758 - Creating Engaging Learning Experiences♦
- EDUC 6759 - Assessing for Learning♦
- EDUC 6760 - Facilitating Learning Online♦

Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
<td>1</td>
<td>EDUC 6757 - Planning for Learning♦</td>
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<td>EDUC 6758 - Creating Engaging Learning Experiences♦</td>
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<td>EDUC 6759 - Assessing for Learning♦</td>
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<td>EDUC 6760 - Facilitating Learning Online♦</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in College Teaching and Learning program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Walden's Graduate Certificate in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of
the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.

**Graduate Certificate in Curriculum, Instruction, and Assessment**

This certificate is designed to give teachers the tools to plan, develop, and implement quality units and lessons with an emphasis on the important interrelationships between curriculum, instruction, and assessment. It sets the stage for refocusing and energizing planning so teachers' classrooms can become a place where students are motivated and engaged in meaningful learning.

This certificate also explores how teachers can be effective leaders of learning in their classrooms. Teachers learn the latest findings in neuroscience and apply a variety of teaching strategies that promote and foster real learning and achievement.

**Certificate Requirements**

12 total semester credit hours
- Certificate courses (12 sem. cr.)

**Curriculum**

**Certificate Courses (12 sem. cr.)**

- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6732 - Differentiated Instruction♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td>EDUC 6730 - Curriculum Design for Learning</td>
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<td>EDUC 6731 - Assessment for Student Learning</td>
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<td>EDUC 6732 - Differentiated Instruction</td>
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<tr>
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<td>EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement</td>
<td>3 sem. cr.</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Curriculum, Instruction, and Assessment program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Developmental Education

Combining theoretical background and best practices in both adult learning and developmental education, the Graduate Certificate in Developmental Education prepares educators to manage adult developmental education programs in a variety of settings, including community colleges, 4-year institutions, and continuing and community education organizations. Educators examine research-based adult learning strategies; theoretical, political, and economic issues surrounding developmental education; organizational approaches to providing developmental education programs; best practices in designing curriculum and integrating technology; and intake, teaching, assessment, and collaboration strategies. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning with a specialization in Developmental Education.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices
- EDUC 6181 - Developmental Education: Theory and Practice
- EDUC 6182 - Strategies for Success in Developmental Education

Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>EDUC 6171 - Theories and Frameworks for Adult Learning</td>
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<tr>
<td></td>
<td>EDUC 6174 - Developing a Repertoire of Effective Teaching Practices</td>
<td>3 sem.cr.</td>
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### Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Developmental Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### Graduate Certificate in Early Childhood Administration, Management, and Leadership

The Early Childhood Administration, Management, and Leadership certificate program is designed to prepare educators to effectively manage child care centers or administer programs for young children. Learners explore the essential components of effective early childhood programs and develop the practical personnel and business management skills they need to lead those programs. Coursework covers effective program practices; budget and resource allocation; and personnel recruitment, evaluation, and management. Learners also consider and are provided tools to respectfully address the impact of diversity, culture, and equity issues on early childhood development. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Early Childhood Studies with a specialization in Administration, Management, and Leadership.

### Certificate Requirements

- 15 total semester credit hours

### Curriculum

#### Certificate Courses (15 sem. cr.)

- EDUC 6161 - Effective Programs and Practices♦
- EDUC 6164 - Perspectives on Diversity and Equity♦
- EDUC 6166 - Developing People and Leading Teams♦
- EDUC 6167 - Budgeting and Allocating Resources♦
- EDUC 6168 - Planning and Managing Early Childhood Programs♦
Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
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<td>EDUC 6161 - Effective Programs and Practices</td>
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<td>1</td>
<td>EDUC 6164 - Perspectives on Diversity and Equity</td>
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<tr>
<td>2</td>
<td>EDUC 6166 - Developing People and Leading Teams</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6167 - Budgeting and Allocating Resources</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6168 - Planning and Managing Early Childhood Programs</td>
<td>3 sem. cr.</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Early Childhood Administration, Management, and Leadership program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Early Childhood Advocacy and Public Policy

Through the Graduate Certificate in Early Childhood Advocacy and Public Policy, educators are furnished the background knowledge and specialized skills they need to shape public policy and advocate effectively on behalf of young children, their families, and the field of early childhood studies. Learners explore current research and theories on child development; the essential components of effective early childhood programs; and local, state, national, and international perspectives on early childhood infrastructures. Coursework also examines practical strategies for effecting policy change and public opinion, including grant writing, coalition building, communications planning, and policy development. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Early Childhood Studies with a specialization in Early Childhood Public Policy and Advocacy.

Certificate Requirements

- 15 total semester credit hours

Curriculum

Certificate Courses (15 sem. cr.)

- EDUC 6005 - Foundations: Early Childhood Studies
• EDUC 6161 - Effective Programs and Practices
• EDUC 6162 - Issues and Trends in the Early Childhood Field
• EDUC 6765 - Early Childhood Systems
• EDUC 6766 - Tools for Policymakers and Advocates

Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
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<td>EDUC 6161 - Effective Programs and Practices</td>
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<tr>
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<td>EDUC 6765 - Early Childhood Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6766 - Tools for Policy Makers and Advocates</td>
<td>3 sem. cr.</td>
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</tbody>
</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Early Childhood Advocacy and Public Policy program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Elementary Reading and Literacy

The Graduate Certificate in Elementary Reading and Literacy prepares educators to provide developmentally appropriate and culturally responsive literacy instruction to PreK–6 students of diverse abilities and backgrounds. Courses examine assessment methods, resources, and instructional strategies required to support beginning PreK–3 readers and developing readers in grades 4–6 by using the five pillars of reading as an organizational framework (phonemic awareness, phonics, fluency, vocabulary, and comprehension). To support English-language learners (ELLs), educators examine the second-language acquisition process, learn to assess literacy proficiency, and select appropriate instruction materials. Educators learn to assess progress and differentiate instruction for both struggling and gifted readers. Effective collaboration skills are emphasized throughout the coursework. Credits earned from this certificate program may be applied toward Walden’s M.S. in Education with a specialization in Elementary Reading and Literacy (PreK–6).

Certificate Requirements

• 15 total semester credit hours
Curriculum

Certificate Courses (15 sem. cr.)

- EDUC 6705 - Foundations of Reading and Literacy
- EDUC 6706 - The Beginning Reader, PreK–3
- EDUC 6707 - The Developing Reader, Grades 4–6
- EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom
- EDUC 6709 - Literacy Development in an Academically Diverse Classroom

Course Sequence

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
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<td>EDUC 6706 - The Beginning Reader, PreK–3</td>
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<td>EDUC 6707 - The Developing Reader, Grades 4–6</td>
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<td>EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom</td>
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<tr>
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<td>EDUC 6709 - Literacy Development in an Academically Diverse Classroom</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Elementary Reading and Literacy program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Engaging Culturally Diverse Learners

Today's classrooms serve students and families of great diversity. So it is essential that teachers develop self-awareness and knowledge with regard to the complex influences of culture, language, and life experiences and explore the nature of diversity in today's society and in today's schools.

The courses in this certificate program offer teachers opportunities to explore current theories, research, and effective practices related to student diversity. Teachers study ways to meet student needs through models such as the Universal Design by Learning (UDL) and Differentiated Instruction (DI) as well as how to integrate technology to customize instruction. Teachers also
have hands-on experiences in building a repertoire of research-based strategies for diverse learning environments. The goal of the certificate is for teachers to develop an approach that is appropriate for their students.

**Certificate Requirements**

- 12 total semester credit hours

**Curriculum**

**Certificate Courses (12 sem. cr.)**

- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6732 - Differentiated Instruction
- EDUC 6714 - Reaching and Engaging All Learners Through Technology
- EDUC 6657 - Creating an Effective Classroom Learning Environment

**Course Sequence**

<table>
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<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
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<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
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<td>EDUC 6732 - Differentiated Instruction</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 6714 - Reaching and Engaging All Learners Through Technology</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Engaging Culturally Diverse Learners program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Enrollment Management and Institutional Marketing**

The Certificate in Enrollment Management and Institutional Marketing can help educators explore the latest techniques to attract and retain students in accordance with their institution’s mission. Educators develop comprehensive strategies and utilize a range of communication and marketing tools to promote their institution and reach students. Credits earned in this certificate
program may be applied toward Walden’s M.S. in Higher Education with a specialization in Enrollment Management and Institutional Marketing.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 cr.)

- EDUC 6155 - Understanding Higher Education
- EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦
- EDUC 6755 - Principles of Marketing and Enrollment Management♦
- EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion♦

Course Sequence

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<th>Semester</th>
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<tr>
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<td>EDUC 6155 - Understanding Higher Education</td>
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<td>EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦</td>
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<td>EDUC 6755 - Principles of Marketing and Enrollment Management♦</td>
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<td>EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion♦</td>
<td>3 sem. cr.</td>
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Program Data

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Graduate Certificate in Higher Education Leadership for Student Success

The Graduate Certificate in Higher Education Leadership for Student Success is intended to prepare educators to develop and lead higher education programs and services that can improve outcomes for an increasingly diverse student population. Learners examine the history and
structure of the U.S. higher education system, as well as factors affecting student success, engagement, and retention. Coursework explores fundamental principles of adult learning, best practices for student success, methodologies for meeting the needs of underprepared and first-generation higher education students, and strategies for leading the institutional changes necessary to improve student outcomes. This program is designed to prepare leaders who can help higher education institutions meet their students’ needs more effectively and cost-efficiently. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Higher Education with a specialization in Leadership for Student Success.

Certificate Requirements

- 15 total semester credit hours

Curriculum

Certificate Courses (15 sem. cr.)

- EDUC 6155 - Understanding Higher Education
- EDUC 6156 - Understanding Students: Learning, Development, and Diversity
- EDUC 6263 - Best Practices for Student Success
- EDUC 6751 - Creating Supportive Learning and Service Environments
- EDUC 6752 - Leading Change in Student Support Programs

Course Sequence

<table>
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<td>EDUC 6155 - Understanding Higher Education</td>
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<tr>
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<td>EDUC 6156 - Understanding Students: Learning, Development, and Diversity</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>EDUC 6263 - Best Practices for Student Success</td>
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<td>EDUC 6751 - Creating Supportive Learning and Service Environments</td>
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<td>3</td>
<td>EDUC 6752 - Leading Change in Student Support Programs</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Higher Education Leadership for Student Success program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Graduate Certificate in Integrating Technology in the Classroom

Educators must stay apprised of the latest technologies that support teaching and learning. This certificate provides teachers with the 21st-century knowledge, strategies, and skills to create effective and motivating learning environments, while actively engaging today's technologically savvy students.

The courses in the certificate provide hands-on, practical opportunities to create learner-centered classrooms using the latest digital technologies. Teachers study ways to meet the needs of diverse learners by incorporating new technologies into instruction across grade levels and content areas.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society
- EDUC 6711 - Bridging Learning Theory, Instruction, and Technology
- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom
- EDUC 6713 - Integrating Technology Across the Content Areas

Course Sequence

<table>
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<tr>
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<td>EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society</td>
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<td>EDUC 6711 - Bridging Learning Theory, Instruction, and Technology</td>
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<td>EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom</td>
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<td>EDUC 6713 - Integrating Technology Across the Content Areas</td>
<td>3 sem. cr.</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Integrating Technology in the Classroom program relating to the types of
occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Mathematics 5-8**

This five-course certificate is designed to expand the middle school mathematics teacher's repertoire of instructional strategies and resources. Using the Common Core State Standards and the National Council of Teachers of Mathematics content and process standards as a framework, students in these courses explore key topics in a well-balanced middle school program, including number systems and operations; geometric thinking and measurement; algebraic reasoning, functions, and equations; and data, probability, and statistical reasoning. The emphases of the program are the proportional reasoning and algebraic thinking skills critical to student success in high school mathematics as well as methods for assessing mathematics skills and knowledge, addressing misconceptions, and engaging students through mathematical modeling and multiple representations.

**Certificate Requirements**

- 15 total semester credit hours

**Curriculum (15 sem. cr.)**

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6551 - Understanding Number Systems and Operations
- MATH 6552 - Geometric Thinking and Measurement
- MATH 6553 - Algebraic Reasoning, Functions, and Equations
- MATH 6554 - Data, Probability, and Statistical Reasoning

**Course Sequence**

<table>
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<td>MATH 6561 - Learning and Teaching Mathematics</td>
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<tr>
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<td>MATH 6551 - Understanding Number Systems and Operations</td>
<td>3 sem. cr.</td>
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<td>MATH 6552 - Geometric Thinking and Measurement</td>
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<td>MATH 6553 - Algebraic Reasoning, Functions, and Equations</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>MATH 6554 - Data, Probability, and Statistical Reasoning</td>
<td>3 sem. cr.</td>
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</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Mathematics Grades 5–8 program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Graduate Certificate in Mathematics K-6

This five-course certificate is designed for K–6 teachers who wish to deepen their own mathematical expertise as they expand their repertoire of instructional strategies and resources. Using the Common Core State Standards and the National Council of Teachers of Mathematics content and process standards as a framework, the focus of these courses is on preparing teachers to assess K–6 students' existing mathematical knowledge and skills, plan interventions, and engage students. Course topics include practical strategies for teaching the base ten number system and operations; measurement, data, and geometric thinking; and rational numbers and proportional reasoning.

Certificate Requirements

- 15 total semester credit hours

Curriculum

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

Course Sequence

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<td>MATH 6561 - Learning and Teaching Mathematics</td>
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<tr>
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<td>MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction</td>
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<tr>
<td>2</td>
<td>MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division</td>
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<td>MATH 6564 - Measurement, Data, and Geometric Thinking</td>
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<td>MATH 6565 - Understanding Rational Numbers and Proportional Reasoning</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Mathematics Grades K–6 program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Graduate Certificate in Online Teaching for Adult Educators

The Graduate Certificate in Online Teaching for Adult Educators prepares educators to design and deliver online courses and programs geared to adult learners. Grounded in adult learning theory, courses examine how to leverage new technologies to enhance the adult learning process; analyze, select, and design the online instructional strategies most effective for adult learners; integrate course management tools and multimedia technologies into synchronous and asynchronous environments; and assess student learning in those environments. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning with a specialization in Online Teaching.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6177 - Using Technology to Enhance Adult Learning
- EDUC 6179 - Online Instructional Strategies for Adult Learners
- EDUC 6180 - Assessments in Online Environments for Adult Learners

Course Sequence

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<tr>
<td></td>
<td>EDUC 6177 - Using Technology to Enhance Adult Learning</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6179 - Online Instructional Strategies for Adult Learners</td>
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<td>EDUC 6180 - Assessments in Online Environments for Adult Learners</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Online Teaching for Adult Educators program relating to the types of occupations.
this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Professional Development**

The Graduate Certificate in Professional Development helps prepare P–12 educators to be highly effective professional developers of teachers. Discover how to plan, design, and deliver professional development opportunities that support students' needs and improve the growth of teachers and their influence on students. Learn to assess the impact of changed practices on student achievement. Practice collaboration, facilitation, coaching, and mentoring skills.

**Certificate Requirements**

- 12 total semester credit hours

**Curriculum**

**Certificate Courses (12 cr.)**

- EDUC 6740 - Qualities of Effective Professional Development♦
- EDUC 6741 - Designing Professional Development♦
- EDUC 6743 - Evaluating Professional Development♦
- EDUC 6742 - Implementing Professional Development♦

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>EDUC 6740 - Qualities of Effective Professional Development♦</td>
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<td>EDUC 6743 - Evaluating Professional Development♦</td>
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<td>EDUC 6742 - Implementing Professional Development♦</td>
<td>3 sem. cr.</td>
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</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Professional Development program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Science, Grades K–8**
The Graduate Certificate in Science, Grades K–8 strengthens educators' understanding of key science concepts and prepares them to transfer that knowledge to the K–8 classroom. Educators explore the nature and history of science, environmental science, physical phenomena, ecology, and earth science. Throughout these courses, educators engage actively in the scientific process, learning how to apply the tools of scientific inquiry, discovery, and hypothesis to deepen their own understanding and create engaging K–8 learning experiences. Educators consider emerging trends and issues in science and science education, including genetic engineering, biotechnologies, climate change, and the demand for increased science, technology, engineering, and mathematics (STEM) instruction. Credits earned from this certificate program may be applied toward Walden's M.S. in Education with a specialization in Science (Grades K–8).

Certificate Requirements

- 15 total semester credit hours

Curriculum

Certificate Courses (15 sem. cr.)

- SCIE 6660 - The Nature of Science♦
- SCIE 6661 - Exploring the Physical World♦
- SCIE 6662 - Investigating the Living World♦
- SCIE 6663 - Exploring the Earth and Beyond♦
- SCIE 6664 - Looking Into the Future of Science and Education♦

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>SCIE 6660 - The Nature of Science</td>
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<td>SCIE 6661 - Exploring the Physical World</td>
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<td>SCIE 6662 - Investigating the Living World</td>
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<td>SCIE 6663 - Exploring the Earth and Beyond</td>
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<td>SCIE 6664 - Looking Into the Future of Science and Education</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Science, Grades K–8 program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Graduate Certificate in Special Education

The Graduate Certificate in Special Education prepares educators to develop effective literacy and behavioral interventions, differentiate instruction, and collaborate successfully to support diverse special needs students. Course topics include: research-based approaches to monitoring progress and designing and delivering standards-based instruction in the content areas; methods for identifying reading and writing disabilities and devising appropriate interventions; and advanced behavior assessment, management, and intervention practices. Courses emphasize the importance of professional collaboration in serving special needs students. Credits earned from this certificate program may be applied toward Walden’s M.S. in Education with a specialization in Special Education (Non-Licensure) (Grades K–12).

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6722 - Strategic Collaboration in Special Education
- EDUC 6723 - Advanced Instructional Strategies in Special Education
- EDUC 6724 - Literacy Interventions in Special Education
- EDUC 6725 - Advanced Behavioral Interventions in Special Education

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tr>
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<td>EDUC 6723 - Advanced Instructional Strategies in Special Education</td>
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<td>EDUC 6724 - Literacy Interventions in Special Education</td>
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<td>EDUC 6725 - Advanced Behavioral Interventions in Special Education</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate
Certificate in Special Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Teacher Leadership

This certificate helps teachers establish leadership qualities and build upon existing expertise while renewing excitement about teaching. The courses address key challenges, such as the changing educational environment, parent involvement, and raising student achievement. Teachers study ways to lead with confidence while leveraging the latest research to guide decisions and mentor others throughout the learning community.

Certificate Requirements

- 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

- EDUC 6647 - Dynamic Teacher Leadership
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement
- EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues
- EDUC 6659 - Teacher Leadership in Professional Learning Communities

Course Sequence

<table>
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<th>Semester</th>
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<td>EDUC 6659 - Teacher Leadership in Professional Learning Communities</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teacher Leadership program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Teaching Adults English as a Second Language**

Educators and professionals in varied disciplines and settings gain strategies to promote successful instruction of adults who are learning English as a second language (ESL). Coursework explores adult learning theory, concepts in second language acquisition, and established ESL instruction techniques such as the communicative language teaching (CLT) approach. Students examine basic approaches and best practices for planning lessons, designing assessments, evaluating adult ESL learners, and creating effective, culturally respectful learning environments. Techniques apply to diverse settings including those where instructors and students do not share a common language. Credits earned from this certificate program may be applied toward Walden’s M.S. in Adult Learning with a specialization in Teaching Adults English as a Second Language.

**Certificate Requirements**

- 12 total semester credit hours

**Curriculum**

**Certificate Courses (12 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language
- EDUC 6186 - Methods of Teaching Adults English as a Second Language
- EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<td>EDUC 6171 - Theories and Frameworks for Adult Learning</td>
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<td>EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language</td>
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<td>EDUC 6186 - Methods of Teaching Adults English as a Second Language</td>
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<td>EDUC 6787 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language</td>
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</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teaching Adults English as a Second Language program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Teaching Adults in the Early Childhood Field

The Graduate Certificate in Teaching Adults in the Early Childhood Field endeavors to prepare educators to use their expertise in early childhood education and development to teach adults who work in a variety of roles, including higher education faculty members, community trainers, coaches, and mentors. Coursework combines the study of adult learning theory and instructional strategies with an examination of the latest child development theories, trends, and effective program practices. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Early Childhood Studies with a specialization in Teaching Adults in the Early Childhood Field.

Certificate Requirements

- 15 total semester credit hours

Curriculum

Certificate Courses (15 sem. cr.)

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices
- EDUC 6162 - Issues and Trends in the Early Childhood Field
- EDUC 6360 - How Adults Learn
- EDUC 6361 - Instructional Strategies for Adult Learners

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<td>EDUC 6160 - Early Childhood Development</td>
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<td>EDUC 6161 - Effective Programs and Practices</td>
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<td>EDUC 6360 - How Adults Learn</td>
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<td>3</td>
<td>EDUC 6361 - Instructional Strategies for Adult Learners</td>
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</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teaching Adults in the Early Childhood Field program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Teaching and Diversity in Early Childhood Education

The Graduate Certificate in Teaching and Diversity in Early Childhood Education seeks to prepare educators to understand and address the role that diversity—cultural, socioeconomic, and otherwise—plays in child development and learning. Educators examine the types and stages of early childhood development with a focus on the role of cultural and linguistic diversity; essential components of effective early childhood programs; and the impact of access, equity, and social justice on child development and early childhood programming. Educators also study approaches to meeting the needs of English language learners, children on the autism spectrum, and children with developmental delays. Coursework explores practical strategies for planning curricula, teaching and assessing young children, and referring children to appropriate resources. Learners can apply the credits they earn in this certificate program toward Walden’s M.S. in Early Childhood Studies with a specialization in Teaching and Diversity in Early Childhood Education.

Certificate Requirements

- 15 total semester credit hours

Curriculum

Certificate Courses (15 sem. cr.)

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices
- EDUC 6164 - Perspectives on Diversity and Equity
- EDUC 6357 - Diversity, Development, and Learning
- EDUC 6358 - Strategies for Working With Diverse Children

Course Sequence
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<th>Semester</th>
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<td>EDUC 6160 - Early Childhood Development</td>
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<td>EDUC 6161 - Effective Programs and Practices</td>
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<td>EDUC 6164 - Perspectives on Diversity and Equity</td>
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<td>EDUC 6357 - Diversity, Development, and Learning</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>EDUC 6358 - Strategies for Working With Diverse Children</td>
<td>3 sem. cr.</td>
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</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teaching and Diversity in Early Childhood Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Teaching English Language Learners**

This four-course, graduate certificate program provides effective strategies for: teaching English as a Second Language (ESL); making content accessible to English Language Learners (ELLs); and creating collaborative, culturally responsive learning environments. Coursework explores language acquisition theory and research as well as language-learning programs such as dual language immersion, transitional bilingual education, and structured English immersion. Participants learn practical methods for integrating content and literacy objectives to help K–12 students master both subject matter and English listening, speaking, reading, and writing skills. Courses also introduce a variety of assessment tools and interpretative techniques for evaluating language proficiency and guiding instructional approaches.

**Certificate Requirements**

- 12 total semester credit hours

**Curriculum**

**Certificate Courses (12 sem. cr.)**

- EDUC 6726 - Understanding the English Language Learner
• EDUC 6727 - Strategies for Teaching English as a Second Language
• EDUC 6728 - Strategies for Teaching Content to English Language Learners
• EDUC 6729 - Assessment and the English Language Learner

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>EDUC 6726 - Understanding English Language Learners</td>
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<td>EDUC 6727 - Strategies for Teaching English as a Second Language</td>
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<td>EDUC 6728 - Strategies for Teaching Content to English Language Learners</td>
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<td>EDUC 6729 - Assessment and the English Language Learner</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teaching English Language Learners program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Teaching K–12 Students Online

This certificate prepares teachers to design and deliver online instruction that meets the diverse needs of learners today. Through the courses in this certificate, teachers study ways to create learning experiences that interest, engage, and motivate students. Teachers will be able to accurately assess the progress of learners, while also creating a sense of community where all interactions are meaningful, collaborative, safe, and ethical.

Certificate Requirements

• 12 total semester credit hours

Curriculum

Certificate Courses (12 sem. cr.)

• E EDUC 6570 - Distance Education
• EDUC 6571 - Online Instruction
• EDUC 6572 - Online Assessment
• EDUC 6573 - Trends and Issues in K–12 Online Learning

Course Sequence
<table>
<thead>
<tr>
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<td>EDUC 6573 - Trends and Issues in K–12 Online Learning</td>
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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Teaching K–12 Students Online program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
POST-BACCALAUREATE CERTIFICATE

Post-Baccalaureate Certificate in Instructional Design and Technology

Walden University offers a four-course certificate program in Instructional Design and Technology with specializations in Instructional Design, Online Learning, and Training and Performance Improvement. Depending on the specialization chosen, this certificate will demonstrate to current or potential employers that students have mastered the foundational concepts and principles related to instructional design, distance learning, learning theories, and program effectiveness.

Students who successfully complete the certificate can apply the certificate credits toward Walden's M.S. in Instructional Design and Technology degree program.

Specializations

- Instructional Design
- Online Learning
- Training and Performance Improvement

Certificate Requirements

- 12 total semester credit hours

Additional Technology Requirements

Note: In addition to Walden's general technical requirements, this program has additional technology requirements:

- Windows Vista or Mac OS X
- Free, downloadable software programs that may be required in order to complete the course and program requirements

Course Sequence

<table>
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<tr>
<th>Semester</th>
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Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Baccalaureate Certificate in Instructional Design and Technology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Instructional Design
The specialization in Instructional Design provides students with foundational concepts and principles related to instructional design, multimedia development, learning theories, and instruction. This specialization is for students who are interested in finding out more about this field and who want to demonstrate to current or potential employers their knowledge in this field.

Curriculum
Note: Students take all courses in the sequence listed.

Certificate Courses (12 cr.)

- EDUC 6115 - Learning Theories and Instruction
- EIDT 6100 - Instructional Design
- EIDT 6110 - Advanced Instructional Design
- EIDT 6120 - Multimedia Design and Development

Online Learning
In the Online Learning certificate specialization, students can learn to produce and deliver courses from a leader in online content development and instructional delivery. Students leverage Walden's 40 years of experience in the field as they gain effective strategies for engaging and teaching distance learners and for assessing student learning outcomes in online environments.

Curriculum
Note: Students take all courses in the sequence listed.

Certificate Courses (12 cr.)

- EIDT 6100 - Instructional Design
- EDUC 6135 - Distance Learning
- EIDT 6510 - Online Instructional Strategies
- EIDT 6511 - Assessments in Online Environments
Training and Performance Improvement

The Training and Performance Improvement certificate specialization focuses on managing and delivering training programs and improving workplace performance through quality instruction. Students explore the latest technologies to support training, and they learn to identify performance gaps, conduct needs assessments, and evaluate program effectiveness.

Curriculum

Note: Students take all courses in the sequence listed.

Certificate Courses (12 cr.)

- EIDT 6100 - Instructional Design
- EIDT 6130 - Program Evaluation
- EIDT 6500 - Performance Improvement
- EIDT 6501 - Training and Development
CANTER SELF-PACED COURSES

The leader in education programs for working professionals, The Richard W. Riley College of Education and Leadership focuses on helping educators develop as leaders in their learning communities. The college offers a diverse portfolio of individual online and distance-learning courses for adult learners who are seeking to meet their immediate educational needs.

The following courses are self paced and offered in print & DVD and Online. The self-paced courses are provided through a unique partnership with Canter, a pioneer in the field of teacher professional development.

Self-Paced Courses

- EDUC 6901 - The High-Performing Teacher
- EDUC 6902 - Learning Differences: Effective Teaching With Learning Styles and Multiple Intelligences
- EDUC 6903 - Building Your Repertoire of Teaching Strategies
- EDUC 6904 - Helping Students Become Self-Directed Learners
- EDUC 6908 - Improving Reading in the Content Areas
- EDUC 6909 - Motivating Today's Learner
- EDUC 6911 - Math: Teaching for Understanding
- EDUC 6913 - Supporting the Struggling Reader
- EDUC 6914 - Designing Curriculum and Instruction With the Learner in Mind
- EDUC 6915 - Helping Struggling Readers With Content Area Learning
- EDUC 6916 - How to Get Parents on Your Side
- EDUC 6917 - Succeeding With Difficult Students
- EDUC 6919 - Teaching Students to Get Along
- EDUC 6929 - Including Students With Special Needs: Curriculum, Instruction, and Assessment
- EDUC 6930 - Classroom Management to Promote Student Learning
- EDUC 6935T - The Adolescent Brain
- EDUC 6936 - Introduction to Teacher Leadership
- EDUC 6937 - Meeting the Needs of Culturally and Linguistically Diverse Learners
- EDUC 6938 - Teacher Leadership: Mentoring, Coaching, and Collaboration
- EDUC 6939 - Teacher Leadership for Learning and Teaching
- EDUC 6940T - Teacher Leadership in Professional Learning Communities
- EDUC 6941T - Differentiating Instruction for Student Success
- EDUC 6942T - Returning Creativity to the Classroom
- EDUC 6943T - Using Technology to Enhance Content Area Learning
- EDUC 6944T - Technology and 21st-Century Literacy Skills
- EDUC 6945T - The Effective Reading Teacher
- EDUC 6946T - Teaching Beginning Readers
- EDUC 6947T - Teaching Developing Readers
- EDUC 6948T - Using Technology to Engage Diverse Learners
• EDUC 6949T - Supporting Students With Learning Disabilities: Strategies for Success
• EDUC 6951T - Motivating Students to Read
• EDUC 6952T - Assertive Discipline and Beyond
• EDUC 6954T - Differentiation in the Mathematics Classroom
• EDUC 6955T - Writing Strategies for Increasing Achievement in Any Content Area
• EDUC 6961 - Assessment to Enhance Teaching and Learning
• EDUC 6964T - Advanced Instructional Strategies for Special Educators
• EDUC 6965T - Using Data to Guide School Improvement
MASTER’S DEGREE PROGRAMS

Educational Leadership and Administration (International – Non-Licensure)

This specialization prepares educators living outside the U.S. to become school leaders in diverse year 1–12 settings. Grounded in research and best practices, this scholar-practitioner program helps international educators develop the professional skills and dispositions needed to lead curriculum initiatives, improve instructional effectiveness, and positively impact year 1–12 student outcomes. Courses explore effective communication and leadership practices; school governance and management; budgeting and resource management; and human resource practices for hiring, evaluating, and motivating qualified staff. The program teaches strategies on how to build effective curriculum and lead; meet diverse student needs; and create positive, safe learning environments. Educators set goals via an individual learning plan, then document accomplishments and classroom observations through an online portfolio.

Learning Outcomes

At the end of this program, graduates will be able to:

1. Design and lead initiatives that evaluate and improve instructional programs.
2. Develop, implement, and manage ongoing evaluation and professional development in teaching and learning.
3. Create strategic plans using a visioning process to be shared and supported by stakeholders.
4. Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
5. Communicate and collaborate with external publics to address community interests and diverse needs.
6. Articulate the school's role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
7. Articulate democratic value systems, ethics, and moral leadership.

Degree Requirements

30 total semester credit hours
- Foundation course (3 sem. cr.)
- Core courses (27 sem. cr.)

Curriculum

Core Courses (27 sem. cr.)
• EDUC 6200 - Teaching and Learning for School Leaders
• EDUC 6201 - Communication and Collaboration for Leaders
• EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs
• EDUC 6203 - Policy and Law in School Organizations
• EDUC 6204 - Using Data to Strengthen Schools
• EDUC 6205 - Budgeting and Allocating Resources
• EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments
• EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math
• EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel

Foundation Course (3 sem. cr.)

Course Sequence

<table>
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<td>EDUC 6202 EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs</td>
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<td>EDUC 6203 EDUC 6203 - Policy and Law in School Organizations</td>
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<td>EDUC 6204 EDUC 6204 - Using Data to Strengthen Schools</td>
<td>3 sem. cr.</td>
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<td>EDUC 6205 EDUC 6205 - Budgeting and Allocating Resources</td>
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<td>EDUC 6206 EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments</td>
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<td>EDUC 6207 EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math</td>
<td>3 sem. cr.</td>
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<td>EDUC 6208 EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel</td>
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</table>

Note on Licensure

The international non-licensure track of the M.S. in Educational Leadership and Administration program is not approved in the United States or elsewhere to lead to certification in administration (e.g., principal, superintendent). International candidates are responsible for knowing and understanding the requirements of the country in which they wish to work to determine if the M.S. in Educational Leadership and Administration program meets their professional and academic goals. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain certification or employment in any particular field or location.
M.S. in Adult Learning

The M.S. in Adult Learning program provides students with the knowledge and skills required to design, deliver, and manage adult learning in a variety of environments. The M.S. in Adult Learning program has been created specifically to develop the competencies of adult educators and empower them to apply knowledge to practice. A dynamic combination of theory, research, and practical approaches, including an individualized capstone project, has been designed to improve educator effectiveness and enhance student learning outcomes.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Demonstrate an awareness of and sensitivity to issues of diversity and multiculturalism as they impact motivation and social change in adult education.
2. Critically examine issues, trends, and current research in the field of adult learning.
3. Utilize a repertoire of practices for use in a variety of adult learning contexts.
4. Create transformative learning experiences that meet the needs of adult learners across the lifespan.
5. Evaluate and apply best practices in the use of technology in adult education.
6. Exhibit an understanding of the organizations and policies that inform practice in adult learning settings.

Specializations

- General Program
- Developmental Education
- Online Teaching
- Teaching Adults English as a Second Language
- Training and Performance Improvement

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Adult Learning program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Degree Requirements

- 30–36 total semester credit hours, depending on the specialization
- Foundation course (3 sem. cr.)
- Core courses (21–24 sem. cr. depending on specialization)
- Specialization courses (6–9 sem. cr. depending on specialization)
- Capstone course (3 sem. cr.)
- Minimum 5–6 semesters’ enrollment, depending on the specialization

General Program

Students prepare to become effective adult educators in a range of learning settings. Through the General Program, students gain an overview of adult learning theories, research, and best practices that can be applied to create transformative learning experiences for adults. They broaden their understanding of adult development, including how diversity and multiculturalism affect motivation in the adult education field.

Curriculum

Foundation Course (3 sem. cr.)

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

Core Courses (24 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6178 - Organizations, Systems, and Change♦

Capstone (3 sem. cr.)

- EDUC 6190 - Capstone: Practical Application in Adult Learning

Course Sequence

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<tr>
<td>EDUC 6190</td>
<td>Capstone: Practical Application in Adult Learning</td>
<td>3 sem. cr.</td>
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**Developmental Education**

The M.S. in Adult Learning with a specialization in Developmental Education will provide students with the knowledge, expertise, and skills required to manage developmental education programs in a variety of environments. This specialization has been created specifically to develop the competencies of developmental educators and empower them to apply knowledge to practice.

**Curriculum**

**Foundation Course (3 sem. cr.)**

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

**Core Courses (21 sem. cr.)**

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦

**Specialization Courses (6 sem. cr.)**

- EDUC 6181 - Developmental Education: Theory and Practice♦
- EDUC 6182 - Strategies for Success in Developmental Education♦

**Capstone (3 sem. cr.)**

- EDUC 6190 - Capstone: Practical Application in Adult Learning
Course Sequence

<table>
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<th>Semester</th>
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<td>6</td>
<td>EDUC 6190 - Capstone: Practical Application in Adult Learning</td>
<td>3 sem. cr.</td>
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</table>

Online Teaching

Online learning is an important component of the adult education landscape in both traditional and nontraditional settings. Students explore how to design and deliver effective online courses and programs. They learn to integrate online teaching strategies with course management and multimedia tools. Students develop assessment strategies to measure adult learning outcomes in online environments. They leverage Walden's more than 40 years of experience in distance learning as they incorporate the latest technologies to support adults with diverse learning styles.

Curriculum

Foundation Course (3 sem. cr.)

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

Core Courses (21 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
Specialization Courses (6 sem. cr.)

- EDUC 6179 - Online Instructional Strategies for Adult Learners♦
- EDUC 6180 - Assessments in Online Environments for Adult Learners♦

Capstone (3 sem. cr.)

- EDUC 6190 - Capstone: Practical Application in Adult Learning

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<td>EDUC 6190 - Capstone: Practical Application in Adult Learning</td>
<td>3 sem. cr.</td>
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Teaching Adults English as a Second Language

Education professionals gain the tools and strategies they need to help meet the growing demand for English language instructors. They explore essential theories and concepts of second language acquisition. Educators examine basic principles and best practices in the field as they prepare to plan lessons, design assessments, and conduct evaluations for adult learners. This specialization will help educators create effective environments for adults learning English as a second language.

Curriculum

Foundation Course (3 sem. cr.)

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

Core Courses (21 sem. cr.)
- EDUC 6171 - Theories and Frameworks for Adult Learning
- EDUC 6172 - Cultural Diversity and Motivation
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning
- EDUC 6173 - Building Research Competencies in Adult Education
- EDUC 6176 - Facilitating Collaboration and Group Process
- EDUC 6177 - Using Technology to Enhance Adult Learning

**Specialization Courses (9 sem. cr.)**

- EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language
- EDUC 6186 - Methods of Teaching Adults English as a Second Language
- EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language

**Capstone (3 sem. cr.)**

- EDUC 6190 - Capstone: Practical Application in Adult Learning

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
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<td>EDUC 6175 - Planning, Assessing, and Improving Adult Learning</td>
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<td>EDUC 6190 - Capstone: Practical Application in Adult Learning</td>
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**Training and Performance Improvement**

Adult students learn in a variety of environments beyond the traditional classroom, including the corporate setting. This specialization prepares educators to manage and deliver training programs that can help adults improve their workplace performance. Education professionals support the
growth and development of the workforce through the design of quality instructional materials and systems that meet the needs and goals of an organization. They explore technologies that assist in planning, presenting, and managing instructor-led and self-directed courses.

Curriculum

Foundation Course (3 sem. cr.)

- EDUC 6170 - Dynamics of Adult Teaching and Learning♦

Core Courses (24 sem. cr.)

- EDUC 6171 - Theories and Frameworks for Adult Learning♦
- EDUC 6172 - Cultural Diversity and Motivation♦
- EDUC 6174 - Developing a Repertoire of Effective Teaching Practices♦
- EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦
- EDUC 6173 - Building Research Competencies in Adult Education♦
- EDUC 6176 - Facilitating Collaboration and Group Process♦
- EDUC 6177 - Using Technology to Enhance Adult Learning♦
- EDUC 6178 - Organizations, Systems, and Change♦

Capstone (3 sem. cr.)

- EDUC 6190 - Capstone: Practical Application in Adult Learning

Specialization Courses (6 sem. cr.)

- EDUC 6184 - Training and Development Systems♦
- EDUC 6183 - Performance Improvement in the Workplace♦

Course Sequence

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<td>EDUC 6183 - Performance Improvement in the Workplace♦</td>
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</table>
M.S. in Early Childhood Studies

In this program, students gain the knowledge and leadership skills necessary for emerging roles in the field. The program allows student to deepen their understanding of child development and learning, and effective programs and practices, as well as explore current issues and trends. Students will learn to become skillful communicators, team members, relationship-builders, and collaborators with families, colleagues, and agencies. Knowledge gained regarding equity and inclusion will help students to become advocates for social change in the field of early childhood.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Demonstrate deep knowledge of child development, learning, and effective programs and practices.
2. Critically examine issues, trends, and current research.
3. Understand foundational theories of research and practice evidence-based research and decision making.
4. Have deep knowledge of issues related to equity and inclusion; address inequities and advocate for social change.
5. Be skillful communicators, team members, relationship-builders, and collaborators with family members, colleagues, and agencies related to the field of early childhood.
6. Be critical and self-reflective of their own values, beliefs, and biases and use this understanding to improve their own work.

Specializations

- Administration, Management, and Leadership
- Early Childhood Public Policy and Advocacy
- Teaching Adults in the Early Childhood Field
- Teaching and Diversity in Early Childhood Education

Degree Requirements

- 30–33 total semester credits, depending on specialization
- Foundation course (3 sem. cr.)
- Core courses (18 sem. cr.)
- Specialization courses (6–9 sem. cr., depending on specialization)
- Capstone (3 sem. cr.)
Core Curriculum

Foundation Course (3 sem. cr.)

- EDUC 6005 - Foundations: Early Childhood Studies

Core Courses (18 sem. cr.)

- EDUC 6160 - Early Childhood Development
- EDUC 6161 - Effective Programs and Practices*
- EDUC 6162 - Issues and Trends in the Early Childhood Field*
- EDUC 6163 - Building Research Competencies*
- EDUC 6164 - Perspectives on Diversity and Equity*
- EDUC 6165 - Communicating and Collaborating in the Early Childhood Field*

Capstone Course (3 sem. cr.)

- EDUC 6990 - Capstone: Practical Application in the Early Childhood Field

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Early Childhood Studies program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading. The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.
Administration, Management, and Leadership

The Administration, Management, and Leadership specialization teaches educators the competencies they need to successfully administer a child care program or operate a child care business. Education professionals develop a strong foundation in child development concepts while building key leadership and business skills. They learn how to develop curriculum and programmatic content at the administrative level. They gain an understanding of health, safety, and other state codes and how to ensure that their center or program is in compliance with those standards. Educators explore strategies for communicating effectively about a center and its programs with parents, families, and the larger community.

Specialization Curriculum

Specialization Courses (9 sem. cr.)

- EDUC 6166 - Developing People and Leading Teams
- EDUC 6167 - Budgeting and Allocating Resources
- EDUC 6168 - Planning and Managing Early Childhood Programs

Course Sequence

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<td>EDUC 6990 - Capstone: Practical Application in the Early Childhood Field</td>
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Early Childhood Public Policy and Advocacy

The Early Childhood Public Policy and Advocacy specialization allows students to examine the complexities of the infrastructure of the early childhood field from local, state, national, and international perspectives. Students will analyze how policies are formed, the relationship of
policies to politics, and the ways funds are allocated. In addition, students will study grant writing, family and political advocacy, and research practice.

**Specialization Curriculum**

**Specialization Courses (6 sem. cr.)**

- EDUC 6765 - Early Childhood Systems
- EDUC 6766 - Tools for Policymakers and Advocates

**Course Sequence**

<table>
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<td>5</td>
<td>EDUC 6766 - Tools for Policymakers and Advocates</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6990 - Capstone: Practical Application in the Early Childhood Field</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Teaching Adults in the Early Childhood Field**

Students explore the major theories of adult learning and motivation in order to prepare for a variety of roles in the early childhood field, such as a higher education faculty member, community trainer, technical assistance provider, parent educator, mentor, professional development facilitator, or child development associate trainer. Students will learn how to plan learning experiences, assess and modify instruction, and incorporate technology in instruction geared to adult learners.

**Specialization Curriculum**

**Specialization Courses (6 sem. cr.)**
- EDUC 6360 - How Adults Learn
- EDUC 6361 - Instructional Strategies for Adult Learners

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6005 - Foundations: Early Childhood Studies</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6160 - Early Childhood Development</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6161 - Effective Programs and Practices</td>
<td>3 sem. cr.</td>
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<td>Childhood Field</td>
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<td>3</td>
<td>EDUC 6163 - Building Research Competencies</td>
<td>3 sem. cr.</td>
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<td>EDUC 6164 - Perspectives on Diversity and Equity</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>EDUC 6165 - Communicating and Collaborating in</td>
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<tr>
<td></td>
<td>EDUC 6360 - How Adults Learn</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 6361 - Instructional Strategies for Adult</td>
<td>3 sem. cr.</td>
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<td>Learners</td>
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<td></td>
<td>EDUC 6990 - Capstone: Practical Application in</td>
<td>3 sem. cr.</td>
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<td>the Early Childhood Field</td>
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</tbody>
</table>

Teaching and Diversity in Early Childhood Education

This specialization focuses on advancing students' understanding of the ways diversity affects development and learning in early childhood. Students will study specific special needs as well as the impact of poverty, stress, violence, and trauma on a child's development and well-being. This specialization will teach students the practical strategies and tools required to work with and teach young children. This includes ways to plan and implement curriculum, create caring and respectful environments, and improve developmental and learning outcomes for every child.

Specialization Curriculum

Specialization Courses (6 sem. cr.)

- EDUC 6357 - Diversity, Development, and Learning
- EDUC 6358 - Strategies for Working With Diverse Children

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6005 - Foundations: Early Childhood Studies</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

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### M.S. in Education

Walden's fully online M.S. in Education program centers on the strategies that are intended to lead to greater student achievement and teacher success. The program's specializations teach advanced skills that are designed to improve student learning. Each specialization area encourages educators to put their new skills to the test in actual classroom and school settings and to continually challenge the results of teaching and learning.

### Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Treat students equitably, recognizing the individual differences that distinguish one student from another and adjusting their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.
2. Create multiple paths to the subjects they teach, through their knowledge of how the subject is created, organized, linked to other disciplines, and applied to real-world settings.
3. Manage and monitor student learning to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
4. Draw on knowledge of human development, subject matter and instruction, and understanding of students to make principled judgments about sound practice.
5. Contribute to the effectiveness of the school by working collaboratively with families, community, and other professionals on instructional policy, curriculum development and staff development.

### Specializations

- Adolescent Literacy and Learning
• Adolescent Literacy and Technology (Grades 6–12)
• Curriculum, Instruction, and Assessment (Grades K–12)/Accelerated Curriculum, Instruction, and Assessment
• Educational Leadership and Administration (Principal Preparation program)
• Educational Leadership and Administration (International – Non-Licensure)
• Elementary Reading and Literacy (PreK–6)/Accelerated Elementary Reading and Literacy (PreK-6)
• Elementary Reading and Mathematics (Grades K–6)
• Integrating Technology in the Classroom (Grades K–12)
• Mathematics (Grades K-6)
• Mathematics (Grades 5-8)
• Mathematics and Science (Grades K–8)
• Middle Level Education (Grades 5–8)
• Professional Development (Grades P–12)
• Science (Grades K–8)
• Special Education (Non-Licensure*) (Grades K–12)
• Teacher Leadership (Grades K–12)/Accelerated Teacher Leadership Specialization
• Teaching English-Language Learners (Grades K-12)

The Richard W. Riley College of Education and Leadership, in collaboration with Canter & Associates, also provides a series of independent courses for graduate credit. Such courses are available during each of the three semesters throughout the year. Many of these courses may be substituted for courses in master's degree program specializations. A list of courses to be offered can be requested by calling 1-800-669-9011.

**Degree Requirements**

30–36 total semester credit hours, depending on the specialization
- Core courses
- Specialization courses
- ePortfolio
- Minimum 5–6 semesters enrollment, depending on the specialization

Classroom access is strongly recommended for students enrolled in this master's degree program. **Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results. Students without classroom access will not be given alternative assignments.**

**Curriculum**

The M.S. in Education program is offered on a semester system. Each specialization has a planned sequence of courses.

**Course Sequence**
The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Adolescent Literacy and Learning**

Given the importance of literacy for future success in school and in life, education professionals need the knowledge, skills, and dispositions to help adolescent learners meet the literacy challenges in grades 6 through 12. This specialization prepares educators to effectively foster content area literacy and learning, promote disciplinary literacy, support new literacies and the use of digital technologies, and maximize the potential of all students to be ready for college and career. Coursework focuses on the application of research-based instructional and assessment practices to help all adolescent learners achieve the literacy goals of the Common Core State Standards and other state standards. Education professionals explore the nature of literacy and learning for adolescents and apply evidence-based practices to promote adolescent students' reading, writing, listening, speaking, and learning.

**Learning Outcomes**

At the end of this program, education professionals will be able to:

1. Apply instructional practices to support adolescent reading, writing, listening, and speaking as outlined in Common Core State standards and other state standards.
2. Analyze the nature of literacy and literacy learning in the lives of adolescents.
3. Evaluate the need for disciplinary literacy in the content areas.
4. Implement research-based practices for teaching and assessing literacy (Grades 6–12).
5. Explain research and policy that inform literacy and learning in secondary education.
6. Apply literacy practices that prepare diverse populations of students for college and career.
7. Evaluate the importance of literacy for lifelong learning.
8. Apply professional learning as a scholar-practitioner to effect positive social change in literacy and learning.
9. Evaluate the use of media and digital technologies for literacy and learning.

**Curriculum**

**Core Courses (15 sem. cr.)**
Specialization Curriculum (15 sem. cr.)

- READ 6601 - Adolescent Literacy and Learning Today
- READ 6602 - Reading to Learn in the Content Areas, Grades 6-12
- READ 6603 - Promoting Adolescent Learning Through Writing
- READ 6604 - Supporting Struggling Adolescent Readers
- READ 6605 - Adolescent Learners and the Digital Literacy Environment

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>READ 6601 - Adolescent Literacy and Learning Today</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>READ 6602 - Reading to Learn in the Content Areas, Grades 6-12</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6733 - Action Research for Educators♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>READ 6603 - Promoting Adolescent Learning Through Writing</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6657 - Creating an Effective Classroom Learning Environment♦</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>READ 6604 - Supporting Struggling Adolescent Readers</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>READ 6605 - Adolescent Learners and the Digital Literacy Environment</td>
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</tr>
</tbody>
</table>

Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).
Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions. Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Adolescent Literacy and Technology (Grades 6–12)

This 30-semester-credit specialization is designed for middle and high school teachers who recognize the importance and value of integrating technology and literacy instruction in order to best facilitate student learning and achievement. In middle and upper grade levels, students must be able to interpret and synthesize information across the fields of math, science, history, social studies, English, and other content areas. Teachers can prepare students for these challenges by employing research- and technology-based strategies to bolster literacy skills that transcend all content areas. Based on standards set forth by the International Society for Technology in Education (ISTE), this specialization helps teachers meet the unique needs of the adolescent learner.

Learning Outcomes

At the end of this program, educator professionals will be able to:
1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
6. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
7. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
8. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
9. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
10. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
11. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
12. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
13. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
14. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
15. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
16. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.

Curriculum

Core Courses (12 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators

Specialization Courses (18 sem. cr.)

- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom
- EDUC 6713 - Integrating Technology Across the Content Areas
- EDUC 6714 - Reaching and Engaging All Learners Through Technology
- READ 6581 - Reading in the Content Areas, Grades 6–12
- READ 6582 - Writing in the Content Areas, Grades 6–12
- READ 6584 - Supporting Struggling Readers, Grades 6–12

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>READ 6581 - Reading in the Content Areas, Grades 6–12</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>READ 6582 - Writing in the Content Areas, Grades 6–12</td>
<td>3 sem. cr.</td>
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<tr>
<td>Course Code</td>
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<tr>
<td>EDUC 6733</td>
<td>Action Research for Educators</td>
<td>3 sem. cr.</td>
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<tr>
<td>EDUC 6712</td>
<td>Supporting Information Literacy and Online Inquiry in the Classroom</td>
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<td>READ 6584</td>
<td>Supporting Struggling Readers, Grades 6–12</td>
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<td>EDUC 6714</td>
<td>Reaching and Engaging All Learners Through Technology</td>
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</table>

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**Curriculum, Instruction, and Assessment (Grades K–12)**

This 30-semester-credit specialization is informed by the Middle Childhood Generalist and Early Adolescent Generalist standards set forth by the National Board for Professional Teaching Standards and various content area professional societies. The alignment of curriculum, assessment, and instruction is a complex task but helps to meet this goal: All children can learn. Instituting standards inherently levels the playing field, suggesting the same achievement goals for all students, regardless of socioeconomic conditions, ethnicity, or learning differences. Specialization content focuses on current thinking about how teachers can best align their curriculum with state and local content standards. Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:
1. Draw on knowledge of subject matter and curriculum to make sound decisions about what is important for students to learn within and across the subject areas of the middle childhood and middle grades curriculum.
2. Develop lessons and behaviors that help students learn to respect and appreciate individual and group differences.
3. Use a variety of approaches to help students build knowledge and strengthen understanding.
4. Identify skills gaps and preconceptions students may bring to the subject.

**Curriculum**

**Core Courses (15 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦
- EDUC 6733 - Action Research for Educators♦

**Specialization Courses (15 sem. cr.)**

- EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6732 - Differentiated Instruction♦

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>EDUC 6730 - Curriculum Design for Learning</td>
<td>3 sem. cr.</td>
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<td>EDUC 6731 - Assessment for Student Learning</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6732 - Differentiated Instruction</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
New students may also choose to participate in the Accelerated Curriculum, Instruction, and Assessment course sequence.

Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a PreK–12 principal. It has also been approved in Ohio for leading to building principal licensure (grades preK–6, grades 4–9, and grades 5–12).

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Accelerated Curriculum, Instruction, and Assessment

Walden University now offers an accelerated M.S. in Education specialization in Curriculum, Instruction, and Assessment* that allows students to earn their degrees faster and more cost effectively. In this format, students will:

- Complete four self-directed courses and six non–self-directed courses, all of which are instructor-led.
- Take two self-directed courses concurrently twice in the course of the program.
- Progress in the program with faculty assessing submitted assignments at various intervals throughout each self-directed course and weekly in the non–self-directed courses.

*This accelerated specialization is for new students only.

Curriculum (30 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6616 - Meeting the Needs of Culturally and Linguistically Diverse Learners
- EDUC 6619 - Including Students With Special Needs: Curriculum, Instruction, and Assessment
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6730 - Curriculum Design for Learning♦
- EDUC 6731 - Assessment for Student Learning♦
- EDUC 6733 - Action Research for Educators♦
• EDUC 6734 - Differentiating Instruction for Student Success
• EDUC 6735 - Helping Students Become Self-Directed Learners

Course Sequence

The following courses are taken in the accelerated Curriculum, Instruction, and Assessment specialization.

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6730 - Curriculum Design for Learning</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 6731 - Assessment for Student Learning</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6616 - Meeting the Needs of Culturally and Linguistically Diverse Learners (self-directed)</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6734 - Differentiating Instruction for Student Success (self-directed)</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6735 - Helping Students Become Self-Directed Learners (self-directed)</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6619 - Including Students with Special Needs: Curriculum, Instruction and Assessment (self-directed)</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at http://www.hcde-texas.org/default.aspx?name=PrinCert.

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.waldenu.edu/educlicensure.

Educational Leadership and Administration (Principal Preparation)

This specialization prepares aspiring educational professionals to become licensed principals and educational leaders in diverse P–12 settings. Grounded in research and best practices, this
Anward-practitioner program integrates coursework with field experiences at the elementary, middle, and high school levels. Courses explore effective communication, collaboration, and leadership practices; public policies and legal issues affecting school governance and management; budgeting and resource management; and human resource practices for hiring, evaluating, and motivating qualified staff. In support of its focus on student outcomes, the specialization also includes specific coursework on leading curriculum initiatives to improve literacy and math skills, using data to strengthen schools, and boosting achievement among English language learners. Participants learn strategies for creating safe schools, resolving conflict, and administering discipline effectively. Field experiences integrate learned skills and concepts in school settings under the mentorship of a licensed and practicing school principal. Principal candidates must complete a total of 240 hours of field experience at the elementary, middle, and high school levels. Candidates will complete 160 of those hours at the candidate's preferred level or level of primary teaching experience, and 40 hours each at the other levels.

**Learning Outcomes**

At the end of this program, graduates will be able to:

1. Design and lead initiatives that evaluate and improve instructional programs.
2. Develop, implement, and manage ongoing evaluation and professional development in teaching and learning.
3. Create strategic plans using a visioning process to be shared and supported by stakeholders.
4. Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
5. Communicate and collaborate with external publics to address community interests and diverse needs.
6. Articulate the school’s role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
7. Model democratic value systems, ethics, and moral leadership.

**Degree Requirements**

- 36 total semester credit hours
- Foundation course (3 sem. credits)
- Core courses (27 sem. credits)
- Field Experience courses (6 sem. credits)

**Curriculum**

**Foundation Course (3 sem. cr.)**

- **EDUC 6002 - Foundations: Educational Leadership and Administration**
Core Courses (27 sem. cr.)

- EDUC 6200 - Teaching and Learning for School Leaders
- EDUC 6201 - Communication and Collaboration for Leaders
- EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs
- EDUC 6203 - Policy and Law in School Organizations
- EDUC 6204 - Using Data to Strengthen Schools
- EDUC 6205 - Budgeting and Allocating Resources
- EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments
- EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math
- EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel

Field Experience Courses (6 sem. cr.)

- EDUC 6801 - Field Experience
- EDUC 6802 - Field Experience
- EDUC 6803 - Field Experience
- EDUC 6804 - Field Experience
- EDUC 6805 - Field Experience
- EDUC 6806 - Field Experience

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
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<td>EDUC 6002 - Foundations: Educational Leadership and Administration</td>
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<td>EDUC 6200 - Teaching and Learning for School Leaders</td>
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<td>EDUC 6201 - Communication and Collaboration for Leaders</td>
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<td>EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs</td>
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<td>EDUC 6801 - Field Experience</td>
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<tr>
<td>3</td>
<td>EDUC 6203 - Policy and Law in School Organizations</td>
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<td>EDUC 6802 - Field Experience</td>
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<td>EDUC 6204 - Using Data to Strengthen Schools</td>
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<td>EDUC 6803 - Field Experience</td>
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<td>4</td>
<td>EDUC 6205 - Budgeting and Allocating Resources</td>
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<td>EDUC 6804 - Field Experience</td>
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<td>EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments</td>
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</tr>
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<td>EDUC 6805 - Field Experience</td>
<td>1 sem. cr.</td>
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<td>5</td>
<td>EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math</td>
<td>3 sem. cr.</td>
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<td>EDUC 6806 - Field Experience</td>
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<td></td>
<td>EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel</td>
<td>3 sem. cr.</td>
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</table>
Walden University requires that all candidates in its principal preparation program review the Principal Candidate Handbook and Field Experience Handbook to help them understand the guidelines and requirements of the program.

Candidates can access both handbooks from their myWalden university portal. Candidates enrolled in the principal preparation program should refer to the Principal Candidate Handbook for complete information on the program and other university policies and procedures related to the program's specializations. Candidates should refer to the Field Experience Handbook for detailed information regarding the field experience requirements in the program.

Program Data

Walden is committed to providing the information to students about their program. Please find detailed information for the M.S. in Education with a specialization in Educational Leadership and Administration (Principal Preparation program) relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Walden University meets the Ohio Board of Regents' standards for graduate programs and the Ohio State Board of Education's standards for Building Level Principal Licenses (grades preK–6, grades 4–9, and grades 5–12). Upon successful completion of this program, Walden can recommend candidates for principal licensure to the state of Ohio. Candidates who complete this program may qualify for principal licensure in many other states; however, individuals must review their state's regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

Elementary Reading and Literacy (PreK–6)

This 30-semester-credit specialization addresses the technology-oriented literacy landscape of the 21st century and provides teachers with the latest research and practical strategies to increase the achievement of all their students, including linguistically, culturally, and academically diverse learners. Based on International Reading Association standards, this specialization provides the knowledge and skills teachers need to confidently manage their classroom literacy programs and to effectively address the complexities of teaching reading and writing in today’s classroom.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

Learning Outcomes

At the end of this program, educator professionals will be able to:
1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Understand various types of assessments and their purposes and strengths and employ them appropriately in their practice.
5. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
6. Use assessment information to plan and evaluate instruction.
7. Communicate assessment results and implications to a variety of audiences.
8. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
9. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
10. Develop and implement strategies to advocate for equity.

**Curriculum**

**Core Courses (15 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators
- EDUC 6657 - Creating an Effective Classroom Learning Environment

**Specialization Courses (15 sem. cr.)**

- READ 6705 - Reading and Literacy Today
- READ 6706 - Literacy Development PreK-3
- READ 6707 - Reading and Literacy Growth Grades 4-6
- READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms
- READ 6709 - Literacy in Academically Diverse Classrooms

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>
New students may also choose to participate in the Accelerated Elementary Reading and Literacy (PreK-6) course sequence.

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading. The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

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**Accelerated Elementary Reading and Literacy (PreK-6)**

Walden University now offers an accelerated M.S.Ed. specialization in Elementary Reading and Literacy that allows students to earn their degrees faster and more cost effectively. In this format students will:

- Complete five self-directed courses and five non–self-directed courses, all of which are instructor-led.
• Progress in the program with faculty members assessing submitted assignments at various intervals throughout each self-directed course and weekly in the non–self-directed courses.

*This accelerated specialization is for new students only.

Course Sequence

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Self-Directed)</td>
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<tr>
<td>2</td>
<td>READ 6705 - Reading and Literacy Today</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6616 - Meeting the Needs of Culturally and Linguistically Diverse Learners (self-directed)</td>
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<td></td>
<td>READ 6706 - Literacy Development PreK-3</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6603 - Action Research for Educators (Self-Directed)</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>READ 6707 - Reading and Literacy Growth Grades 4-6</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6604 - Creating an Effective Classroom Learning Environment (Self-Directed)</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>READ 6709 - Literacy in Academically Diverse Classrooms</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>READ 6718 - Literacy in Culturally and Linguistically Diverse Classrooms (Self-Directed)</td>
<td>3 sem. cr.</td>
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</table>

Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal. In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at http://www.hcde-texas.org/default.aspx?name=PrinCert. Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

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Elementary Reading and Mathematics (Grades K–6)

This specialization, designed for elementary school teachers, focuses on effective teaching strategies educators can apply to create lessons and hands-on learning experiences that facilitate reading and math learning. The reading courses in this program reflect the current technology-oriented literacy landscape and provide techniques for maximizing literacy learning and
achievement. The math courses, which provide strategies for helping students meet the Common Core State Standards for Mathematics, emphasize ways to assess students’ math skills, address misconceptions, plan interventions, and engage students so they become strong mathematical thinkers and problem-solvers.
Each course is 8 weeks in length, and there are two consecutive courses per semester.

Learning Outcomes

At the end of this program, educator professionals will be able to:
1. Enable all students to understand numbers, ways of representing numbers, relationships among numbers, and number systems.
2. Enable all students to analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships and/or understand measurable attributes of objects and the units, systems, and processes of measurement.
3. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
4. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
5. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
6. Understand types of assessments and their purposes, strengths, and limitations.
7. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
8. Use assessment information to plan and evaluate instruction.
9. Communicate assessment results and implications to a variety of audiences.

Curriculum

Core Courses (12 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators

Specialization Courses (18 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- **MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division**
- **READ 6706 - Literacy Development PreK-3**
- **READ 6707 - Reading and Literacy Growth Grades 4-6**
- **READ 6709 - Literacy in Academically Diverse Classrooms**

### Course Sequence

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<td>EDUC 6610 - Teacher as Professional</td>
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<td></td>
<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦</td>
<td>3 sem. cr.</td>
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<td>MATH 6561 - Learning and Teaching Mathematics</td>
<td>3 sem. cr.</td>
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<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction</td>
<td>3 sem. cr.</td>
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<tr>
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<td>EDUC 6733 - Action Research for Educators♦</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>READ 6706 - Literacy Development PreK-3</td>
<td>3 sem. cr.</td>
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<td>READ 6707 - Reading and Literacy Growth Grades 4-6</td>
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<td>READ 6709 - Literacy in Academically Diverse Classrooms</td>
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### Integrating Technology in the Classroom (Grades K–12)
This 30-semester-credit specialization is informed by the standards of the International Society for Technology in Education. Today's classrooms are increasingly faced with technologically savvy students, and teachers must utilize 21st-century knowledge and strategies to create an effective learning environment. This specialization allows teachers to model various technologies that engage and motivate learners and prepare them to thrive in a global society. Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
2. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
4. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and appropriate documentation of sources.
5. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
6. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
7. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
8. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
9. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Curriculum

Core Courses (12 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6630 - Designing Curriculum, Instruction, and Assessment
- EDUC 6733 - Action Research for Educators

2014–2015 Walden University Catalog (September 2014)
Specialization Courses (18 sem. cr.)

- EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society
- EDUC 6711 - Bridging Learning Theory, Instruction, and Technology
- EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom
- EDUC 6713 - Integrating Technology Across the Content Areas
- EDUC 6714 - Reaching and Engaging All Learners Through Technology
- EDUC 6715 - New and Emerging Technologies

Course Sequence

<table>
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<tr>
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<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
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<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment</td>
<td>3 sem. cr.</td>
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<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 6711 - Bridging Learning Theory, Instruction, and Technology</td>
<td>3 sem. cr.</td>
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<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom</td>
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<td>EDUC 6713 - Integrating Technology Across the Content Areas</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 6714 - Reaching and Engaging All Learners Through Technology</td>
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Note on Licensure

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Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).
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Literacy and Learning in the Content Areas (Grades 6–12)

This 30-semester-credit specialization is designed to help content area teachers of grades 6–12 improve their students' literacy skills. The specialization features research-based strategies to help teachers prepare struggling students for more complex, abstract, and sophisticated learning in the content area classroom, whether history, science, mathematics, social studies, English, or other content areas.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5. Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
6. Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
7. Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Curriculum

Core Courses (18 sem. cr.)

- EDUC 6610 - Teacher as Professional
• EDUC 6640 - Designing Curriculum, Instruction, and Assessment
• EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
• EDUC 6733 - Action Research for Educators
• EDUC 6657 - Creating an Effective Classroom Learning Environment
• EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs

Specialization Courses (12 sem. cr.)

• READ 6581 - Reading in the Content Areas, Grades 6–12
• READ 6582 - Writing in the Content Areas, Grades 6–12
• READ 6583 - Technology and Literacy in the Content Areas, Grades 6-12
• READ 6584 - Supporting Struggling Readers, Grades 6–12

Course Sequence

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<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment</td>
<td>3 sem. cr.</td>
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<td>READ 6581 - Reading in the Content Areas, Grades 6–12</td>
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<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<td>READ 6582 - Writing in the Content Areas, Grades 6–12</td>
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<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<td>READ 6583 - Technology and Literacy in the Content Areas, Grades 6–12</td>
<td>3 sem. cr.</td>
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<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>READ 6584 - Supporting Struggling Readers, Grades 6–12</td>
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Mathematics (Grades K–6)

To lay the foundation for future challenges in secondary mathematics as well as problem-solving in all areas of life, teachers of K–6 mathematics must foster students' ability to use mathematical knowledge to solve authentic real-world problems. The M. S. in Education with a specialization in Mathematics (Grades K–6) degree is designed for elementary school mathematics teachers who want to increase their own mathematical expertise to promote their students' conceptual understandings and abilities. The Common Core State Standards, including the Standards for Mathematical Practice, and the National Council of Teachers of Mathematics' content and process standards are explored as frameworks for understanding and teaching mathematics and for making connections across grade levels. Teachers build upon their repertoire of instructional strategies and resources and focus on ways to assess students' mathematical knowledge and skills, address misconceptions, plan interventions, and engage students through an intensive focus on the base ten number system and its properties and operations. Also addressed in the course are key topics in a well-balanced elementary-grade mathematics program including measurement, data, geometric thinking, understanding rational numbers, and proportional reasoning.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Utilize a variety of manipulative materials and emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards (CCSS) for Mathematical Practice into their teaching.
2. Apply strategies to help students diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.
3. Demonstrate an understanding of connections among mathematical concepts and ideas and help students make similar connections.
4. Demonstrate an understanding of the base-ten number system and the mathematical operations of addition, subtraction, multiplication, and division.
5. Evaluate geometry, data, and measurement strategies to guide students' thinking and reasoning about shape, spatial relationships, and measurement, including estimation.
6. Justify the importance of rational numbers, rates of change, and proportional reasoning in their teaching practices in order to promote students' ability to use Mathematical knowledge and skills in real-world problem solving contexts.
Curriculum

Core Courses (15 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators
- EDUC 6657 - Creating an Effective Classroom Learning Environment

Specialization Courses (15 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6562 - The Base Ten Number System and Operations: Addition/Subtraction
- MATH 6563 - The Base Ten Number System and Operations: Multiplication/Division
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

Course Sequence

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Note on Licensure

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For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure. Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

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### Mathematics (Grades 5–8)

For elementary and middle school educators interested in focusing on mathematics, this specialization can increase their knowledge and comprehension of mathematics skills and theories. Educators study strategies that address the Common Core State Standards for Mathematics and analyze real-world applications used to improve student achievement in mathematics.

Coursework highlights key lessons covered in middle school mathematics programs, including number systems and operations; geometric thinking and measurement; functions and equations; and data, probability, and statistical reasoning.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed online sequence.

### Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Utilize a variety of manipulative materials, calculators, and other emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards (CCSS) for Mathematical Practice into their teaching.
2. Apply strategies to help students diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.
3. Demonstrate a deep conceptual understanding of number systems and rational numbers.
4. Evaluate geometry and measurement strategies to guide students' thinking and reasoning about shape, spatial relationships, and measurement, including estimation.
5. Demonstrate an understanding of algebraic processes using mathematical modeling, high-level problem solving tasks, and real-world experiences to help students develop similar knowledge and understandings.
6. Justify the importance of proportional reasoning and probability and statistics in their teaching practices in order to promote students' ability to use mathematical knowledge and skills in real-world problem solving contexts.

Curriculum

Core Courses (15 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦

Specialization Courses (15 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- MATH 6551 - Understanding Number Systems and Operations
- MATH 6552 - Geometric Thinking and Measurement
- MATH 6553 - Algebraic Reasoning, Functions, and Equations
- MATH 6554 - Data, Probability, and Statistical Reasoning

Course Sequence

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<td>MATH 6561 - Learning and Teaching Mathematics</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>MATH 6551 - Understanding Number Systems and Operations</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<td>4</td>
<td>MATH 6552 - Geometric Thinking and Measurement</td>
<td>3 sem. cr.</td>
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<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>MATH 6553 - Algebraic Reasoning, Functions, and Equations</td>
<td>3 sem. cr.</td>
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Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

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**Mathematics and Science (Grades K–8)**

This specialization provides elementary and middle school educators with strategies for helping their students meet the Common Core State Standards for Mathematics. Coursework offers opportunities for educators to strengthen their own knowledge and comprehension of math and science. They can apply their new skills to their classroom curricula to help ensure students gain a strong foundation in mathematics and science. By focusing on key K–8 science topics, educators will examine techniques to engage their students with lessons based on the nature and history of science, the scientific tools of inquiry and unifying themes, the physical world, and the future of science. Focus is also placed on math topics such as measurement, data, geometric thinking, understanding rational numbers, and proportional reasoning.

**Learning Outcomes**

At the end of this program, graduates will be able to:

1. Utilize a variety of manipulative materials and emerging technological resources in the classroom to incorporate the National Council of Teachers of Mathematics (NCTM) Process Standards and the Common Core State Standards (CCSS) for Mathematical Practice into their teaching.
2. Apply strategies to help students diagnose misconceptions, solve problems successfully, and develop mathematical habits of mind.
3. Demonstrate an understanding of connections among mathematical concepts and ideas and help students make similar connections.
4. Analyze student use of inquiry methods, observation, collaboration, data collection, and analysis by use of student assessments measuring achievement of concept development from empirical experiences in order to engage students in active learning.
5. Develop and communicate a plan that uses inquiry, technology, and critical analysis for teaching students to distinguish science from nonscience, to understand the evolution and practice of science as a human endeavor, and to envision an integration of science knowledge, pedagogy, history, and philosophy.
Recognize that an informed citizenry, in order to make decisions on contemporary scientific and technological issues, must conduct analyses of the facts of such issues and assess possible actions and outcomes through activities, such as creating informed scientific communities looking at societal implications of the decisions and communicating to the broader population.

Curriculum

Core Courses (12 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators

Specialization Courses (18 sem. cr.)

- MATH 6561 - Learning and Teaching Mathematics
- SCIE 6660 - The Nature of Science
- SCIE 6661 - Exploring the Physical World
- SCIE 6664 - Looking Into the Future of Science and Education
- MATH 6564 - Measurement, Data, and Geometric Thinking
- MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

Course Sequence

<table>
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<tr>
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<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment</td>
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<tr>
<td>2</td>
<td>MATH 6561 - Learning and Teaching Mathematics, Grades K-8</td>
<td>3 sem. cr.</td>
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<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
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<td>3</td>
<td>SCIE 6660 - The Nature of Science</td>
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<td>EDUC 6733 - Action Research for Educators</td>
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<td>SCIE 6661 - Exploring the Physical World</td>
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<td>3 sem. cr.</td>
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**Middle Level Education (Grades 5–8)**

This is a 33-semester-credit specialization that serves classroom educators in the middle grades who are interested in meeting the developmental and educational needs of young adolescents (ages 10–14), usually organized in schools with at least a grade 7. The specialization curriculum is based on the standards for Middle Level Teacher Preparation approved by the Association for Middle Level Education (formerly National Middle School Education) and NCATE, as well as the National Board for Professional Teaching Standards.

This specialization is designed to meet the needs of teachers whose initial preparation was focused on the elementary school or the high school, the primary trend for many years.

Specialization content focuses on the following:
- Research and best practices related to young adolescent development
- Organizational structures for high-success middle grades schools
- The middle grades curriculum continuum
- Pedagogy and assessment for student success
- Middle grades teaching content
- Connecting with families and community

Graduates are prepared to better meet the needs of young adolescents in their own classrooms and to become change agents for the reforms that need to occur in their schools and communities.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed sequence.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:
1. Understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s) and apply that knowledge in their practice.
2. Use content knowledge to make interdisciplinary connections.
3. Employs depth and breadth of technologies (e.g., computers, audio, and video presentations).
4. Use teaching and assessment strategies to advance student learning in their teaching fields.
5. Integrate state-of-the-art technologies and literacy skills in their teaching fields.
6. Understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment and apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.
7. Understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education and apply that knowledge in their practice.
Curriculum

Specialization Courses (27 sem. cr.)

- EDUC 6000 - Success Strategies in the Online Environment
- EDUC 6510 - Young Adolescent Development and Implications in a Global Society
- EDUC 6520 - Organizational Structures for High-Performing Middle Grades Schools
- EDUC 6525 - Concepts of Technology
- EDUC 6530 - The Middle Grades Curriculum Continuum
- EDUC 6540 - Pedagogy and Exemplary Practices for Learning in the Middle Grades
- EDUC 6550 - Assessment and Evaluation as Tools for Student Success
- EDUC 6560 - Middle Level Professional Roles
- EDUC 6565 - Arts Education for the Middle Level Educator

Teaching Fields Content (6 sem. cr.)

Choose two:
- EDUC 6561 - Mathematics for Middle Level Teachers
- EDUC 6562 - Understanding and Teaching the Language Arts
- EDUC 6563 - Science for Middle Level Teachers
- EDUC 6564 - Understanding and Teaching the Social Studies

Course Sequence

<table>
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<td>EDUC 6520 - Organizational Structures for High-Performing Middle Grades Schools</td>
<td>3 sem. cr.</td>
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<td>EDUC 6565 - Arts Education for the Middle Level Educator</td>
<td>3 sem. cr.</td>
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<td>Teaching Fields Content courses. (Students may take one course in each of the two 8-week sessions or may take both courses during one 8-week session.)</td>
<td>6 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 6530 The Middle Grades Curriculum Continuum</td>
<td>3 sem. cr.</td>
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<td>EDUC 6540 Pedagogy and Exemplary Practices for Learning in the Middle Grades</td>
<td>3 sem. cr.</td>
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<td>6</td>
<td>EDUC 6560 Middle Level Professional Roles</td>
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*Please Note: Candidates admitted prior to September 2010 will follow a revised course sequence.
Note on Licensure

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Professional Development (Grades PreK–12) Specialization

Walden's M.S. in Education with a specialization in Professional Development (Grades PreK–12) helps prepare PreK–12 educators to be highly effective professional developers of teachers. Discover how to plan, design, and deliver professional development opportunities that support students' needs and improve the growth of teachers and their influence on students. Learn to assess the impact of changed practices on student achievement. Practice collaboration, facilitation, coaching, and mentoring skills.

Based on the National Board of Professional Teaching Standards (NBPTS) Core Propositions and the National Staff Development Council (NSDC) Standards, this specialization can prepare students to take an active role in the continuous improvement of teaching and learning.

Learning Outcomes

1. Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.
2. Analyze educational issues in light of current research and best practice through Walden University's scholar-practitioner model.
3. Reflect on and analyze educational issues in light of current research to inform best practice in PreK–12 classrooms.
4. Demonstrate leadership to build a shared vision for effective teaching and learning that positively impacts all stakeholders within a given educational community.
5. Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.
6. Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.
7. Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.
8. Demonstrate the skills and professional dispositions that advocate for social change to make a positive impact where the candidate works and lives.
9. Create educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.
10. Build meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.
11. Design and develop learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.

Curriculum

Core Courses (9 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators

Specialization Courses (21 sem. cr.)

- EDUC 6730 - Curriculum Design for Learning
- EDUC 6731 - Assessment for Student Learning
- EDUC 6732 - Differentiated Instruction
- EDUC 6740 - Qualities of Effective Professional Development
- EDUC 6741 - Designing Professional Development
- EDUC 6742 - Implementing Professional Development
- EDUC 6743 - Evaluating Professional Development

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<td>3 sem. cr.</td>
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EDUC 6740 - Qualities of Effective Professional Development 3 sem. cr.
EDUC 6741 - Designing Professional Development 3 sem. cr.
EDUC 6743 - Evaluating Professional Development 3 sem. cr.
EDUC 6742 - Implementing Professional Development 3 sem. cr.

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**Science (Grades K–8)**

This 30-semester-credit specialization is designed to help teachers improve science content skills and at the same time learn best science teaching practices, such as inquiry and discovery learning. The program is aligned with standards from the National Board for Professional Teaching Standards (NBPTS) for the core educational courses and with standards from the National Science Teachers Association (NSTA) and the National Science Education Standards (NSES), which call for inquiry-based learning. The use of both real and virtual laboratory experiences enables participants to simultaneously learn content and pedagogy.

Participants engage in scientific investigations to extend their understanding of concepts and skills, rethink teaching and assessment strategies, and try ideas in their own classrooms. In essence, the laboratory experiences compose a built-in practicum. The program, using precepts from the American Academy for the Advancement of Science Project 2061, delivers a cutting-edge approach to meet the needs of teachers who are teaching science in grades K-8, allowing them to become competent and comfortable in delivering high quality science instruction to their students. The program integrates aspects of S.T.E.M. (science, technology, engineering, and mathematics) into each science course.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Convey the major concepts, principles, theories, laws, and interrelationships of biology and supporting fields.
2. Convey the major concepts, principles, theories, laws, and interrelationships of chemistry, physics, and supporting fields.
3. Convey the major concepts, principles, theories, laws, and interrelationships of earth, space science, and supporting fields.
4. Create interdisciplinary perspectives and help students understand why science is important to them.
5. Interrelate and interpret important concepts, ideas, and applications in science and conduct scientific investigations.
6. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Curriculum

Core Courses (15 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6657 - Creating an Effective Classroom Learning Environment
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity
- EDUC 6733 - Action Research for Educators

Specialization Courses (15 sem. cr.)

- SCIE 6662 - Investigating the Living World
- SCIE 6663 - Exploring the Earth and Beyond

Course Sequence

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<td>EDUC 6650 - Enhancing Learning through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<td></td>
<td>SCIE 6660 - The Nature of Science</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>SCIE 6661 - Exploring the Physical World</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>SCIE 6662 - Investigating the Living World</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
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Special Education (Non-Licensure*) (Grades K–12)

This specialization is designed for special education teachers who want to engage in continuing collegial professional development to meet the diverse educational needs of individuals with disabilities. Informed by the Council for Exceptional Children Advanced Content Role standards and the educational outcomes of the Richard W. Riley College of Education and Leadership at Walden University, this specialization synthesizes the most current research, including neuroscience, assessment, collaboration, and scientifically based interventions, so that teachers can determine best practices for their own classrooms or school districts. Upon completion, participants will contribute to and promote positive social change in the field of special education.

*Walden University's M.S. in Education program with a specialization in Special Education (Non-Licensure) does not lead to certification or licensure in special education. Walden makes no representation, warranty, guarantee, or commitment that successful completion of this program or coursework for graduate credit within this program, will permit a graduate to obtain state certification or licensure as a special education teacher.

Learning Outcomes

At the end of this program, the educator professional:

1. Advocates for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Provides leadership through effective communication and use of technology to promote practices and procedures that support and respect all individuals and result in positive, productive work environments.

3. Uses educational research to increase expertise, improve instructional and intervention techniques and materials, and foster an environment that supports instructional improvement.

4. Plans, presents, and evaluates professional development for self and others that focuses on supporting student access to learning through effective teaching strategies, curriculum standards, and assistive technology.

5. Collaborates with multiple stakeholders to improve instructional programs at the school and systems levels and develop procedures to improve management systems.

6. Creates supportive environments that safeguard the legal rights of students and their families.

7. Understands the significance of the role of collaboration and promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders.

**Curriculum**

**Core Courses (12 sem. cr.)**

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦

**Specialization Courses (18 sem. cr.)**

- EDUC 6720 - The Special Educator as Instructional Leader♦
- EDUC 6721 - The Impact of Disabilities on Learning and Teaching♦
- EDUC 6722 - Strategic Collaboration in Special Education♦
- EDUC 6723 - Advanced Instructional Strategies in Special Education♦
- EDUC 6724 - Literacy Interventions in Special Education♦
- EDUC 6725 - Advanced Behavioral Interventions in Special Education♦

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
<td>1</td>
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<td>EDUC 6650</td>
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<td>EDUC 6720</td>
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**Teacher Leadership (Grades K–12)**

This is a 30-semester-credit specialization designed to help teachers lead with greater confidence and skill in their classroom and throughout their learning community. Courses are infused with key leadership concepts, such as teacher mentorship, coaching, and distributed leadership. This specialization allows teachers to build upon their existing expertise as teaching professionals with dynamic leadership tools to encourage and mentor their colleagues, learn more about their own leadership style and its impact on those around them, and leverage the latest research and theory to guide their decisions and enhance their leadership capabilities. With the strategies and experiences gained from this program, teachers can help address such key challenges as parent involvement and student achievement.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence.
Learning Outcomes

At the end of this program, graduates will be able to:

1. Engage students in learning within and across the disciplines and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them.
2. Collaborate with colleagues to improve schools and to advance knowledge and practice in their field.
3. Use a variety of approaches to help students build knowledge and strengthen understanding.
4. Identify skills gaps and preconceptions students may bring to the subject.
5. Use diverse instructional strategies to teach for understanding.
6. Collaborate with others to improve student learning.
7. Collaborate with other professionals on instructional policy, curriculum development, and staff development.

Curriculum

Core Courses (18 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦
- EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity♦
- EDUC 6733 - Action Research for Educators♦
- EDUC 6657 - Creating an Effective Classroom Learning Environment♦
- EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

Specialization Courses (12 sem. cr.)

- EDUC 6647 - Dynamic Teacher Leadership♦
- EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement♦
- EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues♦
- EDUC 6659 - Teacher Leadership in Professional Learning Communities♦

Course Sequence

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 6610 - Teacher as Professional</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6640 - Designing Curriculum, Instruction, and</td>
<td>3 sem. cr.</td>
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<tr>
<th>Assessment</th>
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<tbody>
<tr>
<td>2 EDUC 6647 - Dynamic Teacher Leadership</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity</td>
<td>3 sem. cr.</td>
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<td>3 EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement</td>
<td>3 sem. cr.</td>
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<tr>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<tr>
<td>4 EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues</td>
<td>3 sem. cr.</td>
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<tr>
<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
<td>3 sem. cr.</td>
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<td>5 EDUC 6659 - Teacher Leadership in Professional Learning Communities</td>
<td>3 sem. cr.</td>
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<td>3 sem. cr.</td>
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</table>

New students may also choose to participate in the Accelerated Teacher Leadership Specialization course sequence.

**Note on Licensure**

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

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**Accelerated Teacher Leadership Specialization**

Walden University now offers an accelerated M.S. in Education specialization in Teacher Leadership* that allows students to earn their degrees faster and more cost effectively. In this format, students will:

- Complete four self-directed courses and six non–self-directed courses, all of which are instructor-led.
- Take two self-directed courses concurrently twice in the course of the program.
Progress in the program with faculty assessing submitted assignments at various intervals throughout each self-directed course and weekly in the non–self-directed courses.*

*This accelerated specialization is for new students only.

Course Sequence

Accelerated Courses

The following courses are taken in the accelerated Teacher Leadership specialization.

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
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<td></td>
<td>EDUC 6640 - Designing Curriculum, Instruction, and Assessment</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>EDUC 6647 - Dynamic Teacher Leadership</td>
<td>3 sem. cr.</td>
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<td>EDUC 6616 - Meeting the Needs of Culturally and Linguistically Diverse Learners (self-directed)</td>
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<td>EDUC 6617 - Teacher Leadership for Learning and Teaching (self-directed)</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>EDUC 6733 - Action Research for Educators</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration with Colleagues</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>EDUC 6618 - Teacher Leadership in Professional Learning Communities (self-directed)</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 6619 - Including Students with Special Needs: Curriculum, Instruction and Assessment (self-directed)</td>
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<tr>
<td></td>
<td>EDUC 6657 - Creating an Effective Classroom Learning Environment</td>
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Teaching English-Language Learners (Grades K–12)
This 30-semester-credit specialization is designed to help educators understand and support the unique needs of the rapidly growing population of English-language learners (ELLs) in K–12 classrooms. Informed by Teachers of English to Speakers of Other Languages (TESOL) standards, this specialization explores the most current research, models, and practical strategies for working effectively with students whose first language is not English. Teachers learn how to adapt their instruction and materials to provide equitable and differentiated learning experiences for ELLs in regular classroom settings. Methods focus on teaching English as a second language as well as teaching content to English-language learners. This specialization also addresses ways in which teachers can enhance collaboration between ELL families and school staff members and better provide assistance and resources to meet the needs of these students.

Learning Outcomes

At the end of this program, graduates will be able to:

1. Demonstrate an understanding of language as a system through the application of concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language.
2. Demonstrate the ability to integrate major concepts, principles, theories, and research related to the role of culture in language development and academic achievement into planning that supports student learning.
3. Demonstrate the ability to implement a variety of standard-based teaching strategies and techniques used to develop and integrate English listening, speaking, reading and writing in both ESOL and Content teaching.
4. Inform their instruction through the use of a variety of standards-based and performance-based language proficiency instruments.
5. Demonstrate the ability to use standards-based and performance-based language proficiency instruments to identify, place, and evaluate the language growth of ESOL students.
6. Demonstrate the ability to collaborate with all staff (including paraprofessionals) as a resource to improve learning for ESOL students.

Curriculum

Core Courses (18 sem. cr.)

- EDUC 6610 - Teacher as Professional
- EDUC 6640 - Designing Curriculum, Instruction, and Assessment
- EDUC 6647 - Dynamic Teacher Leadership
- EDUC 6657 - Creating an Effective Classroom Learning Environment
- EDUC 6732 - Differentiated Instruction
- EDUC 6733 - Action Research for Educators
Specialization Courses (12 sem. cr.)

- EDUC 6726 - Understanding the English Language Learner
- EDUC 6727 - Strategies for Teaching English as a Second Language
- EDUC 6728 - Strategies for Teaching Content to English Language Learners
- EDUC 6729 - Assessment and the English Language Learner

Course Sequence

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<tr>
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<td>2</td>
<td>EDUC 6726 - Understanding the English-Language Learner</td>
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<td>EDUC 6732 - Differentiated Instruction</td>
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<td>3</td>
<td>EDUC 6727 - Strategies for Teaching English as a Second Language</td>
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<td>EDUC 6728 - Strategies for Teaching Content to English-Language Learners</td>
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<td>5</td>
<td>EDUC 6657 - Creating and Effective Classroom Learning Environment</td>
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M.S. in Higher Education

The M.S. in Higher Education is designed for individuals who want to make a positive impact on students and staff in 4-year colleges, community colleges, and universities to enhance their
institution's ability to successfully contribute to social equity and positive change. Students will learn to think creatively and critically about the challenges facing higher education institutions and provide expertise in addressing these challenges. Learning activities emphasize the application of research-based best practices from business leadership and management, student learning and support, and systems thinking to maximize institutional effectiveness. Critical issues in higher education policy, administration, emerging technologies, legal and ethical issues, and governance are addressed throughout the program in the context of real-world problems facing today's colleges.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Apply an understanding of higher education systems, business principles, and student learning in solving institutional problems to drive institutional and student success.
2. Make effective decisions based on critical evaluation of research and data.
3. Articulate the perspectives and interests of multiple stakeholders.
4. Choose leadership approaches appropriate to the culture of the organization.
5. Demonstrate an ability to deploy resources to achieve intended results.
6. Evaluate the potential impact of policies and processes on student outcomes.

**Specializations**

- General Program
- College Teaching and Learning
- Enrollment Management and Institutional Marketing
- Global Higher Education
- Leadership for Student Success
- Online and Distance Learning

**Degree Requirements**

- 30 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (12–27 sem. cr., depending on the specialization)
- Specialization courses (0–12 sem. cr., depending on the specialization)
- Capstone course (3 sem. cr.)
- Minimum 5 semesters enrollment

**Core Curriculum**

*Foundation Course (3 sem. cr.)*
• **EDUC 6155 - Understanding Higher Education**

**Shared Core Courses (12 sem. cr.)**

• **EDUC 6156 - Understanding Students: Learning, Development, and Diversity**
• **EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture**
• **EDUC 6158 - Using Research and Data to Drive Decision Making**
• **EDUC 6263 - Best Practices for Student Success**

**Capstone Course (3 sem. cr.)**

• **EDUC 6960 - Capstone: Master's Project**

**Course Sequence**

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Higher Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

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**General Program**

Today's higher education institutions need leaders and managers with a broad range of knowledge and skills. The general program emphasizes student-centered management practices
critical to planning and administration of effective programs and services in higher education. Graduates of the General Program will be prepared to work successfully in a variety of mid-level administrative positions, build collaborations with other departments and programs, and advocate for resources and policies that support student success in their areas of responsibility.

**Specialization Curriculum**

**Additional Core Courses (12 sem. cr.)**

- **EDUC 6262 - Optimizing Quality and Productivity**
- **EDUC 6261 - Managing Resources for Organizational Success: Finance**
- **EDUC 6260 - Managing Resources for Organizational Success: Human Resources**
- **EDUC 6264 - Program Planning and Assessment**

**Course Sequence**

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<td>EDUC 6261 - Managing Resources for Organizational Success: Finance</td>
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**College Teaching and Learning**

The specialization in College Teaching and Learning within the M.S. in Higher Education is designed for individuals who already serve as instructors in higher education environments, or those who possess the subject-matter credentials to teach in higher education, and who want to develop expertise in college teaching and learning. The first three courses in this specialization address the major steps in the teaching and learning process: planning, developing and facilitating learning experiences, and assessment. The fourth course expands on this process in addressing the special opportunities and challenges of online learning environments. The core
courses in the program provide foundational knowledge about higher education institutions, students, and programs that can help expert instructors ground their practice within the larger context of higher education and become teacher-leaders who can facilitate continuous improvement in their institutions.

Learning Outcomes

At the end of this program, education professionals will be able to:

1. Create effective learning environments using research-based teaching strategies that engage and support diverse learners.
2. Design course plans, curricula, and learning activities that enable diverse learners to meet desired learning goals.
3. Apply the skills needed to assess and provide feedback on learner performance in ways that support learning and development.
4. Demonstrate the ability to use appropriate technologies to support learning in a variety of teaching contexts.
5. Independently conduct, evaluate, and apply research in making, implementing, and evaluating teaching decisions.
6. Articulate the process for development of a continuous improvement plan to impact teaching through scholarly inquiry and reflection.

Specialization Curriculum

Specialization Courses (12 sem. cr.)

- EDUC 6757 - Planning for Learning
- EDUC 6758 - Creating Engaging Learning Experiences
- EDUC 6759 - Assessing for Learning
- EDUC 6760 - Facilitating Learning Online

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
<tr>
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<td>EDUC 6158 - Using Research and Data to Drive Decision Making</td>
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<tr>
<td>3</td>
<td>EDUC 6263 - Best Practices for Student Success</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 6757 - Planning for Learning</td>
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</tbody>
</table>
Enrollment Management and Institutional Marketing

Recruitment and retention are increasingly everyone's business in higher education. The specialization in Enrollment Management and Institutional Marketing prepares professionals at all levels of higher education institutions to engage in an increasingly competitive market, to increase awareness of their programs and the institution, and to help students become engaged and stay committed to their educational goals. A wide range of opportunities in higher education exists for individuals with this specialization, including but not limited to positions in admissions and enrollment management. Current and future leaders of academic programs or divisions also benefit from an ability to recruit and retain students in their programs, plan strategically for program growth, and use current technologies to increase student awareness and engagement.

Specialization Curriculum

Additional Core Courses (6 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity
- EDUC 6261 - Managing Resources for Organizational Success: Finance

Specialization Courses (6 sem. cr.)

- EDUC 6755 - Principles of Marketing and Enrollment Management
- EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion

Course Sequence

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<td>EDUC 6759 - Assessing for Learning</td>
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<td>5</td>
<td>EDUC 6760 - Facilitating Learning Online</td>
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</table>
Global Higher Education

The specialization in Global Higher Education within the M.S. in Higher Education is designed for individuals who want to help their institutions capitalize on expanding opportunities for collaboration among colleges and universities throughout the world. Individuals from institutions in the United States and other countries will benefit from study of global trends and issues in higher education, strategies for serving the needs of international student populations, and approaches to program planning and management.

Specialization Curriculum

Additional Core Courses (6 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity
- EDUC 6261 - Managing Resources for Organizational Success: Finance

Specialization Courses (6 sem. cr.)

- EDUC 6761 - Globalization in Higher Education
- EDUC 6762 - Administering International Higher Education Programs

Course Sequence

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<td>EDUC 6762 - Administering International Higher Education Programs</td>
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</table>
Leadership for Student Success

The specialization in Leadership for Student Success within the M.S. in Higher Education is designed for current and future higher education professionals who want to focus more closely on the institutional factors that support student success. The two courses in this specialization build on the higher education core courses by bringing together current thinking and best practices on what institutions of higher education can do to improve the engagement, retention, and educational attainment of our increasingly diverse student populations.

Specialization Curriculum

Additional Core Courses (6 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity
- EDUC 6261 - Managing Resources for Organizational Success: Finance

Specialization Courses (6 sem. cr.)

- EDUC 6751 - Creating Supportive Learning and Service Environments
- EDUC 6752 - Leading Change in Student Support Programs

Course Sequence

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<td>5</td>
<td>EDUC 6752 - Leading Change in Student Support</td>
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Online and Distance Learning

Distance learning is the fastest-growing segment of higher education today. Almost every institution offers some online coursework or blends distance- and classroom-based learning, and the number of fully online programs continues to grow. An ability to plan the appropriate use of online learning, manage effective programs, and assess the value for students and their learning will be a critical need in higher education for the foreseeable future. The Online and Distance Learning specialization prepares M.S. in Higher Education graduates to ensure that programs incorporate the most current online technologies in ways that support student learning and institutional effectiveness.

Specialization Curriculum

Additional Core Courses (6 sem. cr.)

- EDUC 6262 - Optimizing Quality and Productivity
- EDUC 6261 - Managing Resources for Organizational Success: Finance

Specialization Courses (6 sem. cr.)

- EDUC 6753 - Planning and Program Development for Online and Distance Learning
- EDUC 6754 - Administration and Assessment in Online and Distance Learning

Course Sequence

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M.S. in Instructional Design and Technology
The M.S. in Instructional Design and Technology provides students with foundational knowledge about how people learn plus the skills they need to be able to design and assess curricula across a variety of instructional settings. The program delivers the perfect balance of leadership, problem-solving skills, academic theory, and hands-on experience students need to excel. Students gain the knowledge, skills, and experience they will need to enter or advance in the instructional design field in the corporate, education, or nonprofit sectors.

The M.S. in Instructional Design and Technology courses are aligned with the standards of the Association for Education Communications and Technology (AECT). These standards are critical indicators of quality in instruction through technology, and their inclusion reflects the integrity of the Walden University learning experience, as well as its relevancy in professional and educational settings.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Design and implement conditions for learning by applying principles, theories, and research associated with instructional systems design, message design, instructional strategies, and learner characteristics.

2. Develop instructional materials and experiences by applying principles, theories, and research related to print, audiovisual, computer-based, and integrated technologies.

3. Use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion, implementations, and policy making.

4. Plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resource, delivery system, and information management.

5. Evaluate the adequacy of instruction and learning by applying principles, theories, and research related to problem analysis, criterion references measurement, formative and summative evaluation, and long-range planning.

6. Demonstrate the ability to facilitate equitable access to instructional materials for all learners.

7. Demonstrate the ability to apply common technology tools to create innovative learning solutions and materials.

**Specializations**

- General
- Online Learning
- Training and Performance Improvement
Degree Requirements

General

- 30 total semester credit hours (including 21 credits completed at Walden)
- Core courses (27 sem. credits)
- Capstone course (3 sem. credits)

Online Learning Specialization; Training and Performance Improvement Specialization

- 36 total semester credit hours
- Core courses (27 sem. credits)
- Specialization courses (6 sem. credits)
- Capstone course (3 sem. credits)

Additional Technology Requirements

Note: In addition to Walden’s general technical requirements, this program has additional technology requirements:

- Windows Vista or Mac OS X
- Free, downloadable software programs that may be required in order to complete the course and program requirements

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Instructional Design and Technology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).
Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

General Program

The General Program offers a core of instructional design, research, project management, and evaluation courses designed to give students a well-rounded education with direct application in the workplace. With a heavy emphasis on leadership, problem-solving skills, and hands-on experience, this specialization provides a solid foundation for success in a wide variety of industries and occupations.

Curriculum

Core Courses (27 sem. cr.)

- EDUC 6105 - Organizations, Innovation, and Change
- EDUC 6115 - Learning Theories and Instruction
- EIDT 6100 - Instructional Design
- EIDT 6110 - Advanced Instructional Design
- EIDT 6120 - Multimedia Design and Development
- EDUC 6125 - Foundations of Research
- EDUC 6135 - Distance Learning
- EDUC 6145 - Project Management in Education and Training
- EIDT 6130 - Program Evaluation

Capstone Course (3 sem. cr.)

- EIDT 6910 - Capstone: Practical Application of Instructional Design

Course Sequence

<table>
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<tr>
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Online Learning

With the Online Learning specialization, students will learn from an experienced leader in online content development and instructional delivery on how to productively and innovatively deliver courses or training modules using online delivery methods. Students will gain effective strategies for engaging and teaching distance learners and be able to assess learning outcomes in online environments.

In this specialization, students will
- Learn effective methods for managing and delivering online instruction
- Apply ground-breaking, modern strategies in combination with multimedia technologies and strategic course management tools
- Develop and implement assessment strategies in online education and training environments
- Review and analyze research and practical strategies for assessing learning

Curriculum

Core Courses (27 sem. cr.)

- EDUC 6105 - Organizations, Innovation, and Change♦
- EDUC 6115 - Learning Theories and Instruction♦
- EIDT 6100 - Instructional Design♦
- EIDT 6110 - Advanced Instructional Design♦
- EIDT 6120 - Multimedia Design and Development♦
- EDUC 6125 - Foundations of Research♦
- EDUC 6135 - Distance Learning♦
- EDUC 6145 - Project Management in Education and Training♦
- EIDT 6130 - Program Evaluation♦

Specialization Courses (6 sem. cr.)

- EIDT 6510 - Online Instructional Strategies♦
- EIDT 6511 - Assessments in Online Environments♦
Capstone Course (3 sem. cr.)

- EIDT 6910 - Capstone: Practical Application of Instructional Design

Course Sequence

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Training and Performance Improvement

This specialization focuses on managing and delivering training and improving workplace performance through instruction.

In this specialization, students:

- Learn essential skills for managing and delivering training systems and modules.
- Explore technologies that support a variety of training in both traditional classroom and virtual environments.
- Learn methods and techniques for identifying performance gaps, conducting needs assessments, identifying solutions, and evaluating their effectiveness.
- Implement design changes to instructional materials and support systems based on students' analysis.

Curriculum
Core Courses (27 sem. cr.)

- EDUC 6105 - Organizations, Innovation, and Change
- EDUC 6115 - Learning Theories and Instruction
- EIDT 6100 - Instructional Design
- EIDT 6110 - Advanced Instructional Design
- EIDT 6120 - Multimedia Design and Development
- EDUC 6125 - Foundations of Research
- EDUC 6135 - Distance Learning
- EDUC 6145 - Project Management in Education and Training
- EIDT 6130 - Program Evaluation

Specialization Courses (6 sem. cr.)

- EIDT 6500 - Performance Improvement
- EIDT 6501 - Training and Development

Capstone Course (3 sem. cr.)

- EIDT 6910 - Capstone: Practical Application of Instructional Design

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<td>EIDT 6910 - Capstone: Practical Application of Instructional Design</td>
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POST-MASTER’S CERTIFICATES

Post-Master’s Certificate in Adult Education

The Post-Master’s Certificate in Adult Education is designed for educators who want to quickly acquire the knowledge and insight to promote adult learning and create effective learning environments. Coursework will cover a diverse range of contemporary trends and issues in teaching and learning as they relate to postsecondary and adult education settings—whether on-site, online, or a hybrid format. Using research-based principles, educators will design a unique learning experience for a specific population of adults and develop a learning facility using Walden University’s online learning environment. Credits earned from this certificate program may be applied toward certain Walden degree programs.

Certificate Requirements

- 24 total semester credit hours

Curriculum

Courses (24 sem. cr.)

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning
- EDUC 7011 - How Adults Learn: Theory and Research
- EDUC 7013 - Designing and Assessing Learning Experiences
- EDUC 7014 - Facilitating Adult Learning

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<td>EDUC 7013 - Designing and Assessing Learning Experiences</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Master's Certificate in Adult Education program relating to the types of occupations this program may
lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Post-Master's Certificate in College Teaching and Learning**

The Post-Master’s Certificate in College Teaching and Learning enables education professionals to build their skills in postsecondary teaching and assessment and the use of relevant technologies. Coursework introduces research-based planning and instructional strategies in a variety of learning contexts, from the face-to-face classroom to the online environment. Through doctoral-level study, educators gain the skills to evaluate student performance, design goal-focused course plans and curricula, and collaborate with other stakeholders to promote individual and societal advancement. Graduates of this online program will also have the ability to design appropriate programs, instructional experiences, and learning activities to foster improved student learning.

**Certificate Requirements**
- 24 total semester credit hours

**Curriculum**

**Courses (24 sem. cr.)**
- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning
- EDUC 7011 - How Adults Learn: Theory and Research
- EDUC 7013 - Designing and Assessing Learning Experiences
- EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

**Course Sequence**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning</td>
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<td>EDUC 7011 - How Adults Learn: Theory and Research</td>
<td>6 sem. cr.</td>
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<td>2</td>
<td>EDUC 7013 - Designing and Assessing Learning Experiences</td>
<td>6 sem. cr.</td>
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<tr>
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<td>EDUC 7304 - Effective College Teaching: Engaging Diverse Learners</td>
<td>6 sem. cr.</td>
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</tbody>
</table>

**Note on Licensure**

Walden's Post-Master's Certificate in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.
**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Master's Certificate in College Teaching and Learning program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Administrator Leadership for Teaching and Learning degree. To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admission requirements for the Education Specialist program.
- The student must earn a B (3.0) or better in each of the courses.

**Note:** Students are advised to consult the *Walden University Student Handbook* for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Administrator Leadership for Teaching and Learning program:

**Course Options**

- **EDAD 7200 - Leadership for Today’s Schools** Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education with a specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a B or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education with a specialization in Teacher Leadership program with a B or better may transfer out of this course.

**Note on Licensure**

*The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.*

*In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).*
Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Curriculum, Instruction, and Professional Development degree. To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admission requirements for the Education Specialist program.
- The student must earn a B (3.0) or better in each of the courses.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Curriculum, Instruction, and Professional Development program:

Course Options

- EDUC 7740 - Qualities of Effective Professional Development Students who successfully complete EDUC 6740 - Qualities of Effective Professional Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7741 - Designing Professional Development Students who successfully complete EDUC 6741 - Designing Professional Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7742 - Implementing Professional Development Students who successfully complete EDUC 6742 - Implementing Professional Development (3 sem. cr.) with a B or better may transfer out of this course.
- EDUC 7743 - Evaluating Professional Development Students who successfully complete EDUC 6743 - Evaluating Professional Development (3 sem. cr.) with a B or better may transfer out of this course.

Note on Licensure
The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal. In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).

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**Education Specialist (Ed.S.) in Special Education Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.S. in Special Education degree.

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admission requirements for the Doctor of Education program.
- The student must earn a B (3.0) or better in each of the courses.

**Note:** Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.S. in Special Education program:

**Course Options**

- **EDUC 7763 - Specialized Instruction** Students who successfully complete the following courses in the M.S. in Education with a specialization in Special Education with a B or better may transfer out of this course:
  - **EDUC 6720 - The Special Educator as Instructional Leader**
  - **EDUC 6721 - The Impact of Disabilities on Learning and Teaching**
  - **EDUC 6722 - Strategic Collaboration in Special Education**
  - **EDUC 6723 - Advanced Instructional Strategies in Special Education**
  - **EDUC 6724 - Literacy Interventions in Special Education**
  - **EDUC 6725 - Advanced Behavioral Interventions in Special Education**
EDUCATION SPECIALIST (ED.S.) PROGRAMS

Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning

The Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning program is designed for administrators who want to quickly increase their effectiveness in transforming their educational environment. The program's curriculum is focused on an innovative, collaborative model of administration and is designed to increase expertise in understanding and analyzing research. Graduates will have the skills to integrate theory and practice to advance their careers and have a positive impact on their educational communities.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership through effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

Degree Requirements

- 36 total semester credits
- Foundation course (6 sem. cr.)
• Core courses (24 sem. cr.)
• Capstone course (6 cr.)
• ePortfolio

Note: One course is dedicated to research. Additional research modules are embedded in other courses.

Curriculum

Foundation Course (6 sem. cr.)

- **EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning**

Core Courses (24 sem. cr.)

- **EDAD 7200 - Leadership for Today’s Schools**
- **EDAD 7201 - Applied Research in Education**
- **EDAD 7202 - Leading to Promote Learning**
- **EDAD 7203 - Leading Professional Learning Communities**

Capstone Course (6 sem. cr.)

- **EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives**

Course Sequence

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<td>EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Administrator Leadership for Teaching and Learning program relating to the
types of occupations this program may lead to, completion rate, program costs, and median loan
debt of students who have graduated from this program.

**Note on Licensure**

The only program offered by Walden that is state-approved as leading to any administrative/leadership license
(e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and
Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a
partnership with the Harris County Department of Education. For more information about the Texas Principal

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that
completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar
licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s
responsibility to understand and comply with all state licensure requirements. Walden makes no representation or
guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or
endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Education Specialist (Ed.S.) in Adult Education**

The Education Specialist (Ed.S.) in Adult Education prepares current and aspiring adult
education and training practitioners to develop and deliver effective adult instruction in a variety
of settings. In this post-master’s program, students explore adult education theory; methods for
studying how adults learn; and best practices for designing, assessing, and facilitating adult
learning experiences. In the final capstone course, students examine the impact of new
technologies and globalization on adult learning trends and apply their coursework to a real-
world challenge within their work environment.

**Learning Outcomes**

At the end of this program, graduates will be able to:

1. Apply knowledge related to the current research-based literature and trends in adult
   learning.
2. Demonstrate the reflective teaching and learning skills needed by a professional in higher
   education and/or adult learning.
3. Exhibit the ability to provide leadership via effective communication and use of
   technology.
4. Articulate the impact of global interrelationships and affirm diversity in one's own work
   in adult learning.
5. Apply collaborative skills with a range of stakeholders in higher education and/or in adult
   learning organizations to effect positive social change.
6. Demonstrate the ability to impact social change in adult education.
**Degree Requirements**

- 36 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)
- ePortfolio
- Minimum of 6 semesters enrollment

**Core Curriculum**

**Foundation Course (6 sem. cr.)**

- *EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning*♦
  *EDUC 7010 may not be taken with any other course.

**Applied Research Course (6 sem. cr.)**

- *EDUC 7012 - Applied Research in Education*♦

**Core Courses (18 sem. cr.)**

- *EDUC 7011 - How Adults Learn: Theory and Research*♦
- *EDUC 7103 - Leading and Managing Educational Technology*
- *EDUC 7014 - Facilitating Adult Learning*

**Capstone Course (6 sem. cr.)**

- *EDUC 7015 - Adult Education Capstone: Trends, Issues, and Global Perspectives*

**Course Sequence**

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<tr>
<th>Semester</th>
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<td>EDUC 7304 - Designing and Assessing Learning Experiences</td>
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<td>EDUC 7014 - Facilitating Adult Learning</td>
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<td>EDUC 7015 - Adult Education Capstone: Trends, Issues, Global</td>
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Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Adult Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Education Specialist (Ed.S.) in Assessment, Evaluation, and Accountability
This post-master's program provides the technical assessment tools to evaluate individual, program, and organizational performance. Educators learn the communication and leadership skills that are used to create a culture of continuous improvement in their organizations. The focus of the coursework is on organizational development theory, advanced statistical analysis methods, and processes for determining program impact and value. Through a project-based perspective, educators gain an understanding of core research theory, design, and methodology as well as strategies for effectively communicating complex information to stakeholders. A capstone course allows educators to apply their coursework directly to an assessment and evaluation initiative in an organization of their choice. This program prepares educators with the knowledge they need to support data-driven decision making and improve performance in a broad range of instructional settings, including schools, corporations, government agencies, and nonprofit organizations.

Learning Outcomes
At the end of this program, education professionals are able to:

- Demonstrate the integration of organizational effectiveness concepts with trends in assessment, evaluation, and accountability.
- Demonstrate practices that unite evaluation, assessment, and accountability in a socially responsible and ethical manner.
- Demonstrate research competencies by being able to design, analyze, evaluate, and report data, using a variety of technology tools to do so.
- Demonstrate the ability to plan for the creation, implementation, and evaluation of assessment systems for improving performance of individuals, programs, and institutions.
- Demonstrate the ability to communicate in a way that is appropriate to the audience and purpose.
• Create a plan for continuous improvement in a specific organization that addresses results of data analysis and includes building a culture that supports positive efforts for change.

Degree Requirements

• 45 total quarter credits
• Foundation course (4 cr.)
• Concentration courses (24 cr.)
• Research courses (12 cr.)
• Capstone course (5 cr.)
• ePortfolio

Curriculum

Foundation Course (4 cr.)

• EDUC 7006 - Foundations: Assessment, Evaluation, and Accountability

Concentration Courses (24 cr.)

• EDUC 7115 - Assessment and Accountability in Education
• EDUC 7117 - Educational Organizations and Contexts
• EDUC 7350 - A New Vision of Assessment, Evaluation, and Accountability
• EDUC 7352 - Assessing for Individual Growth
• EDUC 7353 - Evaluating and Improving Programs, Organizations, and Systems
• EDUC 7354 - Dynamics of Communication for Impact and Results

Research Courses (12 cr.)

• RSCH 7100D - Research Theory, Design, and Methods
• RSCH 7200D - Quantitative Reasoning and Analysis
• RSCH 7250 - Advanced Quantitative Reasoning and Analysis

Capstone Course (5 cr.)

• EDUC 7355 - Capstone: Building a Culture of Continuous Improvement

Course Sequence

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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Assessment, Evaluation, and Accountability program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Education Specialist (Ed.S.) in College Teaching and Learning

The Ed.S. in College Teaching and Learning program emphasizes practical strategies and teaching techniques that can be applied to engage diverse students and improve student learning at the college level. Designed to complement the subject-matter qualifications needed to teach a particular academic discipline, the curriculum examines research-based teaching methods and principles that can be used in traditional, online, or hybrid learning settings. Educators learn how to assess and provide feedback on student performance, use appropriate technologies to facilitate learning, and develop effective learning environments that address the specialized needs of various adult student populations.

Note: Walden's Ed.S. in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.

Learning Outcomes

At the end of this program, graduates will be able to:

1. Create effective learning environments using research-based teaching strategies that engage and support diverse learners.
2. Design course plans, curricula, and learning activities that enable diverse learners to meet desired learning goals.
3. Apply the skills needed to assess and provide feedback on learner performance in ways that support learning and development.
4. Demonstrate the ability to use appropriate technologies to support learning in a variety of educational contexts.
5. Articulate the process for development of a continuous improvement plan to impact educational practice through scholarly inquiry and reflection.
6. Collaborate within and across departments and institutions to promote individual and societal advancement in a global context.

**Degree Requirements**

- 36 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone (6 sem. cr.)
- ePortfolio
- Minimum of 6 semesters enrollment

**Core Curriculum**

**Foundation Course (6 sem. cr.)**

- EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning♦
  *EDUC 7010 may not be taken with any other course.

**Applied Research Course (6 sem. cr.)**

- EDUC 7012 - Applied Research in Education♦

**Core Courses (18 sem. cr.)**

- EDUC 7011 - How Adults Learn: Theory and Research♦
- EDUC 7103 - Leading and Managing Educational Technology
- EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

**Capstone Course (6 sem. cr.)**

- EDUC 7306 - Effective College Teaching: Using Technology to Support Learning
Course Sequence

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<td>EDUC 7011 - How Adults Learn: Theory and Research</td>
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<td>EDUC 7012 - Applied Research in Education</td>
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<td>EDUC 7103 - Leading and Managing Educational Technology</td>
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<td>EDUC 7304 - Effective College Teaching: Engaging Diverse Learners</td>
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*Note: This course may not be taken concurrently with any other course.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in College Teaching and Learning program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Walden's Ed.S. in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.

Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development

The Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development program prepares K–12 educators to be effective instructional leaders within their school or district. To help all students succeed at the highest levels of achievement, educators throughout the system must have the knowledge, skills, and dispositions to enhance their own practices and make positive changes in teaching and learning. This program provides powerful learning opportunities for participants who want to lead systemic initiatives related to planning, designing, and implementing rigorous curriculum, instruction, and assessment plans. The program focuses on how to bring about teaching and learning reform through job-embedded professional development that focuses on content and aligns to standards and student needs.
Degree Requirements

- 33 total semester credits
- Foundation course (3 sem. cr.)
- Core courses (27 sem. cr.)
- Capstone course (3 sem. cr.)
- Minimum of 6 semesters enrollment
- ePortfolio

Learning Outcomes

At the end of this program, educator professionals will be able to:
1. Organize adults into learning communities whose goals are aligned with those of the school and district.
2. Become skillful school and district leaders who guide continuous instructional improvement.
3. Require resources to support adult learning and collaboration.
4. Use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
5. Use multiple sources of information to guide improvement and demonstrate its impact.
6. Prepare educators to apply research to decision making.
7. Use learning strategies appropriate to the intended goal.
8. Apply knowledge about human learning and change.
9. Provide educators with the knowledge and skills to collaborate.
10. Prepare educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for their academic achievement.
11. Deepen educators' content knowledge, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepare them to use various types of classroom assessments appropriately.
12. Provide educators with knowledge and skills to involve families and other stakeholders appropriately.

Core Curriculum

Foundation Course (3 sem. cr.)

- EDUC 7005 - Foundations: Ed.S. in Curriculum, Instruction, and Professional Development

Core Courses (27 sem. cr.)
- EDUC 7220 - Leading Effective Curriculum Design
- EDUC 7221 - Leading Research-Based Instructional Practices
- EDUC 7223 - Using Assessment and Data for School Improvement
- EDUC 7740 - Qualities of Effective Professional Development
- EDUC 7741 - Designing Professional Development
- EDUC 7742 - Implementing Professional Development
- EDUC 7743 - Evaluating Professional Development
- EDUC 7746 - Applied Research in Education, Part II

**Capstone Course (3 sem. cr.)**

- EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development

**Course Sequence**

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<th>Semester</th>
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<td>EDUC 7221 - Leading Research-Based Instructional Practices</td>
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<td>EDUC 7223 - Using Assessment and Data for School Improvement</td>
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<td>EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development</td>
<td>3 sem. cr.</td>
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**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.
Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Curriculum, Instruction, and Professional Development program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Education Specialist (Ed.S.) in Early Childhood

The Education Specialist (Ed.S.) in Early Childhood prepares professionals for leadership and advocacy roles in a variety of early childhood settings and positions at the local, regional, state, or federal level. In this post-master’s program, students explore child development and learning theory; familial, cultural, and societal influences on early childhood; and quantitative and qualitative research methods for studying human development. Providing a broad perspective on the complex, interdisciplinary landscape of the early childhood field, coursework examines national and international perspectives on child development; the interaction of disciplines such as medicine, psychology, and public health in the field; and the impact of public policy and funding on systems and services. A final capstone course encourages students to examine the characteristics of effective leadership in the field and apply their knowledge to create positive change in a specific early childhood setting.

Learning Outcomes

At the end of this program, graduates will be able to:
1. Document the use of research-based knowledge and skills in the areas of child development and/or teaching and learning to evaluate current practices and programs.
2. Assess the role of sociocultural contexts, diversity, and human relationships in influencing the development of young children.
3. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
4. Apply self-reflection to evaluate and ensure professional growth as advocates and leaders who promote positive social change in the field of early childhood.
5. Evaluate existing systems of early care, education, and work to improve outcomes for young children and their families.
6. Demonstrate abilities as skillful leaders, managers of change, relationship-builders, and collaborators with family members, colleagues, and agencies related to the field of early childhood to promote positive short- and long-term outcomes for young children and families and positive social change.
7. Demonstrate leading positive social change through the process of producing a capstone project.

**Degree Requirements**

- 36 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone course (6 sem. cr.)
- ePortfolio
- Minimum 6 semesters enrollment

**Core Curriculum**

**Foundation Course (6 sem. cr.)**

- *EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision*
  *EDUC 7850 may not be taken with any other course.

**Applied Research Course (6 sem. cr.)**

- *EDUC 7852 - Applied Research in Education*

**Core Courses (18 sem. cr.)**

- *EDUC 7851 - Global Perspectives on Development and Learning*
- *EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood*
- *EDUC 7854 - Dynamics of Early Childhood Policies and Systems*

**Capstone Course (6 sem. cr.)**

- *EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change*

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision*</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 7851 - Global Perspectives on Development and Learning</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 7852 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>
**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Early Childhood program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program**

Walden University's Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) program is approved by the Minnesota Board of School Administrators as a principal preparation program that leads to P–12 Principal Licensure in Minnesota. With curriculum aligned to key professional organizations such as the Interstate School Leaders Licensure Consortium, the National Policy Board for Educational Administration, and the Minnesota Board of School Administrators, principal candidates can expect a learning experience that is based on established standards by respected organizations.

This program will prepare principal candidates to become exemplary, well-informed school leaders who can manage complex educational issues, evaluate and improve instructional programs, develop diverse school personnel, and create a shared strategic vision, as well as encourage and inspire students, staff, families, and the community to provide a safe and secure learning environment. This unique, scholar-practitioner program is grounded in research and provides authentic school leadership experiences that will lead to the successful development of principal candidates.

**Learning Outcomes**

At the end of this program, graduates are able to:
1. Lead initiatives that evaluate and improve instructional programs.
2. Effectively manage all personnel and provide ongoing evaluation and professional development in teaching and learning.
3. Create a strategic plan using a visioning process to be shared and supported by all stakeholders.
4. Use data to effectively manage the organization and resources for a safe, secure, and effective learning environment.
5. Address community interests and diverse needs through communicating and collaborating with internal and external publics.

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**Childhood**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7854 - Dynamics of Early Childhood Policies and Systems</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.*
6. Articulate the school's role within the broader political, social, economic, legal, and cultural context and respond effectively to changes that impact the school community.
7. Model democratic value systems, ethics, and moral leadership; support others to grow and develop as caring and informed citizens.

Degree Requirements

36 total semester credit hours
- Foundation course (3 sem. credits)
- Core courses (27 sem. credits)
- Field Experience* courses (6 sem. credits)
- Two 3-day residencies
- ePortfolio

*Note: In addition to Walden's general technical requirements, access to a scanner is required so that candidates can electronically submit signed documents verifying their field experience hours.

Curriculum

Foundation Course (3 cr.)

- EDUC 7002 - Foundations: Educational Leadership and Administration

Core Courses (27 sem. cr.)

- EDUC 7200 - Teaching and Learning for School Leaders
- EDUC 7201 - Communication and Collaboration for Leaders
- EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs
- EDUC 7203 - Policy and Law in School Organizations
- EDUC 7204 - Using Data to Strengthen Schools
- EDUC 7205 - Budgeting and Allocating Resources
- EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments
- EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math
- EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel

Field Experience Courses (6 sem. cr.)

- EDUC 7801 - Field Experience
- EDUC 7802 - Field Experience
- EDUC 7803 - Field Experience
- EDUC 7804 - Field Experience
- EDUC 7805 - Field Experience
- EDUC 7806 - Field Experience
## Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>EDUC 7002 - Foundations: Educational Leadership and Administration</td>
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<td>EDUC 7200 - Teaching and Learning for School Leaders</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 7201 - Communication and Collaboration for Leaders</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 7202 - Ensuring Quality Education for Students with Diverse Needs</td>
<td>3 sem. cr.</td>
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<td>EDUC 7801 - Field Experience</td>
<td>1 sem. cr.</td>
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<td>3</td>
<td>EDUC 7203 - Policy and Law in School Organizations</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 7802 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 7204 - Using Data to Strengthen Schools</td>
<td>3 sem. cr.</td>
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<td>EDUC 7803 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
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<td>4</td>
<td>EDUC 7205 - Budgeting and Allocating Resources</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 7804 - Field Experience</td>
<td>1 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments</td>
<td>3 sem. cr.</td>
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<td></td>
<td>EDUC 7805 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>EDUC 7806 - Field Experience</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

## Handbooks

Walden University requires that all candidates in its principal preparation program review the Candidate Handbook and the Field Experience Handbook in order to help them understand the guidelines and requirements of the program.

Candidates can access both handbooks (PDF) from their myWalden university portal. Candidates enrolled in the principal preparation program should refer to the Candidate Handbook for complete information on the program and other university policies and procedures related to the program's specializations. Candidates should refer to the Field Experience Handbook for detailed information regarding the field experience requirements in the program.

## Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Educational Leadership and Administration (Principal Preparation) Program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

## Note on Licensure
The only programs offered by Walden University that are state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which is approved in Minnesota and Ohio, and the M.S. in Education, Educational Leadership and Administration, which is approved in Ohio. Upon successful completion of this program, Walden can recommend candidates for principal licensure to those respective states. The Minnesota and Ohio departments of education are solely responsible for reviewing applications and issuing licenses, and candidates are responsible for completing any other state requirements beyond completion of Walden’s state-approved program.

Individuals interested in principal licensure in states other than Minnesota and Ohio may qualify for the license by virtue of completing a state-approved program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

**Education Specialist (Ed.S.) in Educational Technology**

This post-master's degree program prepares students to design and lead technology-rich learning experiences for a wide range of learning environments, including kindergarten to graduate classrooms and the workplace. Courses explore in depth the latest trends and issues in educational technology; best practices for integrating technology to facilitate learning across K–12 content areas; and the application of instructional design principles across multi-device eLearning environments. To prepare students to lead change in the workplace, coursework also analyzes approaches to leadership, strategic planning, communication, and motivation. Taking a project-based approach, courses in this program provide students with hands-on practice in creating and designing digital and interactive media; developing social networking and assessment rubrics; and creating an online learning module.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Use technology to design, develop, and assess the teaching and learning process based on sound theory and research.
2. Design and conduct an ethical research study based on a current problem facing educational technology.
3. Critically analyze and assess the impact of social trends on educational technology and the influence of educational technology on social trends with solid research support.
4. Demonstrate persuasive leadership for social change in the workplace using digital technologies with effective written and oral communication.
5. Use digital and written communications using the standards of academic practice, including accurate APA references and citations and a concise, succinct, grammatically accurate, and persuasive writing style.
6. Use emerging technologies for diverse, global connections in the workplace.
7. Participate in collaborative projects/research relevant to educational technology to effect positive social change related to the use of technology in the workplace (business, industry, or education).

**Degree Requirements**

- 48 total quarter credits
- Foundation course (5 cr.)
- Technology courses (38 cr.)
- Capstone course (5 cr.)

**Curriculum**

**Foundation Course (5 cr.)**
- EDUC 7000 - Leading the Future of Education

**Technology Courses (38 cr.)**
- EDUC 7106 - Technology Integration and Curriculum
- EDUC 7109 - Diverse Learners and Technology
- EDUC 7341 - Trends and Issues in Educational Technology
- EDUC 7343 - Creating Digital Media
- EDUC 7344 - Innovations and the Diffusion of Learning Technologies
- EDUC 7345 - eLearning
- EDUC 7346 - Leading Change
- EDUC 7347 - Designing Instruction for eLearning

**Capstone Course (5 cr.)**
- EDUC 7910 - Capstone

**Course Sequence**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>EDUC 7000 - Leading the Future of Education</td>
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<td></td>
<td>EDUC 7341 - Trends and Issues in Educational Technology</td>
<td>5 cr.</td>
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<td>2</td>
<td>EDUC 7343 - Creating Digital Media</td>
<td>5 cr.</td>
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<td>EDUC 7344 - Innovations and the Diffusion of Learning Technologies</td>
<td>5 cr.</td>
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<td>3</td>
<td>EDUC 7106 - Technology Integration and Curriculum</td>
<td>4 cr.</td>
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<tr>
<td></td>
<td>EDUC 7345 - eLearning</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 7109 - Diverse Learners and Technology</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 7346 - Leading Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 7347 - Designing Instruction for eLearning</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 7910 - Capstone</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Educational Technology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading. The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Education Specialist (Ed.S.) in Reading and Literacy Leadership (Non-Licensure)

The Ed.S. in Reading and Literacy Leadership program prepares educators to lead effective reading and literacy programs for learners of all ages. Courses examine the influence of technology, culture, Common Core standards, and sociopolitical issues on 21st-century literacy; literacy’s developmental nature and cultural contexts; and curriculum and instructional approaches for facilitating literacy across various settings and age groups. Educators learn to use assessment tools, data, and quantitative and qualitative research methods to improve individual proficiencies and program effectiveness. Educators explore resource management, decision-making, and mentoring skills required to lead programs and fellow professionals. Educators learn how to build staff’s capacity to infuse literacy across content areas.

Learning Outcomes

At the end of this program, graduates are able to:

1. Examine the components of literacy in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, and influences from Common Core standards.
2. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
3. Demonstrate the ability to develop a plan to gain stakeholder support for improvement of literacy programming at the systematic level drawing on professional standards as well as leadership and change theories.
4. Critically evaluate existing research studies in the area of reading and literacy.
5. Examine the challenges diverse learners face and the systems that enable these learners to achieve literacy success.
6. Describe various literacy assessments used at national, state, and local levels including their value and how to use that information in literacy program decision making.
7. Recommend a literacy environment that enhances student learning and supports professional development for teachers.
8. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.

**Degree Requirements**

- 36 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (18 sem. cr.)
- Capstone course (6 sem. cr.)
- ePortfolio
- Minimum 6 semesters enrollment

**Core Curriculum**

**Foundation Course (6 sem. cr.)**

- **EDUC 7541 - Foundations in Reading and Literacy Leadership**  
  *Note:* EDUC 7541 may not be taken with any other course.

**Applied Research Course (6 sem. cr.)**

- **EDUC 7543 - Applied Research in Education**

**Core Courses (18 sem. cr.)**

- **EDUC 7542 - Literacy Leadership for Today’s Schools**
- **EDUC 7544 - Learners and the Changing Literacy Landscape**
- **EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs**
Capstone Course (6 sem. cr.)

- EDUC 7547 - Capstone: Program Development and Professional Development

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 7541 - Foundations in Reading and Literacy Leadership*</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 7542 - Literacy Leadership for Today’s Schools</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 7543 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 7544 - Learners and the Changing Literacy Landscape</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDUC 7547 - Capstone: Program Development and Professional Development</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Reading and Literacy Leadership (Non-Licensure) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Education Specialist (Ed.S.) in Special Education

The Education Specialist (Ed.S.) in Special Education program emphasizes practitioner-based research methodology to prepare educators to evaluate and improve programs and instruction. Aligned with the Council for Exceptional Children's Advanced Role Content Standards, this program's curriculum focuses on the planning and implementation of programs and interventions to benefit special education students and assist special education teachers in meeting the goals of individual education plans. The courses address policy concerns, advocacy for special needs students, inclusive practices, school-wide interventions, and working with families for positive outcomes. (This program does not lead to certification or licensure.)

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Demonstrate mastery of key concepts through scholarly writing and project completion, for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Demonstrate mastery of key concepts through scholarly writing and project completion, to serve in a leadership capacity by creating procedures that respect all individuals and positive and productive work environments.
3. Demonstrate mastery of key concepts through scholarly writing and project completion, for the use of evidence-based practices for instructional programs at the school and system levels.
4. Demonstrate mastery of key concepts, through scholarly writing and project completion, and the use of educational research to improve instructional and intervention techniques and materials.
5. Design and implement methods to evaluate the effectiveness of instructional practices and program goals for student learning of the general education curriculum and individualized IEP goals.
6. Demonstrate mastery of key concepts, through scholarly writing and project completion, of the legal rights of students, families, and personnel.
7. Plan, present, and evaluate professional development that focuses on effective practice, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
8. Demonstrate mastery of key concepts through scholarly writing and project completion, the importance of collaboration in special education, and the integration of services for individuals with exceptionalities.

**Degree Requirements**

- 42 total semester credits
- Foundation course (6 sem. cr.)
- Core courses (30 sem. cr.)
- Capstone course (6 sem. cr.)
- Minimum 6 semesters enrollment
- ePortfolio

**Curriculum**

**Foundation Course (6 sem. cr.)**

- *EDUC 7760 - Foundations: Special Education*

**Core Courses (30 sem. cr.)**

- *EDUC 7761 - Leadership, Advocacy, Policy, and Law*
- *EDUC 7762 - Applied Research in Education*
- *EDUC 7763 - Specialized Instruction*
• EDUC 7764 - Research Methodology and Special Education
• EDUC 7765 - School-Wide Intervention Models

**Capstone Course (6 sem. cr.)**

• EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 7760 - Foundations: Special Education</td>
<td>6 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 7761 - Leadership, Advocacy, Policy, and Law</td>
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<td>3</td>
<td>EDUC 7762 - Applied Research in Education</td>
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<td>EDUC 7763 - Specialized Instruction</td>
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<td>EDUC 7764 - Research Methodology and Special Education</td>
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<td>EDUC 7765 - School-Wide Intervention Models</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)</td>
<td>6 sem. cr.</td>
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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Special Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Education Specialist (Ed.S.) in Teacher Leadership**

The Education Specialist (Ed.S.) in Teacher Leadership program is designed for educators who want to quickly increase their ability to make contributions to their school or organization, thereby improving the lives of their students. The program's curriculum focuses on best practices that can be applied immediately in the classroom. This empowers educators at all levels of experience to use research to effect change and improve student learning, while developing the skills needed for professional advancement.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

**Degree Requirements**

- 36 semester credits
- Foundation course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Capstone course (6 cr.)
- ePortfolio

**Curriculum**

**Foundation Course (6 sem. cr.)**

- *EDUC 7004 - Foundations: Teacher Leadership*

**Core Courses (24 sem. cr.)**

- *EDUC 7210 - Leadership for Today’s Schools*
- *EDUC 7211 - Applied Research in Education*
- *EDUC 7212 - Teaching and Learning: Theory and Research*
- *EDUC 7213 - Collegial Interactions and Professional Development*

**Capstone Course (6 sem. cr.)**

- *EDUC 7902 - Teacher Leadership Capstone: Trends, Issues and Global Perspectives*

**Course Sequence**
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>6 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 7210 - Leadership for Today’s Schools</td>
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<td>3</td>
<td>EDUC 7211 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 7212 - Teaching and Learning: Theory and Research</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 7213 - Collegial Interactions and Professional</td>
<td>6 sem. cr.</td>
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<tr>
<td>6</td>
<td>EDUC 7902 - Teacher Leadership Capstone: Trends, Issues, and Global Perspectives</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Education Specialist (Ed.S.) in Teacher Leadership program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Note on Licensure**

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).
DOCTORAL ACCELERATION PROGRAMS

Doctor of Education (Ed.D.) With a Specialization in Administrator Leadership for Teaching and Learning Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Administrator Leadership for Teaching and Learning.

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a B (3.0) or better in each of the courses.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Administrator Leadership for Teaching and Learning program:

Course Options

- **EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning** Students who successfully complete EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning (6 sem. cr.) with a B or better may transfer out of this course.

- **EDAD 8140 - Leadership for Today's Schools** Students who successfully complete EDAD 7200 - Leadership for Today's Schools (6 sem. cr.) with a B or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a B or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a B or better may transfer out of this course.
• **EDAD 8141 - Applied Research in Education** Students who successfully complete EDAD 7200 - Leadership for Today’s Schools (6 sem. cr.) with a B or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a B or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a B or better may transfer out of this course.

• **EDAD 8142 - Leading to Promote Learning** Students who successfully complete EDAD 7202 - Leading to Promote Learning (6 sem. cr.) with a B or better may transfer out of this course.

• **EDAD 8143 - Leading Professional Learning Communities** Students who successfully complete EDAD 7203 - Leading Professional Learning Communities (6 sem. cr.) with a B or better may transfer out of this course.

• **EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives** Students who successfully complete EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.) with a B or better may transfer out of this course.

### Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

### Doctor of Education (Ed.D.) With a Specialization in Curriculum, Instruction, and Assessment Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Curriculum, Instruction, and Assessment

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
• The student must meet the minimum admissions requirements for the Doctor of Education program.
• The student must earn a B (3.0) or better in each of the courses.

*Note:* Students are advised to consult the *Walden University Student Handbook* for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Curriculum, Instruction, and Assessment:

**Course Options**

• **EDUC 8745 - Applied Research in Education** Students who successfully complete EDUC 7745 Applied Research in Education, Part I (3 sem. cr.) and EDUC 7746 Applied Research in Education, Part II (3 sem. cr.) with a B or better may transfer out of this course.

**Note on Licensure**

*For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.*

Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Doctor of Education (Ed.D.) With a Specialization in Special Education Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Special Education.

To help ensure student success, the following requirements have been established:
• The student must be in good standing with the university.
• The student must meet the minimum admissions requirements for the
The student must have a B (3.0) or better cumulative average for the courses being articulated.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Special Education program:

**Course Options**

**M.S. in Education graduates:**
- EDUC 8763 - Specialized Instruction: Students who successfully complete the following courses in the M.S. in Education with a specialization in Special Education with a B or better cumulative average may transfer out of this course:
  - EDUC 6720 - The Special Educator as Instructional Leader (3 sem. cr.)
  - EDUC 6721 - The Impact of Disabilities on Learning and Teaching (3 sem. cr.)
  - EDUC 6722 - Strategic Collaboration in Special Education (3 sem. cr.)
  - EDUC 6723 - Advanced Instructional Strategies in Special Education (3 sem. cr.)
  - EDUC 6724 - Literacy Interventions in Special Education (3 sem. cr.)
  - EDUC 6725 - Advanced Behavioral Intervention in Special Education (3 sem. cr.)

OR

**Educational Specialist (Ed.S.) in Special Education graduates:**
Students who successfully complete the following courses in the Educational Specialist (Ed.S.) in Special Education with a B or better cumulative average may transfer out of this course:
- EDUC 8760 - Foundations: Special Education Students who successfully complete EDUC 7760 - Foundations: Special Education (6 sem. cr.) may transfer out of this course.
- EDUC 8761 - Leadership Advocacy, Policy, and Law Students who successfully complete EDUC 7761 - Leadership, Advocacy, Policy, and Law (6 sem. cr.) may transfer out of this course.
- EDUC 8763 - Specialized Instruction Students who successfully complete EDUC 7763 - Specialized Instruction (6 sem. cr.) may transfer out of this course.
- EDUC 8764 - Research Methodology and Special Education Students who successfully complete EDUC 7764 - Research Methodology and Special Education (6 sem. cr.) may transfer out of this course.
- EDUC 8765 - School-Wide Intervention Models Students who successfully complete EDUC 7765- School-Wide Intervention Models (6 sem. cr.) may transfer out of this course.
- EDUC 8767 - Sustaining and Supporting Effective Practices Students who successfully complete EDUC 7766 - Capstone: Sustaining and Supporting Effective Practices (6 sem. cr.) may transfer out of this course.
Doctor of Education (Ed.D.) With a Specialization in Teacher Leadership Acceleration

Advanced Walden graduate students can accelerate the time to complete the Ed.D. degree with a specialization in Teacher Leadership.

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must meet the minimum admissions requirements for the Doctor of Education program.
- The student must earn a B (3.0) or better in each of the courses.

Note: Students are advised to consult the Walden University Student Handbook for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ed.D. with a specialization in Teacher Leadership:

Course Options

- **EDUC 8040 - Foundations: Teacher Leadership** Students who successfully complete EDUC 7004 - Foundations: Teacher Leadership (6 sem. cr.) with a B or better may transfer out of this course.
- **EDUC 8140 - Leadership for Today’s Schools** Students who successfully complete EDAD 7200 - Leadership for Today’s Schools (6 sem. cr.) with a B or better may transfer out of this course. Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a B or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a B or better may transfer out of this course.
- **EDUC 8141 - Applied Research in Education** Students who successfully complete EDUC 7211 - Applied Research in Education (6 sem. cr.) with a B or better may transfer out of this course.
- **EDUC 8142 - Teaching and Learning: Theory and Research** Students who successfully complete EDUC 7212 - Teaching and Learning: Theory and Research (6 sem. cr.) with a B or better may transfer out of this course.
• **EDUC 8143 - Collegial Interactions and Professional Development** Students who successfully complete EDUC 7213 - Collegial Interactions and Professional (6 sem. cr.) with a B or better may transfer out of this course.

• **EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives** Students who successfully complete EDUC 7902 - Teacher Leadership Capstone: Trends, Issues, and Global Perspectives (6 sem. cr.) with a B or better may transfer out of this course.

**Note on Licensure**

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at [http://www.hcde-texas.org/default.aspx?name=PrinCert](http://www.hcde-texas.org/default.aspx?name=PrinCert).

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Ph.D. in Education With a Specialization in Educational Technology Acceleration**

Advanced Walden graduate students can accelerate the time to complete the Ph.D. in Education with a specialization in Educational Technology degree.

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.

• The student must meet the minimum admissions requirements for the Ph.D. in Education program.

• The student must earn a B (3.0) or better in each of the courses.

**Note:** Students are advised to consult the *Walden University Student Handbook* for more information on requirements.

The following requirements have been established for Walden graduate students who are interested in entering Walden's Ph.D. in Education with a specialization in Educational Technology program:

**Course Options**
• **EDUC 8840 - Evolution of Educational Technology** Students who successfully complete EDUC 7100 - Evolution of Educational Technology (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8841 - Diffusion and Integration of Technology in Education** Students who successfully complete EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society (3 sem. cr.) or EDUC 7101 - Diffusion and Integration of Technology in Education (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8842 - Principles of Distance Education** Students who successfully complete EDUC 7102 - Principles of Distance Learning (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8843 - Leading and Managing Educational Technology** Students who successfully complete EDUC 7103 - Leading and Managing Educational Technology (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8844 - Designing Instruction for Distance Education** Students who successfully complete EIDT 6110 - Advanced Instructional Design I (3 sem. cr.) or EDUC 7104 - Designing Instruction for Distance Education (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8845 - Learning Theory and Educational Technology** Students who successfully complete EDUC 6115 - Learning Theories and Instruction (3 sem. cr.) or EDUC 6711 - Bridging Learning Theory, Instruction, and Technology (3 sem. cr.) or EDUC 7105 - Learning Theory and Educational Technology (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8847 - Multimedia Technology to Facilitate Learning** Students who successfully complete EDUC 6120 - Multimedia Design and Development (3 sem. cr.) or EDUC 7107 - Multimedia Technology to Facilitate Learning (4 cr.) with a B or better may transfer out of this course.

• **EDUC 8848 - Emerging and Future Technology** Students who successfully complete EDUC 6715 - New and Emerging Technologies (3 sem. cr.) or EDUC 7108 - Emerging and Future Technology Students (4 cr.) with a B or better may transfer out of this course.

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.
Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.
DOCTORAL PROGRAMS

Doctor of Education (Ed.D.)

Walden's Ed.D. programs are designed for educators who want to continue their practice while assuming influential roles in their schools and communities. The programs are built upon five critical components: teaching and lifelong learning, research and reflective analytical thought, leadership and communication, diversity, and collaborative social change. These critical components are the basis for the programs' learning outcomes, as students develop expertise in various areas, promoting equity and excellence.

Specializations

- Administrator Leadership for Teaching and Learning
- Adult Education
- College Teaching and Learning
- Curriculum, Instruction, and Assessment
- Early Childhood
- Higher Education Leadership
- Reading and Literacy Leadership
- Special Education
- Teacher Leadership

Degree Requirements

- 54–60 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Research in Practice course (6 sem. cr.)
- Core courses (24–30 sem. cr.)
- Completing the Prospectus study (one semester, noncredit)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum 9 semesters’ enrollment

Course Sequence
The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Doctor of Education (Ed.D.) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Administrator Leadership for Teaching and Learning

The specialization in Administrator Leadership for Teaching and Learning is designed for education administrators seeking to develop the knowledge, abilities, and dispositions of scholar-practitioners. With a curriculum that focuses on leadership development and professional renewal, the program provides an opportunity for education professionals to build their capacity as agents of change in reforming schools and other learning organizations.

Learning Outcomes

At the end of this program, educator professionals will be able to:
1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Evaluate, synthesize, and interpret educational research. (consumer of research)
4. Utilize effective communication skills in presenting academic research so as to elicit social change.
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

Curriculum

Foundation Course (6 sem. cr.)
• **EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning**

**Applied Research Course (6 sem. cr.)**

• **EDAD 8141 - Applied Research in Education**

**Core Courses (24 sem. cr.)**

• **EDAD 8140 - Leadership for Today's Schools**
• **EDAD 8142 - Leading to Promote Learning**
• **EDAD 8143 - Leading Professional Learning Communities**
• **EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives**

**Research in Practice Course (6 sem. cr.)**

• **EDAD 8145 - Research in Practice**

**Doctoral Study (minimum of 12 sem. cr.)**

• **EDUC 8081 - Completing the Prospectus**
• **EDUC 8090 - Doctoral Study Intensive**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning</td>
<td>6 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDAD 8140 - Leadership for Today’s Schools</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDAD 8141 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDAD 8142 - Leading to Promote Learning</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDAD 8143 - Leading Professional Learning Communities</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDAD 8145 - Research in Practice</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDAD 8144 - School Leadership: Trends, Issues, and Global Perspectives</td>
<td>6 sem. cr.</td>
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<td></td>
<td>EDUC 8081 - Doctoral Study Companion</td>
<td>0 sem. cr.</td>
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<tr>
<td>8</td>
<td>EDUC 8090 - Doctoral Study Intensive*</td>
<td>6 sem. cr.</td>
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<tr>
<td>9</td>
<td>EDUC 8090 - Doctoral Study Intensive* – continued</td>
<td>6 sem. cr.</td>
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</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.*

**Note on Licensure**
The only programs offered by Walden University that are state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which is approved in Minnesota and Ohio, and the M.S. in Education, Educational Leadership and Administration, which is approved in Ohio. Upon successful completion of this program, Walden can recommend candidates for principal licensure to those respective states. The Minnesota and Ohio departments of education are solely responsible for reviewing applications and issuing licenses, and candidates are responsible for completing any other state requirements beyond completion of Walden’s state-approved program.

Individuals interested in principal licensure in states other than Minnesota and Ohio may qualify for the license by virtue of completing a state-approved program; however, individuals must review their state’s regulations to ensure the program meets all requirements, paying particular attention to any requirements specific to out-of-state program completers.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement.

**Adult Education**

The Adult Education specialization prepares adult educators and training professionals to design, evaluate, and lead adult learning programs across a variety of settings and disciplines. Students explore adult learning and development theories including phase and stage development; qualitative and quantitative research methods for studying how adults develop and learn; and best practices in adult education from both the teaching and learning perspectives. Students also examine how trends in brain research, globalization, and technology are affecting adult education. Applied research is emphasized throughout the curriculum, enabling students to synthesize coursework, design learning experiences for specific adult populations, and lay the groundwork for the culminating doctoral study intensive.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:

1. Apply knowledge related to the current research-based literature and trends in adult learning.
2. Demonstrate the reflective teaching and learning skills needed by a professional in higher education and/or adult learning.
3. Provide evidence of knowledge and skills necessary to evaluate, synthesize, and interpret educational research.
4. Exhibit the ability to provide leadership via effective communication and use of technology.
5. Articulate the impact of global interrelationships and affirm diversity in your own work in adult learning.
6. Apply collaborative skills with a range of stakeholders in higher education and/or in adult learning organizations in order to effect positive social change.
7. Demonstrate the ability to impact social change in adult education.
Curriculum

Foundation Course (6 sem. cr.)

- EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning*

  *EDUC 8005 may not be taken with any other course.

Applied Research Course (6 sem. cr.)

- EDUC 8102 - Applied Research in Education

Core Courses (24 sem. cr.)

- EDUC 8101 - How Adults Learn: Theory and Research
- EDUC 8103 - Designing and Assessing Learning Experiences
- EDUC 8104 - Facilitating Adult Learning
- EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives

Research in Practice Course (6 sem. cr.)

- EDUC 8106 - Research in Practice

Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)*

  *Note: Neither term of EDUC 8090 may be taken with any other course.

Course Sequence

Effective for students starting 5/2/2011 or later.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>2</td>
<td>EDUC 8101 - How Adults Learn: Theory and Research</td>
<td>6 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 8102 - Applied Research in Education</td>
<td>6 sem. cr.</td>
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<tr>
<td>4</td>
<td>EDUC 8103 - Designing and Assessing Learning Experiences</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 8104 - Facilitating Adult Learning</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>EDUC 8106 - Research in Practice</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>EDUC 8081 - Doctoral Study Companion</td>
<td>0 sem. cr.</td>
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College Teaching and Learning

Designed for current and prospective postsecondary and college educators, the College Teaching and Learning specialization helps candidates build on their teaching experience. Through research-based teaching strategies, candidates cultivate more effective educational experiences for learners. This specialization combines online coursework and a face-to-face residency where candidates learn how to develop effective learning activities that enable diverse learners to meet their educational goals. This Ed.D. specialization takes into consideration the latest principles, policies, and practices of today’s changing landscape of postsecondary teaching.

Learning Outcomes

At the end of this program, graduates will be able to:

1. Create effective learning environments using research-based teaching strategies that engage and support diverse learners.
2. Design course plans, curricula, and learning activities that enable diverse learners to meet desired learning goals.
3. Apply the skills needed to assess and provide feedback on learner performance in ways that support learning and development.
4. Demonstrate the ability to use appropriate technologies to support learning in a variety of teaching contexts.
5. Independently conduct, evaluate, and apply research in making, implementing, and evaluating teaching decisions.
6. Articulate the process for development of a continuous improvement plan to impact teaching through scholarly inquiry and reflection.
7. Collaborate within and across departments and institutions to promote individual and societal advancement in a global context.

Degree Requirements

- 54 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Research in Education course (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum 9 semesters enrollment

**Core Curriculum**

**Foundation Course (6 sem. cr.)**

- EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning
  - *EDUC 8005 may not be taken with any other course.*

**Applied Research Course (6 sem. cr.)**

- EDUC 8102 - Applied Research in Education

**Core Courses (24 sem. cr.)**

- EDUC 8101 - How Adults Learn: Theory and Research
- EDUC 8103 - Designing and Assessing Learning Experiences
- EDUC 8304 - Effective College Teaching: Engaging Diverse Learners
- EDUC 8306 - Effective College Teaching: Using Technology to Support Learning

**Research in Practice Course (6 sem. cr.)**

- EDUC 8106 - Research in Practice

**Doctoral Study (minimum of 12 sem. cr.)**

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)*
  - *Note: Neither term of EDUC 8090 may be taken with any other course.*

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 8101 - How Adults Learn: Theory and Research</td>
<td>6 sem. cr.</td>
</tr>
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<td>3</td>
<td>EDUC 8102 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 8103 - Designing and Assessing Learning Experience</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 8304 - Effective College Teaching: Engaging Diverse Learners</td>
<td>6 sem. cr.</td>
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<tr>
<td>6</td>
<td>EDUC 8106 - Research in Practice</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>7</td>
<td>EDUC 8306 - Effective College Teaching: Using Technology to Support Learning</td>
<td>6 sem. cr.</td>
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<td>8</td>
<td>EDUC 8081 - Completing the Prospectus</td>
<td>0 sem. cr.</td>
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<tr>
<td>9</td>
<td>EDUC 8090 - Doctoral Study Intensive*—continued</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.

**Note on Licensure**

Walden’s Ed.D. with a specialization in College Teaching and Learning focuses on the development of scholarly teaching knowledge and skills. It does not necessarily provide individuals with all of the course credits required to teach in a particular academic discipline; therefore, additional subject-specific graduate credits may be needed. Individuals are responsible for ensuring that they meet the credentialing requirements of the institution where they want to teach. Walden makes no representation or guarantee that completion of this coursework will permit an individual to teach at a higher education institution.

**Curriculum, Instruction, and Assessment**

The Curriculum, Instruction, and Assessment specialization is designed for educators who want to drive innovation and change at the systemic level, including the district, regional, state, or federal level. Through a blend of learning and organizational theory, candidates will develop expertise in the latest research and best practices in curriculum design, teacher professional development, and program assessment, as well as strategies to effect measurable change in K–12 schools. Candidates will acquire the critical-thinking and research skills needed to shape schools and school systems in order to meet the diverse needs of all students.

**Learning Outcomes**

Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Curriculum**
Foundation Course (6 sem. cr.)

- EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment
  Note: EDUC 8011 may not be taken with any other course.

Applied Research Course (6 sem. cr.)

- EDUC 8745 - Applied Research in Education

Core Courses (24 sem. cr.)

- EDUC 8012 - Leadership for Today’s Schools
- EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results
- EDUC 8751 - Data-Driven Instruction and Assessment
- EDUC 8752 - Effective Professional Development

Research in Practice Course (6 sem. cr.)

- EDUC 8753 - Research in Practice

Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

Course Sequence

<table>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 8012 - Leadership for Today’s Schools</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 8745 - Applied Research in Education</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results</td>
<td>6 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 8751 - Data-Driven Instruction and Assessment</td>
<td>6 sem. cr.</td>
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<tr>
<td>6</td>
<td>EDUC 8753 - Research in Practice</td>
<td>6 sem. cr.</td>
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<tr>
<td>7</td>
<td>EDUC 8752 - Effective Professional Development</td>
<td>6 sem. cr.</td>
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<td></td>
<td>EDUC 8081 - Completing the Prospectus</td>
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<tr>
<td>8</td>
<td>EDUC 8090 - Doctoral Study Intensive*</td>
<td>6 sem. cr.</td>
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</tbody>
</table>
EDUC 8090 - Doctoral Study Intensive* – continued

6 sem. cr.

*Note: This course may not be taken concurrently with any other course. Students will continue taking EDUC 8090 until they have an approved doctoral study.

Note on Licensure

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Early Childhood

This specialization prepares the early childhood professional to create system-wide changes in the early childhood field as a scholar, leader, or advocate on behalf of young children (prenatal to age 8). In this doctoral specialization, students explore child development and learning theory; familial, cultural, and societal influences on early childhood; and risk factors including trauma and poverty. Research courses cover quantitative and qualitative research methods for studying human development and provide students with hands-on opportunities to practice research design, data analysis, and collection skills. Providing a broad perspective on the complex, interdisciplinary landscape of the early childhood field, coursework examines national and international perspectives on child development; the interaction of disciplines such as medicine, psychology, and public health in the field; and the impact of public policy and funding on systems and services. The two-semester doctoral study intensive encourages original inquiry and focuses on learning, teaching, and leading within a designated community.

Learning Outcomes

At the end of this program, graduates are able to:

1. Document the use of research-based knowledge and skills in the areas of child development and/or teaching and learning to evaluate current practices and programs.
2. Assess the role of sociocultural contexts, diversity, and human relationships in influencing the development of young children.
3. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
4. Critically evaluate existing research in areas related to the early childhood field such as area of child development or early childhood education.
5. Apply self-reflection to evaluate and ensure professional growth as advocates and leaders who promote positive social change in the field of early childhood.
7. Demonstrate abilities as skillful leaders, managers of change, relationship-builders, and collaborators with family members, colleagues, and agencies related to the field of early childhood to promote positive short- and long-term outcomes for young children and families and positive social change.
8. Demonstrate the appropriate use of research methods through the process of producing a research project.

Degree Requirements

- 54 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (24 sem. cr.)
- Research in Education course (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum 9 semesters enrollment

Curriculum

Foundation Course (6 sem. cr.)

- EDUC 8850 - Foundations in Early Childhood: Developing a Shared Vision
  EDUC 8850 may not be taken with any other course.

Applied Research Course (6 sem. cr.)

- EDUC 7852 - Applied Research in Education

Core Courses (24 sem. cr.)

- EDUC 8851 - Global Perspectives on Development and Learning
• EDUC 8853 - Influences of Family, Culture, and Society in Early Childhood
• EDUC 8854 - Dynamics of Early Childhood Policies and Systems
• EDUC 8856 - Advocacy and Leadership for Positive Social Change

**Research in Practice Course (6 sem. cr.)**

• EDUC 8855 - Research in Practice

**Doctoral Study (12 sem. cr.)**

• EDUC 8081 - Completing the Prospectus
• EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)
  *Neither term of EDUC 8090 may be taken with any other course.

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>EDUC 8850 - Foundations in Early Childhood: Developing a Shared Vision</td>
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<tr>
<td>2</td>
<td>EDUC 8851 - Global Perspectives on Development and Learning</td>
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<td>EDUC 8852 - Applied Research in Education</td>
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<td>EDUC 8853 - Influences of Family, Culture, and Society in Early Childhood</td>
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<td>5</td>
<td>EDUC 8854 - Dynamics of Early Childhood Policies and Systems</td>
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<td>EDUC 8855 - Research in Practice</td>
<td>6 sem. cr.</td>
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<td>7</td>
<td>EDUC 8856 - Advocacy and Leadership for Positive Social Change</td>
<td>6 sem. cr.</td>
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<td>EDUC 8081 - Doctoral Study Companion</td>
<td>0 sem. cr.</td>
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<td>8</td>
<td>EDUC 8090 - Doctoral Study Intensive*</td>
<td>6 sem. cr.</td>
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<tr>
<td>9</td>
<td>EDUC 8090 - Doctoral Study Intensive*—continued</td>
<td>6 sem. cr.</td>
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</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.

**Higher Education Leadership**

The landscape of higher education is constantly changing. In this specialization, students examine emerging trends and issues and develop the skills required to lead and manage in the complex political environment of today's colleges and universities. With a focus on the learning-centered institution, students explore how to conduct and apply research and implement effective strategies that address the needs of all stakeholders.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:
1. Employ leadership and management strategies that drive and sustain a diverse learning organization.
2. Independently conduct, evaluate, and apply research in making and implementing strategic decisions.
3. Create entrepreneurial and innovative solutions that anticipate and address real-world problems.
4. Proactively collaborate, negotiate, and advocate in ways that honor the needs and interests of all stakeholders.
5. Find, deploy, allocate, and manage resources to achieve learning-centered priorities in an ethical, legally compliant, and fiscally responsible manner.
6. Collaborate within and across organizations to promote individual and societal advancement in a global context.

Curriculum

Foundation Course (6 sem. cr.)

- EDUC 8640 - The Learning-Centered Institution
  Note: EDUC 8640 may not be taken with any other course.

Core Courses (24 sem. cr.)

- EDUC 8641 - The New Higher Education Enterprise
- EDUC 8642 - Transformative Leadership in Higher Education
- EDUC 8643 - Achieving Coherence in Complex Institutions
- EDUC 8645 - Managing Resources to Drive Change in Higher Education

Applied Research Course (6 sem. cr.)

- EDUC 8470 - Applied Research in Education

Research in Practice Course (6 sem. cr.)

- EDUC 8644 - Research in Practice

Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

Course Sequence
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<tr>
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<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td>EDUC 8641 - The New Higher Education Enterprise</td>
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<td>3</td>
<td>EDUC 8470 - Applied Research in Education</td>
<td>6 sem. cr.</td>
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<td>4</td>
<td>EDUC 8642 - Transformative Leadership in Higher Education</td>
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<td>5</td>
<td>EDUC 8643 - Achieving Coherence in Complex Institutions</td>
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<td>EDUC 8644 - Research in Practice</td>
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<td>7</td>
<td>EDUC 8645 - Managing Resources to Drive Change in Higher Education</td>
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<td>0 sem. cr.</td>
</tr>
<tr>
<td>8</td>
<td>EDUC 8090 - Doctoral Study Intensive* — continued</td>
<td>6 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.

**Reading and Literacy Leadership**

The Reading and Literacy Leadership specialization prepares students to evaluate the effectiveness of existing reading and literacy programs and to design new approaches aligned to Common Core standards and 21st-century skill requirements. Coursework explores the theoretical framework of language and literacy development; political, social, cultural, and economic influences on literacy and literacy programming; and assessment and analytical methods for evaluating individual proficiency and program effectiveness. Research courses provide students the opportunity to apply qualitative and quantitative research methods and develop skills in research design, data analysis, and presentation. The specialization emphasizes development of leadership skills as well as the scholarly expertise required to improve student literacy programs.

**Learning Outcomes**

At the end of this program, graduates will be able to:

1. Analyze the components of literacy in the 21st century including influences from the sociopolitical landscape, social media, technological innovations, and influences from Common Core standards.
2. Develop graduate-level scholarly skills (use of resources, scholarly writing, and critical thinking).
3. Demonstrate the ability to develop a plan to gain stakeholder support for improvement of literacy programming at the systematic level drawing on professional standards as well as leadership and change theories.
4. Critically evaluate existing research studies in the area of reading and literacy.
5. Analyze the challenges diverse learners face and the systems that enable these learners to achieve literacy success.
6. Demonstrate the ability to make appropriate literacy programming decisions based on information about literacy assessments used at the national, state, and local levels.
7. Demonstrate the appropriate use of research methods through the process of producing a research project.
8. Demonstrate the skills necessary to develop a literacy environment that enhances student learning and supports professional development for teachers.
9. Integrate concepts of positive social change in leadership, assessment, professional development, literacy curriculum, and literacy instruction activities.

**Degree Requirements**

- 54 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (20 sem. cr.)
- Research in Education course (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- Minimum of 9 semesters enrollment

**Curriculum**

**Foundation Course (6 sem. cr.)**

- *EDUC 8541 - Foundations in Reading and Literacy Leadership*
  *
  *EDUC 8541 may not be taken with any other course.*

**Applied Research Course (6 sem. cr.)**

- *EDUC 8543 - Applied Research in Education*

**Core Courses (24 sem. cr.)**

- *EDUC 8542 - Literacy Leadership for Today’s Schools*
- *EDUC 8544 - Learners and the Changing Literacy Landscape*
- *EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs*
- *EDUC 8547 - Program Development and Professional Development*
Research in Practice Course (6 sem. cr.)

- EDUC 8546 - Research in Practice

Doctoral Study (minimum of 12 sem. cr.)

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive (12 sem. cr.—6 sem. cr. per term for two terms)*

*Note: Neither term of EDUC 8090 may be taken with any other course.

Course Sequence

<table>
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<tr>
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</thead>
<tbody>
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<td>1</td>
<td>EDUC 8541 - Foundations in Reading and Literacy Leadership</td>
<td>6 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 8542 - Literacy Leadership for Today's Schools</td>
<td>6 sem. cr.</td>
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<td>3</td>
<td>EDUC 8543 - Applied Research in Education</td>
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<td>EDUC 8544 - Learners and the Changing Literacy Landscape</td>
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<td>5</td>
<td>EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs</td>
<td>6 sem. cr.</td>
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<td>6</td>
<td>EDUC 8546 - Research in Practice</td>
<td>6 sem. cr.</td>
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<tr>
<td>7</td>
<td>EDUC 8547 - Program Development and Professional Development</td>
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<tr>
<td>8</td>
<td>EDUC 8090 - Doctoral Study Intensive*</td>
<td>6 sem. cr.</td>
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<tr>
<td>9</td>
<td>EDUC 8090 - Doctoral Study Intensive*—continued</td>
<td>6 sem. cr.</td>
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</tbody>
</table>

*Note: This course may not be taken concurrently with any other course. Students will continue taking EDUC 8090 until they have an approved doctoral study.

Special Education

This specialization examines trends, issues, consultation/collaboration, and instructional practices in special education. The curriculum, aligned with the Council for Exceptional Children's Advanced Role Content Standards, allows students to focus their studies on systemic practices or issues in the field and specialized practices for particular areas of exceptionality. Coursework explores adaptive and assistive technology, collaborative instruction between regular and special educators, school-wide interventions, culturally responsive assessment, and training of special education teachers. The coursework culminates in a doctoral study that focuses on a real-world issue in schools or organizations. *(This program does not lead to certification or licensure.)*
Learning Outcomes

The Council for Exceptional Children's (CEC) Advanced Role Content Standards address six different areas that provide the groundwork for and inform the Ed.D. in Education with a specialization in Special Education. Walden has written learning outcomes for the program that are based on the CEC (SPA) standards but rewritten specifically for these courses with measurement language. Learning outcomes for the Ed.D. in Education with a specialization in Special Education are listed below.

At the end of this program, graduates will be able to:

1. Demonstrate mastery of key concepts through scholarly writing and project completion, for legal and ethical policy that supports high quality education for individuals with exceptional learning needs.
2. Demonstrate mastery of key concepts through scholarly writing and project completion, to serve in a leadership capacity by creating procedures that respect all individuals and positive and productive work environments.
3. Demonstrate mastery of key concepts through scholarly writing and project completion, for the use of evidence-based practices for instructional programs at the school and system levels.
4. Demonstrate mastery of key concepts through scholarly writing and project completion, and the use of educational research to improve instructional and intervention techniques and materials.
5. Demonstrate the importance of an environment that supports instructional improvement by engaging in and developing a scholarly response to a local educational problem in a doctoral project study informed by a critical review of related, relevant research and theoretical frameworks, collecting and analyzing data, and resulting in a project or product that will ameliorate the problem.
6. Demonstrate mastery of key concepts through scholarly writing and project completion, of the legal rights of students, families, and personnel.
7. Plan, present, and evaluate professional development that focuses on effective practice, including expertise to support student access to learning through effective teaching strategies, curriculum standards, and assistive technology.
8. Demonstrate mastery of key concepts, through scholarly writing and project completion, the importance of collaboration in special education, and the integration of services for individuals with exceptionalities.

Degree Requirements

- 60 total semester credit hours
- Foundation course (6 sem. cr.)
- Applied Research course (6 sem. cr.)
- Core courses (30 sem. cr.)
- Project study (6 sem. cr.)
- Doctoral study intensive (a minimum of 12 sem. cr.)
- One 3-day academic residency
- ePortfolio
- **Minimum** 10 semesters’ enrollment; time to completion varies per candidate

**Curriculum**

**Foundation Course (6 sem. cr.)**

- EDUC 8760 - Foundations: Special Education

**Applied Research Course (6 sem. cr.)**

- EDUC 8762 - Applied Research in Education

**Core Courses (24 sem. cr.)**

- EDUC 8761 - Leadership, Advocacy, Policy, and Law
- EDUC 8763 - Specialized Instruction
- EDUC 8764 - Research Methodology and Special Education
- EDUC 8765 - School-Wide Intervention Models
- EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education

**Project Study (6 sem. cr.)**

- EDUC 8766 - Research in Practice

**Doctoral Study (minimum of 12 sem. cr.)**

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

**Course Sequence**

<table>
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<tr>
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<td>1</td>
<td>EDUC 8760 - Foundations: Special Education</td>
<td>6 sem. cr.</td>
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<tr>
<td>2</td>
<td>EDUC 8761 - Leadership, Advocacy, Policy, and Law</td>
<td>6 sem. cr.</td>
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<tr>
<td>3</td>
<td>EDUC 8762 - Applied Research in Education</td>
<td>6 sem. cr.</td>
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<td>4</td>
<td>EDUC 8763 - Specialized Instruction</td>
<td>6 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 8764 - Research Methodology and Special Education</td>
<td>6 sem. cr.</td>
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</tbody>
</table>
Teacher Leadership

The specialization in Teacher Leadership focuses on the “teacher as leader” and promotes experienced educators to effect change through improvement of teaching and learning. Unlike doctoral programs that are designed to lead instructional professionals out of the learning setting into positions as principals, superintendents, or other administrators, this degree is intended for educators whose aspirations are as follows:

- To perfect the art and science of teaching.
- To use their talents to improve learning among students in the classroom.
- To influence positively the conditions for learning at the school, district, community, and state levels.

Learning Outcomes

At the end of this program, educator professionals will be able to:

1. Demonstrate knowledge of the current literature and trends in education.
2. Demonstrate the reflective teaching and learning skills needed by a professional in the field of education.
3. Utilize effective communication skills in presenting academic research so as to elicit social change.
4. Identify and propose a solution to educational problem(s). (designing/developing research)
5. Demonstrate leadership via effective communication and use of technology.
6. Demonstrate leadership through effective communication about educational issues/topics to popular audiences in written work, speech, and through using technology.
7. Utilize effective communication skills in presenting academic research so as to elicit social change.
8. Show awareness of global interrelationships and affirm diversity in their own work about teaching and learning.
9. Be familiar with scholarship in the field of education that is sensitive to global interrelationships and affirms diversity.
10. Collaborate with a range of stakeholders in education and/or learning organizations in order to effect positive social change.
11. Demonstrate active commitment to social change.

Curriculum

**Foundation Course (6 sem. cr.)**

- EDUC 8040 - Foundations: Teacher Leadership

**Applied Research (6 sem. cr.)**

- EDUC 8141 - Applied Research in Education

**Core Courses (24 sem. cr.)**

- EDUC 8140 - Leadership for Today’s Schools
- EDUC 8142 - Teaching and Learning: Theory and Research
- EDUC 8143 - Collegial Interactions and Professional Development
- EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives

**Research in Practice (6 sem. cr.)**

- EDUC 8145 - Research in Practice

**Doctoral Study (minimum of 12 sem. cr.)**

- EDUC 8081 - Completing the Prospectus
- EDUC 8090 - Doctoral Study Intensive

**Course Sequence**

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<tbody>
<tr>
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<td>EDUC 8040 - Foundations: Teacher Leadership*</td>
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<tr>
<td>2</td>
<td>EDUC 8140 - Leadership for Today’s Schools</td>
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<td>EDUC 8141 - Applied Research in Education</td>
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<td>4</td>
<td>EDUC 8142 - Teaching and Learning: Theory and Research</td>
<td>6 sem. cr.</td>
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<tr>
<td>5</td>
<td>EDUC 8143 - Collegial Interactions and</td>
<td>6 sem. cr.</td>
</tr>
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</table>

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Professional Development

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 8145</td>
<td>Research in Practice</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 8144</td>
<td>Teacher Leadership: Trends, Issues, and Global Perspectives</td>
<td>6</td>
</tr>
<tr>
<td>EDUC 8081</td>
<td>Completing the Prospectus</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 8090</td>
<td>Doctoral Study Intensive*</td>
<td>6</td>
</tr>
</tbody>
</table>

*Note: This course may not be taken concurrently with any other course.

Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a P–12 principal.

In addition, some of Walden’s programs in leadership can lead to principal licensure in Texas through a partnership with the Harris County Department of Education. For more information about the Texas Principal Certification Program, please contact Harris County at http://www.hcde-texas.org/default.aspx?name=PrinCert.

Prospective candidates from outside of Minnesota should review their state licensure requirements to ensure that completing a teacher or principal preparation program at Walden will meet eligibility requirements for similar licensure in their states.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Ph.D. in Education

The Ph.D. in Education is a research-focused program that produces outstanding professionals who can address the nation’s most pressing challenges in the field of education. Specializations in a variety of established and newly emerging fields and a general program are available. For those educators whose particular learning interests are not met by one of the specializations or whose interests are interdisciplinary, The Richard W. Riley College of Education and Leadership also offers a self-designed specialization to meet their unique needs.

The Ph.D. in Education learning outcomes will be demonstrated through numerous direct and indirect measures in each of the Ph.D. specializations.

Learning Outcomes

At the end of this program, the education professional will:

1. Synthesize content knowledge, concepts, and principles grounded in a specific educational discipline.
2. Propose interventions based on the analysis of educational needs.
3. Design and conduct research that is grounded in theory and based on previous research in the field.
4. Conduct research that positively impacts social change.
5. Communicate to multiple audiences via effective oral and written formats.
6. Advocate for social change that integrates diverse perspectives and demonstrates awareness of global interrelationships.

**Specializations**

- General Program
- Adult Education Leadership
- Assessment, Evaluation, and Accountability
- Community College Leadership
- Curriculum, Instruction, and Assessment
- Early Childhood Education
- Educational Technology
- Global and Comparative Education
- Higher Education
- Leadership, Policy, and Change in Education
- Learning, Instruction, and Innovation
- Special Education
- Self-Designed

**Degree Requirements**

**Course-Based Specializations**

*Assessment, Evaluation, and Accountability; Educational Technology; Leadership, Policy, and Change; and Learning, Instruction, and Innovation specializations*

- 85–96 total quarter credit hours
- Foundation courses
- Courses and Research Sequence
- Proposal, dissertation, and oral presentations (20 cr.)
- Satisfactory progress in EDUC 8900 or EDUC 9001 while enrolled
- Four Ph.D. residencies
- Minimum 8 quarters enrollment
- ePortfolio

**Mixed-Model (KAM/Course) Specializations**
General Program; Adult Education Leadership; Community College Leadership; Curriculum, Instruction, and Assessment; Early Childhood Education; Global and Comparative Education; Higher Education; Special Education; and Self-Designed specializations

• 96 total quarter credit hours
• Foundation courses (12 cr.)
• KAMs and/or courses and Research Sequence (64 cr.)
• Satisfactory progress in EDUC 8800 or EDUC 9002 while enrolled
• Proposal, dissertation, and oral presentations (20 cr.)
• Four Ph.D. residencies
• Minimum 8 quarters enrollment
• ePortfolio

Course Sequence

Course-Based Format (except for the Educational Technology specialization)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDUC 8110 - Development of the Scholar-Practitioner</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8111 - Principles of Social Change</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8112 - Social Change in Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8113 - The Learner Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8114 - Learning and Instruction or specialization course *</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8115 - Assessment and Accountability in Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8116 - Leadership in a Global Society or specialization course *</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8117 - Educational Organizations and Contexts or specialization course *</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUC 8118 - Innovation and Change in Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Specialization courses</td>
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</tr>
<tr>
<td></td>
<td>RSCH 8350D - Advanced Qualitative Reasoning and Analysis</td>
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</tr>
<tr>
<td></td>
<td>RSCH 8200D - Quantitative Reasoning and Analysis</td>
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<tr>
<td></td>
<td>RSCH 8300D - Qualitative Reasoning and Analysis</td>
<td>4</td>
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<td>Advanced research courses: RSCH 8250D - Advanced Quantitative Reasoning and Analysis</td>
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<tr>
<td></td>
<td>or RSCH 8350D - Advanced Qualitative Reasoning and Analysis</td>
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</tr>
<tr>
<td></td>
<td>EDUC 8900 - Dissertation Companion (if required)</td>
<td>0</td>
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<tr>
<td></td>
<td>EDUC 9001 - Dissertation</td>
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</table>

Timing of residencies

Residency 1: Upon enrollment in program
Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
Residency 3: By the end of third year
Residency 4: During third year and beyond
*Educational Technology specialization requires additional specialization courses in place of these core courses.

**Mixed-Model Format**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
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<td></td>
<td>EDUC 8114 - Learning and Instruction or specialization course*</td>
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<td></td>
<td>EDUC 8115 - Assessment and Accountability in Education</td>
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<tr>
<td></td>
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<td>EDUC 8117 - Educational Organizations and Contexts or specialization course*</td>
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<tr>
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<td>EDUC 8118 - Innovation and Change in Education</td>
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<tr>
<td></td>
<td>KAM V</td>
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<td>KAM VI</td>
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<td>RSCH 8100D - Research Theory, Design, and Methods</td>
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<td>RSCH 8200D - Quantitative Reasoning and Analysis</td>
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<td>RSCH 8300D - Qualitative Reasoning and Analysis</td>
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<td>Advanced research courses: RSCH 8250D - Advanced Quantitative Reasoning and Analysis RSCH 8350D - Advanced Qualitative Reasoning and Analysis or RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis</td>
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</tr>
<tr>
<td></td>
<td>EDUC 8900 - Dissertation Companion (if required)</td>
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</tr>
<tr>
<td></td>
<td>EDUC 9001 - Dissertation</td>
<td>20</td>
</tr>
</tbody>
</table>

**Timing of residencies**

- Residency 1: Upon enrollment in program
- Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
- Residency 3: By the end of third year
- Residency 4: During third year and beyond

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Education program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

The General Program is intended for students whose professional practice and career goals cover a range of educational topics or are interdisciplinary, combining specific education subjects with complementary subjects from the social and behavioral sciences or the humanities.
Curriculum

Foundation Courses (12 cr.)
- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)
- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

Core Research Sequence (12 cr.)
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.
- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Specialized KAMS V–VI (24 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation (12 cr.)
This KAM examines theoretical foundations of the learning process with its associated phenomena, such as intelligence, cognition, motivation, and their implications for educators. Students demonstrate mastery of classical and contemporary theory and research knowledge as background for use in teaching, and learning facilitation of, students in a range of education settings.
- Breadth: EDUC 8510 - Theories of Intelligence, Learning, and Motivation as a Basic Praxis
- Depth: EDUC 8520 - Educators as Facilitators of Learning for Diverse Populations
- Application: EDUC 8530 - Professional Practice Using Learning Theories

Specialized KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (12 cr.)
This KAM examines critical issues in the organization and planning of learning institutions. Students research and identify principles of effective practice, identify and sharpen skills in
planning and implementing instructional programs, and develop abilities as education professionals.

- **Breadth:** *EDUC 8610 - The Organization of Learning Institutions*
- **Depth:** *EDUC 8620 - Social Change in Learning Institutions and Curricula*
- **Application:** *EDUC 8630 - Creating and Implementing Educational Change*

**Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- *RSCH 8250D - Advanced Quantitative Reasoning and Analysis*
- *RSCH 8350D - Advanced Qualitative Reasoning and Analysis*
- *RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis*

**Dissertation (20 cr.)**

- *EDUC 8900 - Dissertation Companion*
- *EDUC 9001 - Dissertation*

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Adult Education Leadership**

The historical roots of social change are grounded in adult education. This specialization is designed for educators who want to think broadly about the field of adult education, whether in community-based settings, schools, government, or the private sector. The specialization guides students in understanding the interdisciplinary nature of adult education as a field of study,
principles of adult learning and development, and the impact of adult educators on organizations and communities in which they work.

**Curriculum**

The Ph.D. in Education program requires mastery of knowledge in three areas:

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

**Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

**Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

**Specialized KAMS V–VI (24 cr.)**

**Specialized KAM V: Principles of Adult Education (12 cr.)**

This KAM examines the adult learner through historical, philosophical, and psychosocial principles, with a focus on the interdisciplinary nature of adult education. Students demonstrate mastery of theory and research knowledge for application in a range of community education settings, including those outside the United States.

- **Breadth:** EDUC 8514 - Interdisciplinary Foundations and Theory in Adult Education and Learning
- **Depth:** EDUC 8524 - Current Research in Adult Education and Learning
- **Application:** EDUC 8534 - Professional Practice in Adult Learning

**Specialized KAM VI: Critical Issues for Adult Education Leaders (12 cr.)**

This KAM examines the role of the adult education professional within the economic, social, political, and organizational environments. Students research the integration of adult learning theory with program planning and management in a variety of contexts, including community development, education institutions, business, government, and nonprofit organizations.

- **Breadth:** EDUC 8614 - Principles for Adult Education Leaders
• Depth: EDUC 8624 - Current Research in Program Planning and Delivery
• Application: EDUC 8634 - Professional Practice for Adult Education Leaders

Core Research Sequence (12 cr.)
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Advanced Research Courses (4 cr.)
Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:
- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)
- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

Note on Licensure
The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a preK–12 principal. It has also been approved in Ohio for leading to building principal licensure (grades preK–6, grades 4–9, and grades 5–12).

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Assessment, Evaluation, and Accountability
This specialization focuses on preparing leaders and scholars to address the growing need for assessment and accountability systems across all sectors. Covering the technical elements of assessment, course topics include analyzing the quantitative, qualitative, and mixed-methods data essential to accountability systems and designing assessment systems to improve individual, program, and institutional performance. Focusing on assessment as a tool for positive change,
this specialization also considers the complex sociological, political, and economic factors affecting assessment, evaluation, and accountability processes.

**Prospective Georgia students:** At this time, this program is not eligible for certificate level upgrades in Georgia.

**Learning Outcomes**

At the end of this program, educator professionals will be able to:
1. Formulate and execute practices that unite evaluation, assessment, and accountability in a socially responsible and ethical manner.
2. Develop and defend a comprehensive plan for assessment systems designed for improving the performance of individuals, programs, and institutions.
3. Design proposals for evaluation, assessment, and accountability with evidence of sociological, political, and economic considerations integrated within.
4. Construct reports that clearly synthesize and communicate actionable findings for quantitative and qualitative data.
5. Develop written and visual assessment communication in a way that is appropriate to the audience and purpose.
6. Execute a plan for sustaining a culture of improvement in an organization.

**Curriculum**

**Foundation Courses (12 cr.)**

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

**Core Courses (24 cr.)**

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

**Specialization Courses (24 cr.)**

- EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability
- EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts
- EDUC 8352 - Assessing for Individual Growth
- EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems
- EDUC 8354 - Dynamics of Communication for Impact and Results
• **EDUC 8355 - Building a Culture of Continuous Improvement**

**Core Research Sequence (12 cr.)**
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- **RSCH 8100D - Research Theory, Design, and Methods**
- **RSCH 8200D - Quantitative Reasoning and Analysis**
- **RSCH 8300D - Qualitative Reasoning and Analysis**

**Advanced Research Courses (4 cr.)**
Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:
- **RSCH 8250D - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350D - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis**

**Dissertation (20 cr.)**
- **EDUC 8900 - Dissertation Companion**
- **EDUC 9001 - Dissertation**

**Community College Leadership**
Students in the Community College Leadership specialization (whether from the perspective of president, academic leader, student services, technology specialist, specific area program officer, or other leadership position within the community college) will develop proficiency in knowing the following:
- How individuals, particularly adults, learn most effectively
- What tools and strategies best promote learning
- How education systems and policies can be changed to promote the academic mission of the community college in today's society

**Curriculum**
The Ph.D. in Education program requires mastery of knowledge in three areas:
- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies
Foundation Courses (12 cr.)

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

Core Research Sequence (12 cr.)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Specialized KAMs V–VI (24 cr.)

Specialized KAM V: The Contemporary Community College (12 cr.)

- Breadth: EDUC 8512 - Perspectives on the Role of the Community College
- Depth: EDUC 8522 - Current Research in Trends in the Community College
- Application: EDUC 8532 - Professional Practice and Current Trends in Community Colleges

Specialized KAM VI: Leadership and Strategic Planning in the Community College (12 cr.)

- Breadth: EDUC 8612 - Perspectives on Leadership and Strategic Planning in Community Colleges
- Depth: EDUC 8622 - Current Research in Leadership and Strategic Planning in Community Colleges
- Application: EDUC 8632 - Professional Practice in Leadership and Strategic Planning in Community Colleges

Advanced Research Courses (4 cr.)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods.
When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

Note on Licensure

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a preK–12 principal. It has also been approved in Ohio for leading to building principal licensure (grades preK–6, grades 4–9, and grades 5–12).

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual's responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Curriculum, Instruction, and Assessment

The alignment of curriculum, instruction, and assessment practices to maximize student learning is the essence of education. Educators must draw on current research-based knowledge of effective educational methods to maximize their learning. This specialization allows students flexibility, providing in-depth individualized research opportunities tailored to their chosen academic discipline, age level, or grade level. One-on-one mentoring and research methods courses produce outstanding professionals who are researcher-practitioners.

Curriculum

The Ph.D. in Education program requires mastery of knowledge in three areas:

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

Foundation Courses (12 cr.)

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)
- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
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- EDUC 8118 - Innovation and Change in Education

**Core Research Sequence (12 cr.)**

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

**Specialized KAMs V–VI (24 cr.)**

**Specialized KAM V: Principles of Curriculum, Instruction, and Assessment (12 cr.)**

This KAM examines how curriculum, instruction, and assessment relate to human learning, intelligence, and motivation. Identification and development of best practices may be considered at multiple stages (from early childhood through higher education, adult, and lifelong learning) and from multiple disciplinary perspectives. Implications and alignment of these practices with desired educational outcomes are also analyzed.

- **Breadth:** EDUC 8518 - Theories of Human Learning in Curriculum, Instruction, and Assessment
- **Depth:** EDUC 8528 - Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning
- **Application:** EDUC 8538 - Professional Practice in Learning Related to Curriculum, Instruction, and Assessment

**Specialized KAM VI: Leadership in Curriculum, Instruction, and Assessment (12 cr.)**

Critical issues surrounding leadership in curriculum, instruction, and assessment are analyzed in this KAM. Implications of new curriculum and instruction practices, as well as other implementation factors, are examined. Developing support for initiatives within the learning environment and the community are considered. Central to this discussion is the role of leadership in both the success and failure of change, instruction, and assessment. Perhaps most important is the role of the researcher-practitioner in creating positive social change in the field of education.

- **Breadth:** EDUC 8618 - Theories of Leadership in Curriculum, Instruction, and Assessment
- **Depth:** EDUC 8628 - Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment
- **Application:** EDUC 8638 - Program Development and Leadership in Curriculum, Instruction, and Assessment
**Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- **RSCH 8250D - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350D - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis**

**Dissertation (20 cr.)**

- **EDUC 8900 - Dissertation Companion**
- **EDUC 9001 - Dissertation**

**Note on Licensure**

The only program offered by Walden that is state-approved as leading to any administrative/leadership license (e.g., assistant principal, principal, teacher leader, superintendent) is the Ed.S. in Educational Leadership and Administration, which has been approved in Minnesota for leading to licensure as a preK–12 principal. It has also been approved in Ohio for leading to building principal licensure (grades preK–6, grades 4–9, and grades 5–12).

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Early Childhood Education**

As the demographics of the family and workforce change, the nation is increasingly turning its attention to the critical need for early childhood development and education. The Early Childhood Education specialization guides educators in gaining the expertise needed to create and implement new educational program practices, to apply emerging research on development for children ages 0–8, and to conceptualize new paradigms for early learning at home and in settings for early care and education.

The core KAM curriculum in the foundational social and behavioral sciences is aimed at a range of unique early childhood topics and research perspectives.

**Curriculum**

The Ph.D. in Education program requires mastery of knowledge in three areas:

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies
Foundation Courses (12 cr.)
- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)
- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

Core Research Sequence (12 cr.)
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.
- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Specialized KAMS V–VI (24 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (12 cr.)
This KAM is an analysis of intelligence and motivation theories applicable to the child from birth through age 8. Implications for educators, political leaders, policy-makers, and early childhood advocates are examined. Fiscal policy and imperatives are explored in relation to programming for varied learning and motivational styles.
- Breadth: EDUC 8513 - Theories of Intelligence, Learning, and Motivation: Birth to Age 8
- Depth: EDUC 8523 - Early Childhood Program Delivery in a Multicultural/Multifaceted Society
- Application: EDUC 8533 - Professional Practice Using Learning and Motivational Theory in Context

Specialized KAM VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (12 cr.)
Critical issues are explored in the organization and planning of early childhood programs, including theoretical perspectives on early childhood education organization, developmentally appropriate practices, and environmental and advocacy issues in early childhood organizational contexts. Depth and Application sections examine licensure and accreditation standards, role of federal and state governments, policy and resource allocation, cultural and linguistic diversity,
family involvement, ramifications of current brain research for program development, and application of early childhood education programs with focus on theory, design, execution, and evaluation.

- **Breadth:** EDUC 8613 - Organization of Early Childhood Education Programs
- **Depth:** EDUC 8623 - Critical Issues in Early Childhood Programs
- **Application:** EDUC 8633 - Early Childhood Programs: A Comprehensive Approach

**Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- **RSCH 8250D** - Advanced Quantitative Reasoning and Analysis
- **RSCH 8350D** - Advanced Qualitative Reasoning and Analysis
- **RSCH 8450D** - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- **EDUC 8900** - Dissertation Companion
- **EDUC 9001** - Dissertation

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Educational Technology**

This specialization prepares students to develop solutions, create educational technologies, and lead technological change to improve learning in a wide range of education and workplace settings. Students explore instructional design principles; technology’s influence on creativity and learning in the workplace; and the latest developments in e-learning, multi-device and
mobile learning platforms, cloud technologies, and global collaboration. Students learn to evaluate emerging technologies; design and produce interactive instructional media and e-learning modules; and design plans for successfully leading instructional change in organizations. Through their dissertations, students conduct original research and contribute to the body of knowledge in a rapidly changing field.

**Curriculum**

The Ph.D. in Education program requires mastery of knowledge in three areas:
- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

**Foundation Course (5 cr.)**

- EDUC 8002 - Leading the Future of Education

**Core Course (4 cr.)**

- EDUC 8112 - Social Change in Education

**Core Research Sequence (12 cr.)**

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100 must be completed prior to Residency 2 of the academic residencies. RSCH 8200 and RSCH 8300 must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100 - Research Theory, Design, and Methods
- RSCH 8200 - Quantitative Reasoning and Analysis
- RSCH 8300 - Qualitative Reasoning and Analysis

**Specialization Courses (40 cr.)**

- EDUC 8341 - Trends and Issues in Educational Technology
- EDUC 8342 - Emerging and Future Technologies
- EDUC 8343 - Creating Digital Media
- EDUC 8344 - Innovations and the Diffusion of Learning Technologies
- EDUC 8345 - E-Learning
- EDUC 8346 - Leading Change
- EDUC 8347 - Designing Instruction for E-Learning
- EDUC 8348 - Current Research in Educational Technology

**Advanced Research Courses (4 cr.)**
Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:
- R SCH 8250 - Advanced Quantitative Reasoning and Analysis
- R SCH 8350 - Advanced Qualitative Reasoning and Analysis
- R SCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)
- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

Course Sequence

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Timing of residencies
Residency 1: Upon enrollment in program
Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
Residency 3: By the end of third year
Residency 4: During third year and beyond
**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).

**Global and Comparative Education**

The Global and Comparative Education specialization introduces students to the practices, policies, and conditions that influence student learning, impact education systems, and shape societies around the world. Through a mixed-model format, students will learn to develop, analyze, and implement new educational policies in a variety of multicultural settings while examining learning systems and strategies in specific international regions. Graduates of this program will be prepared to lead their organizations through the societal and cultural changes that result from globalization and its impacts on education.

**Degree Requirements**

- 96 total quarter credit hours
- Foundation courses (12 cr.)
- KAMs and/or courses and Research Sequence (64 cr.)
- Satisfactory progress in all SBSF 8100 registrations
- Proposal, dissertation, and oral presentations (20 cr.)
- 16 units of academic residency
- Minimum 8–10 quarters enrollment
- ePortfolio

**Curriculum**

**Foundation Courses (12 cr.)**
• EDUC 8110 - Development of the Scholar-Practitioner
• EDUC 8111 - Principles of Social Change
• EDUC 8112 - Social Change in Education

Core Courses (24 cr.)

• EDUC 8113 - The Learner Across the Lifespan
• EDUC 8114 - Learning and Instruction
• EDUC 8115 - Assessment and Accountability in Education
• EDUC 8116 - Leadership in a Global Society
• EDUC 8117 - Educational Organizations and Contexts
• EDUC 8118 - Innovation and Change in Education

Specialized KAMs V-VI (24 cr.)

Specialized KAM V: Global and Comparative Perspectives on Intelligence, Learning, and Motivation (12 cr.)
What types of learning opportunities are provided in specific national and cultural contexts, for whom, and for what purposes? How does cultural diversity within a society impact learning opportunities? In this KAM, educators adopt a global and comparative educational perspective to compare, contrast, and synthesize theory and research on intelligence, learning, and motivation. Using this perspective, educators propose innovations to improve educational opportunities in specific national or local settings within a global context.

• Breadth: EDUC 8540 - Culturally Situated Theories of Intelligence, Learning, and Motivation as a Basic Praxis
• Depth: EDUC 8550 - Implications of Global and Comparative International Research for Intelligence, Motivation, and Learning
• Application: EDUC 8560 - Professional Practice to Promote Successs in Global Education

Specialized KAM VI: Global and Transcultural Learning Institutions (12 cr.)
In this KAM, educators examine critical issues in the organization and planning of learning institutions through a framework of cross-cultural, multinational, and/or international contexts. Educators focus on comparative analysis of programs, purposes, and processes and the movement toward global standardization of school subjects, testing and assessment, and professional knowledge requirements. Candidates analyze the global interconnectedness and potential impact of economic, political, and social systems on local and societal educational practice and programs to promote positive social change.

• Breadth: EDUC 8650 - Organizational Theories on the Role of Learning Institutions Within and Across Societies
• Depth: EDUC 8660 - Comparative Research on Global Change and Its Impact on International, National, and Local Learning Institutions and Curricula
• Application: EDUC 8670 - Transformational Change Through Education in International, National, and Local Sites
Core Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Advanced Research Courses (4 cr.)

Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)

- EDUC 9001 - Dissertation

Higher Education

During the 21st century, colleges and universities will undergo profound transformations as the student population becomes older and more diverse, and as educational methods incorporate more technological solutions and distance approaches.

Building on the foundational core KAMs in the social and behavioral sciences, the Higher Education curriculum emphasizes proficiency in the following:

- Understanding the needs of a changing clientele and academic community
- Analyzing and implementing strategies to promote learning and to support development in higher education
- Learning how systems and policies can be used to assure organizational effectiveness and social change in postsecondary settings

Contexts for the study and practice of higher education include community colleges; private and public liberal arts colleges; distance-learning institutions; regional and state universities; proprietary, technical, and trade schools; state and federal agencies; and national professional associations.
Curriculum

Foundation Courses (12 cr.)

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

Core Research Sequence (12 cr.)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Specialized KAMs V–VI (24 cr.)

Specialized KAM V: Learning and Development in Higher Education (12 cr.)

This KAM addresses the theoretical foundations of higher education through a multidisciplinary approach. It focuses on the processes of learning and development, and the role of the education environments in which they occur. This analysis includes identification and evaluation of techniques and methods that support student success. This knowledge is then applied to a selected area of practice in the academic community.

- Breadth: EDUC 8516 - Multiple Perspectives on Learning and Development in Higher Education
- Depth: EDUC 8526 - Current Research on Learning and Development in Higher Education
- Application: EDUC 8536 - Application to Improve Professional Practice in Higher Education

Specialized KAM VI: Effectiveness of Higher Education Organizations (12 cr.)

This KAM concerns effectiveness in higher education from the perspectives of constituents, providers, and regulators or evaluators. It focuses on the major approaches to demonstrating and assuring quality, as called for by external constituents and initiated by internal participants.
Strategies for organizational effectiveness and accountability are reviewed and evaluated within the current climate of change. Evidence for the efficacy of various approaches to improvement is emphasized in an application to professional practice in higher education.

- **Breadth:** EDUC 8617 - Perspectives on the Effectiveness of Higher Education Organizations
- **Depth:** EDUC 8627 - Contemporary Strategies for Assuring Effectiveness in Higher Education
- **Application:** EDUC 8637 - Application of Improvement Strategies in Higher Education

**Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden's programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

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**Leadership, Policy, and Change in Education**

The creation and implementation of education policy is critical to advancing change in the field. This specialization is designed for school, district, and educational leaders across the education spectrum, from preschool through higher education, who want to continue to enhance their leadership abilities and influence policy at the local, national, and institutional levels. Students
gain the skills needed to provide informed leadership, affect policy, and guide the change process at all levels of the education system. This specialization is offered in a course-based format that allows students to complete a structured timeline to degree completion.

Curriculum

Foundation Courses (12 cr.)

- EDUC 8110 - Development of the Scholar-Practitioner
- EDUC 8111 - Principles of Social Change
- EDUC 8112 - Social Change in Education

Core Courses (24 cr.)

- EDUC 8113 - The Learner Across the Lifespan
- EDUC 8114 - Learning and Instruction
- EDUC 8115 - Assessment and Accountability in Education
- EDUC 8116 - Leadership in a Global Society
- EDUC 8117 - Educational Organizations and Contexts
- EDUC 8118 - Innovation and Change in Education

Specialization Courses (24 cr.)

- EDUC 8210 - Governance and Politics of Education
- EDUC 8211 - Economics of Education
- EDUC 8212 - Education Law
- EDUC 8213 - Policy Development and Implementation
- EDUC 8214 - Leadership for Change in Education
- EDUC 8215 - Capacity, Capability, and Sustainability

Core Research Sequence (12 cr.)

Courses comprising the core research sequence are conducted online and require weekly readings, participation in discussions, assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed during the second term and is linked to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to registering for Residency 3 and for the dissertation.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Advanced Research Courses (4 cr.)

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods.
When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- **RSCH 8250D - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350D - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis**

**Dissertation (20 cr.)**

- **EDUC 8900 - Dissertation Companion**
- **EDUC 9001 - Dissertation**

**Learning, Instruction, and Innovation**

This specialization explores creative and innovative approaches to learning that integrate technology with the needs of learners in a global community. Educators gain a comprehensive understanding of learning theory, and they research the cognitive, psychosocial, and environmental dimensions that support learning across the lifespan. This specialization can position educators to become leaders across learning environments--from preschool through higher education--as well as in government, nonprofit, or corporate settings.

**Curriculum**

**Foundation Courses (12 cr.)**

- **EDUC 8110 - Development of the Scholar-Practitioner**
- **EDUC 8111 - Principles of Social Change**
- **EDUC 8112 - Social Change in Education**

**Core Courses (24 cr.)**

- **EDUC 8113 - The Learner Across the Lifespan**
- **EDUC 8114 - Learning and Instruction**
- **EDUC 8115 - Assessment and Accountability in Education**
- **EDUC 8116 - Leadership in a Global Society**
- **EDUC 8117 - Educational Organizations and Contexts**
- **EDUC 8118 - Innovation and Change in Education**

**Specialization Courses (24 cr.)**

- **EDUC 8401 - Cognition, Culture, and Learning**
- **EDUC 8402 - Learning Environments and Organizational Transformation**
- **EDUC 8403 - Motivation, Engagement, and Learning**
- **EDUC 8404 - Creativity and Critical Thought**
- **EDUC 8406 - Designing Responsive Curriculum for Learning**
Core Research Sequence (12 cr.)
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100D must be completed prior to Residency 2 of the academic residencies. RSCH 8200D and RSCH 8300D must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100D - Research Theory, Design, and Methods
- RSCH 8200D - Quantitative Reasoning and Analysis
- RSCH 8300D - Qualitative Reasoning and Analysis

Advanced Research Courses (4 cr.)
Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:
- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)
- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

Special Education
Most educators are strong advocates for improved services for individuals with exceptionalities/disabilities. Unfortunately, resources for the delivery of these services are often far less than schools and school districts desire. This specialization guides advanced students in the acquisition of knowledge and resources needed to succeed and excel in the special education field and to better assist their own students in the self-actualization process. The curriculum emphasizes learning services for individuals with exceptionalities/disabilities, and incorporates the related areas of special education administration, including law, finance, and ethics.

Learning Outcomes
By the end of this program, education professionals gain:
1. Knowledge of emerging trends in the field of special education that include adaptive and assistive technology, policy, and service delivery methods for students with special needs.
2. Methods of research design specific to the study of effective special education practices, including single subject, quantitative, and qualitative research designs.
3. In-depth knowledge of specialized academic instructional practices for particular special education needs of students with disabilities.

4. In-depth knowledge of specialized social-emotional and behavioral instructional practices for particular special education needs of students with disabilities.

5. Advanced knowledge of school-wide, problem-solving models that include response to intervention and a multi-tiered model for providing services to students with behavioral and academic challenges.

6. In-depth knowledge of best practices for preparing special educators, including methods for collaboration, consultation, and change theory.

7. Knowledge of special education law and policy and ways to influence the process on behalf of students with disabilities.

Curriculum

The Ph.D. in Education program requires mastery of knowledge in three areas:

- The foundational social and behavioral sciences
- Scientific inquiry and research methodology
- The student's specialized field chosen from a broad range of professional education studies

Foundation Courses (12 cr.)

- **EDUC 8110 - Development of the Scholar-Practitioner**
- **EDUC 8111 - Principles of Social Change**
- **EDUC 8112 - Social Change in Education**

Core Courses (24 cr.)

- **EDUC 8113 - The Learner Across the Lifespan**
- **EDUC 8114 - Learning and Instruction**
- **EDUC 8115 - Assessment and Accountability in Education**
- **EDUC 8116 - Leadership in a Global Society**
- **EDUC 8117 - Educational Organizations and Contexts**
- **EDUC 8118 - Innovation and Change in Education**

Core Research Sequence (12 cr.)

Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. **RSCH 8100D** must be completed prior to Residency 2 of the academic residencies. **RSCH 8200D** and **RSCH 8300D** must be completed prior to beginning the dissertation or attending Residency 3.

- **RSCH 8100D - Research Theory, Design, and Methods**
- **RSCH 8200D - Quantitative Reasoning and Analysis**
- **RSCH 8300D - Qualitative Reasoning and Analysis**
Specialized KAMS V–VI (24 cr.)

Specialized KAM V: Theories of Learning, Motivation, and Intelligence; and Implications for Persons With Special Needs (12 cr.)

This KAM covers traditional, current, and emerging theoretical underpinnings and principles of learning and exceptionality and related facets, as well as implications for educators within the context of inclusive or categorical settings.

- **Breadth:** EDUC 8511 - Theories and Principles of Human Learning and the Human Side of Exceptionalities
- **Depth:** EDUC 8521 - Educators as Facilitators of Inclusive Learning in Varied Educational Environments
- **Application:** EDUC 8531 - Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion

Specialized KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (12 cr.)

This KAM reviews delivery models for special education services and their administration. Attention is focused on the dynamics of IEP team operation, eligibility criteria, assessment procedures, and community support systems with particular reference to compliance with law. Alternative and innovative models of leadership for special education programming are explored.

- **Breadth:** EDUC 8611 - Diversity and Exceptionality in Special Education: Leading Within Learning Organizations
- **Depth:** EDUC 8621 - Due Process in Special Education: Legal and Moral Implications
- **Application:** EDUC 8631 - Practical Issues in Placement and Service Delivery

**Advanced Research Courses (4 cr.)**

Those enrolled in this specialization are required to complete an advanced research course. The university offers three advanced research courses: quantitative, qualitative, and mixed-methods. When the prospectus is approved, students will take the advanced research course selected as the methodology approved for the dissertation.

Students are required to complete one of the following courses:

- RSCH 8250D - Advanced Quantitative Reasoning and Analysis
- RSCH 8350D - Advanced Qualitative Reasoning and Analysis
- RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- EDUC 8900 - Dissertation Companion
- EDUC 9001 - Dissertation

**Note on Licensure**
For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to www.WaldenU.edu/educlicensure.

Self-Designed

Some educators are interested in fields that are just emerging and are not yet recognized as areas of specialization at Walden University. The Self-Designed specialization, working within the General Program of Study (POS) outline, allows such individuals to create a program of study that is clearly focused on new and emerging ideas and practices. Examples include, but are not limited to, K–12 curriculum and instruction, second-language learning, community college issues or education, mathematics education, science education, adult literacy, international education, middle level education, music and arts education, and vocational education.

**Note:** Students follow the General Program of study and will develop a focus for their Self-Designed specialization for their advanced Knowledge Area Modules (KAM) V and VI. This can entail substituting KAMS V and VI with Walden Ph.D. program courses (three to four per KAM) or refocusing the KAM itself on the area of specialization. Students will have to supply the URL of an accredited university that offers a Ph.D. program with similar courses for the program to be approved.

In addition, the Self-Designed program is not intended for students who want to teach or apply for certification in a specific area, i.e., history, art, etc. It is suggested that the students interested in this option review the General Program requirements carefully.

**Declaring a Self-Designed Specialization**

Students design and declare the Self-Designed specialization in conjunction with the development of the Professional Development Plan (PDP) during their first quarter. Students are enrolled in the General program for the first quarter and beyond until completion and approval of their PDP and POS. Students work with the General and Self-Designed specialization coordinator who will give final approval of the plan. Failure to meet any of the criteria for the Self-Designed specialization will result in the student continuing in the General Education program and/or petitioning to change to another specialization. Changing specializations may result in extra time to complete degree requirements.
The PDP must clearly reflect how the student intends to integrate the Self-Designed specialization into the Depth and Application sections of all the KAMs, as well as the dissertation. The Breadth component of the specialized KAMs must also support the specialization; however, the Breadth component of the core KAMs is not used to support specializations. Students should complete the Program of Study form using the education General Program specialization course numbers for the Breadth, Depth, and Application components of each KAM. The Depth and Application components should include a subtitle that reflects the focus of the student's unique Self-Designed specialization. In the specialized KAMs, the titles of the Breadth component must also reflect the Self-Designed specialization. The core research sequence and advanced research course, which are required in all Ph.D. in Education specializations, are also required in the Self-Designed specialization. Students can contact Academic Advising Team to discuss the option of substituting three to four aligned Walden Ph.D. courses per KAM.

**Completing a Self-Designed Specialization**

To complete the Self-Designed specialization, students follow the requirements outlined in the program of study, demonstrating doctoral-level competency in all academic work and meeting all prescribed Walden University academic program requirements.

**Note on Licensure**

For initial licensure or adding endorsements (e.g., new teaching fields) to existing licenses, individuals are often required to complete a state-approved licensure program. Walden offers Minnesota state-approved licensure programs in special education, early childhood education, and P–12 principal licensure.

Additionally, not all of Walden’s programs include a practicum or cover the grade span of K–12, which are requirements for obtaining an endorsement in some states, especially in the area of reading.

The graduate degree program and coursework within the program in which you are enrolling is accepted by many states toward upgrading or renewing a license or obtaining a salary increase (depending on state or district policy).

Prospective students seeking licensure must research their state licensure requirements to determine (1) if they are required to complete a state-approved licensure program, and (2) if there are any other requirements that apply, especially requirements pertaining to programs provided by out-of-state (except Minnesota) or online institutions.

Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representation or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For additional guidance on licensure issues, please refer to [www.WaldenU.edu/educlicensure](http://www.WaldenU.edu/educlicensure).
Post-Doctoral Certificate in Assessment, Evaluation, and Accountability

The Post-Doctoral Certificate in Assessment, Evaluation, and Accountability is designed for individuals who have earned a doctoral degree and are interested in building a culture of continuous improvement in education or a broad range of other settings that include healthcare, government, and nonprofits. Coursework emphasizes the analytical thinking, leadership strategies, and assessment systems needed to evaluate the effectiveness of people, programs, and institutions and support data-driven decision making. Students will learn how to develop surveys, create assessments, and review outcomes. A wide variety of communication methods are explored, including presentation technology, technical writing, grant writing, and collaborative communication. Upon completion, students will have a clear understanding of education measurement and the use of assessment information to evaluate learning and achievement, improve programs and initiatives, and determine resource allocations.

Certificate Requirements
- 24 total credit hours

Curriculum

- EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability
- EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts
- EDUC 8352 - Assessing for Individual Growth
- EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems
- EDUC 8354 - Dynamics of Communication for Impact and Results
- EDUC 8355 - Building a Culture of Continuous Improvement

Course Sequence

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<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>1</td>
<td>EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability</td>
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<tr>
<td></td>
<td>EDUC 8351 - Assessment, Evaluation, and Accountability: The</td>
<td>4</td>
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<td>Sociological, Political, and Economic Contexts</td>
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<td>2</td>
<td>EDUC 8352 - Assessing for Individual Growth</td>
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<td>EDUC 8353 - Evaluating and Improving Programs, Organizations, and</td>
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<td>EDUC 8354 - Dynamics of Communication for Impact and Results</td>
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<td></td>
<td>EDUC 8355 - Building a Culture of Continuous Improvement</td>
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</tbody>
</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Doctoral Certificate in Assessment, Evaluation, and Accountability program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
SCHOOL OF HEALTH SCIENCES

Learn more about the Undergraduate Minors and Accelerate Into Master's (AIM) Programs.

B.S. in Health Studies

Walden University's B.S. in Health Studies program is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

Learning Outcomes

At the end of this program, students will be able to:
1. Demonstrate an understanding of how the concepts of health and wellness relate to health promotion and disease prevention.
2. Critically appraise the context and quality of healthcare delivery within and outside of the United States.
3. Apply epidemiological approaches to the study of patterns of disease and injury in populations.
4. Evaluate study designs, methods, and strategies for data analysis used in health-related research.
5. Analyze key behavioral and cultural factors that impact health and healthcare.
6. Demonstrate an understanding of how technology and legal and ethical issues impact the delivery of healthcare services.
7. Analyze the major advantages and disadvantages of an interdisciplinary approach to healthcare delivery.
8. Articulate critical issues in acute and long-term care from the perspective of patient and practitioner.
9. Assess public and global health issues that transcend national borders, class, race, ethnicity, and culture.

Concentrations

- General Program
- Child Development
- Disaster and Emergency Management
- Health and Cultural Diversity
- Health Communication
- Health Informatics
- Health Management
Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (55 cr.)
- Concentration courses (30 cr., except for General)
- Elective courses (45 cr.; General 75 cr.)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (55 cr.)

- HLTH 1000 - Concepts of Health Promotion
- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 2115 - Aging Across the Lifespan
- HLTH 2120 - Health Informatics
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 3115 - Public and Global Health
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis

Elective Courses (45–75 cr.)

Students following a specific concentration are to select nine additional courses to fulfill the elective requirement; students choosing the General Option select 15 additional courses. Students may choose courses from either general education courses, health studies concentration courses, or courses from any of Walden's bachelor's programs. Students may also be eligible to transfer previous credit to meet their elective requirements. These credits of electives are in addition to...
the 5-credit general education elective. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Capstone Course (5 cr.)**

- **HLTH 4900 - Capstone**

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Health Studies program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

**Elective Courses (75 cr.)**

Choose 15 courses from Health Studies, other Walden undergraduate programs, or general education. At least 10 credits must be at the 3000, 4000, or 5000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Note:** A minimum of 55 quarter credits must be completed at the 3000 or 4000 level to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult with their academic advisor if they have questions about individual program requirements.

**Child Development**

This concentration is designed to engage and empower adult learners who are interested in learning about how our environment shapes and influences the health and development of children. Special focus is placed on cultural diversity; family and community influences; and social, cognitive, and emotional challenges as they relate to the behavioral growth and the development of children.

**Concentration Curriculum (30 cr.)**

- **EDUC 1004 - Child Development**
- **EDUC 1005 - Child Health, Safety, and Nutrition**
- **EDUC 1006 - Child, Family, and Community Relationships**
- **EDUC 4004 - Children With Special Needs**
- **EDUC 4005 - Cultural and Linguistic Diversity**
Disaster and Emergency Management

Emergency management is geared toward helping individuals and communities prevent, prepare for, and recover from natural and manmade disasters. A professional in this field may be charged with preparing and organizing communities for natural and manmade catastrophes and for building disaster-resilient communities. This includes spearheading and managing activities through each phase of the disaster and emergency management process, from prevention to preparation, relief, and recovery.

Students in this concentration will broaden their knowledge and skills in disaster management and examine threats to public health safety. Students can:

- Learn how to develop long-term measures for reducing risk and preventing future disasters.
- Discover effective methods for leading relief efforts and mobilizing resources when disasters strike, including assessing the needs of victims in emergency situations.
- Examine the importance of disaster and emergency management to homeland security.
- Gain a broader understanding of response tactics associated with terrorism and weapons of mass destruction.

The Disaster and Emergency Management concentration is a great choice for students who are interested in working within a nonprofit or federal agency, such as FEMA; the U.S. military; a private corporation; or a public health organization.

Concentration Curriculum (30 cr.)

- CRJS 4202 - Mobilizing and Coordinating Community Response
- CRJS 4301 - Terrorism
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination
- CRJS 4303 - WMD and Disaster Response
- CRJS 4402 - Planning and Budgeting
- PREL 4103 - Crisis Communications

Health and Cultural Diversity

The U.S. is growing increasingly diverse and funny. To work effectively as a health professional in today’s multicultural world requires individuals to be able to practice within diverse settings and across cultures. This concentration allows students to examine the sociocultural factors that impact health, such as ethnicity, culture, religion, education, communication, and gender and prepares them to anticipate and overcome challenges in cross-cultural situations.

Note: Students who choose this concentration should complete PSYC 1001 - Introduction to Psychology as a general education course or as an elective.

Concentration Curriculum (30 cr.)
Health Communication

Health communication plays an important role in shaping public opinion and influencing health behavior. This concentration prepares health professionals to develop, implement, and evaluate health information for diverse audiences in a variety of settings through a multidisciplinary approach. Students learn about communication theory, techniques, technologies, and channels, as well as how to design various forms of communication through instruction in health, communications, education, public relations, and instructional design.

Concentration Curriculum (30 cr.)

- **COMM 1003 - Introduction to Mass Communication**
- **COMM 4001 - Intercultural Communication**
- **HLTH 4380 - Strategies for Health Communication and Wellness**
  Choose three of the following courses:
  - **ENGL 2002 - Professional Writing for Successful Communication**
  - **COMM 2002 - Fundamentals of Public Speaking**
  - **COMM 2003 - Writing for the Digital Age**
  - **PREL 3001 - Principles of Public Relations**
  - **MEDC 4102 - Emerging Media and Global Communication**
  - **PUBH 4000 - Public Health Education and Communication**
  - **MEDC 3001 - Communicating Through Media and Technology**
  - **MEDC 4103 - Emerging Media Design**
  - **PSPA 4030 - Communication for Social Change**

Health Informatics

Digital medical records require operating systems that will protect confidential patient information. This concentration will help students understand the technology infrastructure that underlies information systems, gain access to key Internet services and applications, and learn to prevent information security network attacks. In this concentration, students will explore basic approaches to computer forensics, analyze information systems for evidence of illegal or inappropriate activities, and consider the legal, ethical, and policy implications of forensic techniques. This concentration will broaden the skills needed for a position as a hospital network and systems information security department administrator, network and systems administrator, data communication analyst, or medical records and health information technician.
Concentration Curriculum (30 cr.)

- CMIS 1001 - Introduction to Information Systems*
- CMIS 1002 - Information Technology Infrastructure*
- CMIS 2001 - Internet Computing*
- CMIS 4101 - Information Security and Privacy*
- CMIS 4302 - Patient Records Practice and Policy*
- CMIS 4303 - Healthcare Information Systems Applications*

Health Management

The Health Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management in order to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Concentration Curriculum (30 cr.)

- BUSI 1002 - Introduction to Management and Leadership*
- BUSI 2003 - Operations*
- MRKT 3001 - Marketing*
- HLTH 4000 - Introduction to Healthcare Management*
- HLTH 4100 - Healthcare Organization Theory and Behavior*
- HLTH 4105 - Healthcare Finance and Economics*

Health Promotion and Wellness

Rooted in the findings of the Healthy People 2020 study, the Health Promotion and Wellness concentration prepares students to educate individuals and communities on issues of health. Exploring the areas of nutrition, exercise, stress management, and mental health, coursework in this concentration examines how fundamental wellness principles affect overall health. The curriculum focuses on recent topics and trends of concern to professionals in the field today and helps students build knowledge that can be applied to careers across a wide range of industries.

Concentration Curriculum (30 cr.)

- HLTH 4300 - Personal Health and Wellness*
- HLTH 4320 - Nutrition Across the Lifespan*
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science*
- HLTH 4360 - Stress Management and Wellness*
- HLTH 4380 - Strategies for Health Communication and Wellness*
- PUBH 3100 - Human Disease and Prevention*
Health Psychology and Behavior

The challenges of health and well-being in today’s world require health professionals equipped to understand the social, behavioral, emotional, and cognitive factors associated with disease, illness, and injury. These factors may vary by geography, culture, race/ethnicity, or human experience. This concentration is designed to give students the academic preparation necessary to influence health behavior and affect health outcomes.

Concentration Curriculum (30 cr.)

- PSYC 1001 - Introduction to Psychology♦
- PSYC 2001 - Cross-Cultural Psychology♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4006 - Global Perspectives in Psychology♦

Self-Designed

The Self-Designed concentration is ideal for those students who want a broad view and grounding in a variety of health-related subject areas. Students may choose six courses from any of the existing B.S. in Health Services concentrations listed. Students may also petition to use alternate upper-division courses.

Concentration Curriculum (30 cr.)

Choose six courses from any of the current B.S. in Health Sciences concentration courses listed below. At least three of these courses must be at the 3000 or 4000 level.

Example of Self-Designed concentration:

- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 2004 - Motivation and Emotion♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children With Special Needs♦
- CMIS 2001 - Internet Computing♦

List of B.S. in Health Studies Concentration Courses

- CMIS 1001 - Introduction to Information Systems♦
- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4302 - Patient Records Practice and Policy♦
- CMIS 4303 - Healthcare Information Systems Applications♦
B.S. in Healthcare Management

The B.S. in Healthcare Management prepares students to effectively direct, manage, and evaluate health services, organizations, and programs within a variety of settings, such as hospitals, clinics, nursing and retirement communities, physician's offices, corporations, and nonprofit organizations. Students gain skills and competencies necessary to effectively lead healthcare organizations in the 21st century and to improve the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators. Demand and opportunity for those with even bachelor's-level training will crescendo over the next decade.

Learning Outcomes

At the end of this program, students will be able to:

1. Critically appraise the context and quality of healthcare delivery within and outside of the United States.
2. Apply epidemiological approaches to the study of patterns of disease and injury in populations.
3. Evaluate study designs, methods, and strategies for data analysis used in health-related research.
4. Analyze how changing demographics as well as key behavioral and cultural factors impact health and healthcare.
5. Demonstrate an understanding of how technology and legal and ethical issues impact the delivery of healthcare services.
6. Analyze the major advantages and disadvantages of an interdisciplinary approach to healthcare delivery.
7. Articulate critical issues in acute and long-term care from the perspective of patient and practitioner.
8. Assess public and global health issues that transcend national borders, class, race, ethnicity, and culture.
10. Analyze macro and micro factors that impact a healthcare organization's performance.
11. Apply foundational skills relating to fiscal evaluation and financial management.
13. Apply planning and evaluation methods used in strategic planning, implementation, evaluation, and marketing of healthcare organizations.
14. Evaluate human resource methods used to effectively recruit, maintain, evaluate, and manage health employees.

**Degree Requirements**

- 181 total quarter credits
- General Education courses (46 cr.)
- Core courses (85 cr.)
- Elective courses (45 cr.)
- Capstone course (5 cr.)

**Curriculum**

**General Education Courses (46 cr.)**

See the general education section of this Walden University Catalog.

*Note:* A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.
Core Courses (85 cr.)

- HLTH 1000 - Concepts of Health Promotion
- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 2115 - Aging Across the Lifespan
- HLTH 2120 - Health Informatics
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 4000 - Introduction to Healthcare Management
- ACCT 1003 - Introduction to Accounting I
- HLTH 4100 - Healthcare Organization Theory and Behavior
- HLTH 4105 - Healthcare Finance and Economics
- HLTH 4110 - Healthcare Quality and Safety
- HLTH 4115 - Strategic Planning and Marketing in Healthcare
- HLTH 4120 - Managing the Healthcare Workforce
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis

Elective Courses (45 cr.)
Choose nine courses from general education, B.S. in Healthcare Management, or other Walden bachelor's degree programs. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor.

Note: RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course (5 cr.)

- HLTH 4900 - Capstone

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Healthcare Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

B.S. in Public Health
From disaster relief to disease prevention and child-wellness programs, public health professionals facilitate the conditions for a healthy, productive, and safe society. Create a
positive effect on local, national, or international communities with Walden's Bachelor of Science in Public Health.

The B.S. in Public Health degree may be the ideal tool to help you create meaningful social change in your community and in the world. This program helps prepare you to meet the growing need for formally trained, caring public health professionals who can address critical 21st-century global health challenges to improve the health of populations. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.

Choose to complete a general program of study (which allows students to apply transfer credit) or select a concentration to deepen the understanding of a pertinent area of public health. Gain "real world" experience by choosing to complete an optional service learning project, field experience, or study abroad opportunity. This program also provides a solid foundation and fast track for individuals who would like to pursue an advanced degree in public health, such as the Master of Public Health (MPH) or doctorate in public health.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Explain the historical development and contemporary context of public health, including the infrastructure and organization of public health systems.
2. Critically examine the role of public health in protecting and promoting the health of populations locally and globally.
3. Analyze social, political, and economical issues, which impact public health and healthcare delivery systems within and outside of the United States.
4. Explain the biological effects of infectious and chronic disease on the human body as well as basic epidemiological principles used to study patterns of disease and injury among diverse populations.
5. Interpret research relating to public health.
6. Analyze how social, behavioral, cultural, and environmental factors impact the health status of individuals and populations.
7. Apply basic principles related to program planning, health finance, and program evaluation, which are used to develop and implement effective public health programs and services for populations.
8. Identify ways in which technology can be used to improve the health of populations as well as the practice of public health.
9. Analyze legal, regulatory, and ethical issues that impact public health practice.
10. Articulate how public health policy is developed and how individuals and groups influence policy change.
11. Demonstrate effective communication and problem-solving skills necessary for addressing contemporary global public health issues.

Concentrations
- General Program
- Child Development
- Disaster and Emergency Management
- Health and Cultural Diversity
- Health Communication
- Health Informatics
- Health Management
- Health Promotion and Wellness
- Health Psychology and Behavior

Degree Requirements
- 181 total quarter credits
- General education courses (46 cr.)
- Core courses (80 cr.)
- Concentration courses (0–30 cr., depending on concentration)
- Elective courses (20–50 cr., depending on concentration)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Core Courses (80 cr.)

- PUBH 1000 - Foundations of Public Health
- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2120 - Health Informatics
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- PUBH 3000 - Environmental Health
- PUBH 3100 - Human Disease and Prevention
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3115 - Public and Global Health
- HLTH 4200 - Principles of Epidemiology
• HLTH 4205 - Introduction to Research Methods and Analysis
• PUBH 4000 - Public Health Education and Communication
• HLTH 4000 - Introduction to Healthcare Management
• HLTH 4105 - Healthcare Finance and Economics
• PUBH 4030 - Planning Public Health Programs
• PUBH 4100 - Evaluating Public Health Programs
• PUBH 4200 - Public Health Policy for Social Change

Capstone Course (5 cr.)

• PUBH 4900 - Capstone in Public Health

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Public Health program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General

The General concentration is ideal for those students who want a broad view and grounding in a variety of health-related subject areas. Students may choose four to six courses from any of the courses offered in the School of Health Sciences or listed under the B.S. in Public Health concentrations below. Students may also petition to use alternate upper-division courses.

Concentration Curriculum (30 cr.)

Students may choose four to six courses from any of the current B.S. in Health Sciences courses or from the other B.S. concentration courses listed below.

• CMIS 1001 - Introduction to Information Systems
• CMIS 1002 - Information Technology Infrastructure
• CMIS 2001 - Internet Computing
• CMIS 4101 - Information Security and Privacy
• CMIS 4302 - Patient Records Practice and Policy
• CMIS 4303 - Healthcare Information Systems Applications
• COMM 1003 - Introduction to Mass Communication
• CRJS 4202 - Mobilizing and Coordinating Community Response
• CRJS 4301 - Terrorism
• CRJS 4302 - Critical Incidents and Cross-Agency Coordination
• CRJS 4303 - WMD and Disaster Response
• CRJS 4402 - Planning and Budgeting
• EDUC 1004 - Child Development
• EDUC 1005 - Child Health, Safety, and Nutrition
• EDUC 1006 - Child, Family, and Community Relationships
- EDUC 3203 - Infant/Toddler Mental Health
- EDUC 4004 - Children With Special Needs
- EDUC 4005 - Cultural and Linguistic Diversity
- ENGL 2002 - Professional Writing for Successful Communication
- HLTH 1000 - Concepts of Health Promotion
- HLTH 2115 - Aging Across the Lifespan
- HLTH 3105 - Interdisciplinary Perspectives in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 4100 - Healthcare Organization Theory and Behavior
- HLTH 4110 - Healthcare Quality and Safety
- HLTH 4115 - Strategic Planning and Marketing in Healthcare
- HLTH 4120 - Managing the Healthcare Workforce
- HLTH 4050 - Introduction to Disaster and Emergency Management
- HLTH 4200 - Principles of Epidemiology
- HLTH 4205 - Introduction to Research Methods and Analysis
- HLTH 4300 - Personal Health and Wellness
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
- HLTH 4320 - Nutrition Across the Lifespan
- HLTH 4360 - Stress Management and Wellness
- HLTH 4380 - Strategies for Health Communication and Wellness
- MEDC 3001 - Communicating Through Media and Technology
- MEDC 4102 - Emerging Media and Global Communication
- MEDC 4103 - Emerging Media Design
- PREL 3001 - Principles of Public Relations
- PREL 4103 - Crisis Communications
- PSYC 1001 - Introduction to Psychology
- PSYC 2004 - Motivation and Emotion
- PSYC 2005 - Social Influences on Behavior
- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 4001 - Cultural Perspectives in Health Psychology
- PSYC 4006 - Global Perspectives in Psychology
- PSYC 4008 - Intergroup Conflict and Peace Building
- RELG 2001 - World Religions
- SOCI 2001 - Multicultural Dimensions of Society

Example of a General Concentration

- PSYC 2005 - Social Influences on Behavior
- PSYC 4001 - Cultural Perspectives in Health Psychology
- PSYC 2004 - Motivation and Emotion
- EDUC 1006 - Child, Family, and Community Relationships
- EDUC 4004 - Children With Special Needs
- CMIS 2001 - Internet Computing
Child Development

This concentration is designed to engage and empower adult learners who are interested in learning about how our environment shapes and influences the health and development of children. Special focus is placed on cultural diversity; family and community influences; and social, cognitive, and emotional challenges as they relate to the behavioral growth and the development of children.

Concentration Curriculum

Concentration Courses (30 cr.)

- EDUC 1004 - Child Development♦
- EDUC 1005 - Child Health, Safety, and Nutrition♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- EDUC 4004 - Children With Special Needs♦
- EDUC 4005 - Cultural and Linguistic Diversity♦
- EDUC 3203 - Infant/Toddler Mental Health♦

Elective Courses (20 cr.)

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Disaster and Emergency Management

Hurricanes. Pandemic flu. Tsunamis. Terrorism. Whether spawned by Mother Nature or human-made, disasters can occur anywhere at any time. Nations are in need of professionals trained in a variety of disciplines to gain the skills to prepare and organize communities and to build disaster-resilient communities. The Disaster and Emergency Management concentration will broaden students' knowledge and skills in disaster management and will examine threats to public health safety. The concentration also serves as a valuable springboard for students who wish to pursue a graduate-level degree in public health, emergency management, public administration, or criminal justice.

Note: FEMA's Emergency Management Institute provides free program resources and materials in addition to training for all universities that develop programs or certificates relating to emergency management. This initiative is called the FEMA Emergency Management Higher Education Program. For more information, go to: http://training.fema.gov/EMIWeb/edu/ or training.fema.gov/.

Concentration Curriculum
Concentration Courses (30 cr.)

- HLTH 4050 - Introduction to Disaster and Emergency Management♦
- CRJS 4202 - Mobilizing and Coordinating Community Response♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4402 - Planning and Budgeting♦
- PREL 4103 - Crisis Communications♦

And choose one of the following courses:

- CRJS 4301 - Terrorism♦
- CRJS 4303 - WMD and Disaster Response♦

Electives

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Health and Cultural Diversity

The U.S. is growing increasingly diverse. To work effectively as a health professional in today’s multicultural world requires individuals to be able to practice within diverse settings and across cultures. This concentration allows students to examine the sociocultural factors that affect health, such as ethnicity, culture, religion, education, communication, and gender and prepares them to anticipate and overcome challenges in cross-cultural situations.

**Note:** Students who choose this concentration should complete PSYC 1001 - Introduction to Psychology as a general education course or as an elective.

Concentration Curriculum

Concentration Courses (30 cr.)

- SOCI 2001 - Multicultural Dimensions of Society♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- COMM 4001 - Intercultural Communication♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦

And choose one of the following:

- RELG 2001 - World Religions♦
- PSYC 3006 - Psychology of Gender♦

Electives (20 cr.)
Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

**Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

**Health Communication**

Health communication plays an important role in shaping public opinion and influencing health behavior. This concentration prepares health professionals to develop, implement, and evaluate health information for diverse audiences in a variety of settings through a multidisciplinary approach. Students learn about communication theory, techniques, technologies, and channels, as well as how to design various forms of communication through instruction in health, communications, education, public relations, and instructional design.

**Concentration Curriculum**

**Concentration Courses (30 cr.)**

- **COMM 1003 - Introduction to Mass Communication**
- **COMM 4001 - Intercultural Communication**
- **HLTH 4380 - Strategies for Health Communication and Wellness**
  
  Choose three of the following courses:
  
  - **ENGL 2002 - Professional Writing for Successful Communication**
  - **COMM 2002 - Fundamentals of Public Speaking**
  - **COMM 2003 - Writing for the Digital Age**
  - **PREL 3001 - Principles of Public Relations**
  - **MEDC 4102 - Emerging Media and Global Communication**
  - **PUBH 4000 - Public Health Education and Communication**
  - **MEDC 3001 - Communicating Through Media and Technology**
  - **MEDC 4101 - Leveraging Emerging Media for Mass Communication**
  - **MEDC 4103 - Emerging Media Design**
  - **PREL 4103 - Crisis Communications**
  - **PSPA 4030 - Communication for Social Change**

**Electives (20 cr.)**

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

**Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.
Health Informatics

Digital medical records require operating systems that will protect confidential patient information. This concentration helps students understand the technology infrastructure that underlies information systems, gain access to key Internet services and applications, and learn to prevent information security network attacks. In this concentration, students explore basic approaches to computer forensics, analyze information systems for evidence of illegal or inappropriate activities, and consider the legal, ethical, and policy implications of forensic techniques. This concentration broadens the skills needed for a position as a hospital network and systems information security department administrator, network and systems administrator, data communication analyst, or medical records and health information technician.

Concentration Curriculum

Concentration Courses (30 cr.)

- CMIS 1001 - Introduction to Information Systems
- CMIS 1002 - Information Technology Infrastructure
- CMIS 2001 - Internet Computing
- CMIS 4101 - Information Security and Privacy
- CMIS 4302 - Patient Records Practice and Policy
- CMIS 4303 - Healthcare Information Systems Applications

Electives (20 cr.)

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

Health Management

The Health Management concentration is ideal for those individuals who wish to develop fundamental management and leadership skills that translate to a variety of employment settings. The concentration integrates coursework in business administration, leadership, organizational theory and behavior, and healthcare management to prepare 21st-century health professionals who can lead effectively, reason critically, act ethically, and advance their professions, organizations, and communities.

Concentration Curriculum
Concentration Courses (20 cr.)

- BUSI 1002 - Introduction to Management and Leadership
- BUSI 2003 - Operations
- MRKT 3001 - Marketing
- HLTH 4100 - Healthcare Organization Theory and Behavior

Electives (30 cr.)

Choose six courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 30 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor.

Health Promotion and Wellness

The concentration in Health Promotion and Wellness prepares students to help raise health literacy among individuals and populations. Coursework, which is rooted in the findings of the Healthy People 2020 project, examines how factors such as nutrition, exercise, stress management, and mental health affect wellness and overall health. Students learn fundamental wellness principles and explore best practices for the design and development of effective health promotion strategies. By analyzing current issues and research in health and wellness, students build a body of knowledge that they can apply to a broad spectrum of health careers.

Concentration Curriculum

Concentration Courses (30 cr.)

- HLTH 4300 - Personal Health and Wellness
- HLTH 4320 - Nutrition Across the Lifespan
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
- HLTH 4360 - Stress Management and Wellness
- HLTH 4380 - Strategies for Health Communication and Wellness

Elective Courses (25 cr.)

Choose five courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.
Health Psychology and Behavior

The challenges of health and well-being in today’s world require health professionals equipped to understand the social, behavioral, emotional, and cognitive factors associated with disease, illness, and injury. These factors may vary by geography, culture, race/ethnicity, or human experience. This concentration is designed to give students the academic preparation necessary to influence health behavior and affect health outcomes.

Concentration Curriculum

Concentration Courses (30 cr.)

- PSYC 1001 - Introduction to Psychology
- PSYC 2001 - Cross-Cultural Psychology
- PSYC 4001 - Cultural Perspectives in Health Psychology
- PSYC 2004 - Motivation and Emotion
- PSYC 2005 - Social Influences on Behavior
- PSYC 4006 - Global Perspectives in Psychology

Electives (20 cr.)

Choose four courses from general education, B.S. in Public Health, or other Walden bachelor's degree programs. Elective credits should total 20 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a $C$ in the graduate-level course but only a grade of $B$ or better will carry over to the graduate program. Students who receive a $C$ grade will be awarded a grade of $C^*$, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a $B$ or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
   ○ Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   ○ Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5160 - Early Childhood Development</td>
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<tr>
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<td>• EDUC 5161 - Effective Programs and Practices</td>
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<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
</tbody>
</table>

M.S. in Early Childhood Studies

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 8 weeks in length.

M.S. in Instructional Design and Technology

• EDUC 5105 - Organizations,
Students may select any or all of these courses. Individual course prerequisites apply.

**Note:** These courses are 8 weeks in length.

**Innovation, and Change**
- EDUC 5115 - Learning Theories and Instruction
- EIDT 5100 - Instructional Design
- EIDT 5110 - Advanced Instructional Design

### College of Health Sciences

### School of Health Sciences

**Master of Public Health (MPH)**

Students may select any or all of these courses. Individual course prerequisites apply.

*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*

**Note:** These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

**Master of Healthcare Administration (MHA)**

Students may select any or all of these courses. Individual course prerequisites apply.

**Note:** These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics
### School of Nursing

**Master of Science in Nursing (MSN)**  
*Note: These courses are 11 weeks in length.*

- NURS 5050 - Policy and Advocacy for Improving Population Health  
- NURS 5051 - Transforming Nursing and Healthcare Through Technology  
- NURS 5052 - Essentials of Evidence-Based Practice

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

### School of Public Policy and Administration

**Master of Public Administration (MPA)**  
*Students may select up to five of these courses. Individual course prerequisites apply.*  
*Note: These courses are 11 weeks in length.*

- MMPA 5200 - Introduction to Public Administration  
- MMPA 5405 - Ethics and Social Justice  
- MMPA 5420 - Organizational Management and Leadership  
- MMPA 5431 - Finance and Budgeting for the Public Sector  
- MMPA 5435 - Human Resource Management: Building a Capable Workforce  
- MMPA 5451 - Public Policy Analysis  
- MMPA 5480 - Applied Research and Evaluation Methods

**Master of Public Policy (MPP)**  
*Students may select any or all of these courses. Individual course prerequisites apply.*  
*Note: These courses are 11 weeks in length.*

- MMPP 5280 - Policy and Politics in American Political Institutions  
- MMPP 5405 - Ethics and Social Justice  
- MMPP 5111 - Leadership and Organizational Change
<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
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<tbody>
<tr>
<td>M.S. in Emergency Management</td>
<td>• MSEM 5364 - Managing Public Safety Organizations♦</td>
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<td>• MSEM 5100 - Critical Issues in Emergency Management</td>
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<tr>
<td></td>
<td>• MSEM 5480 - Applied Research and Evaluation Methods♦</td>
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<tr>
<td></td>
<td>• MSEM 5363 - Public Safety Issues♦</td>
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<tr>
<td>M.S. in Nonprofit Management and Leadership</td>
<td>• NPMG 5200 - Introduction to the Nonprofit Sector</td>
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<td>• NPMG 5405 - Ethics and Social Justice</td>
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<td>• NPMG 5420 - Organizational Management and Leadership</td>
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<td>• NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<td>• NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
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<td>• NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<td>M.S. in Criminal Justice</td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
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<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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<td>• CRJS 5511 - Special Populations</td>
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<td>• CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td>• CRJS 5203 - Victimology</td>
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<tr>
<td>M.S. in Criminal Justice Leadership and</td>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
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<tr>
<td>Executive Management</td>
<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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<tr>
<td>School of Psychology</td>
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### M.S. in Psychology

Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply. 

**Note:** These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Applied Psychology</th>
<th>Crisis Management and Response</th>
<th>Educational Psychology</th>
<th>General Psychology</th>
<th>Health Psychology</th>
<th>Psychology of Culture</th>
<th>Psychology, Public Administration, and Social Change</th>
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</thead>
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<tr>
<td>• PSYC 5215 - Lifespan Development</td>
<td>• PSYC 5701 - Culture and Psychology</td>
<td>• PSYC 5215 - Lifespan Development</td>
<td>• PSYC 5215 - Lifespan Development</td>
<td>• PSYC 5215 - Lifespan Development</td>
<td>• PSYC 5245 - Social Psychology</td>
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<td>• PSYC 5245 - Social Psychology</td>
<td>• PSYC 5740 - Disaster, Crisis, and Trauma</td>
<td>• PSYC 5765 - Educational Psychology</td>
<td>• PSYC 5245 - Social Psychology</td>
<td>• PSYC 5745 - Health Psychology</td>
<td>• PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>• PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td>• PSYC 5701 - Culture and Psychology</td>
<td>• PSYC 5701 - Culture and Psychology</td>
<td>• PSYC 5720 - Psychology of Personality</td>
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</table>
### M.S. in Forensic Psychology

Students may select up to five of these courses. Individual course prerequisites apply. 

**Note:** These courses are 11 weeks in length.

- PSYC 5701 - Culture and Psychology
- **Social Psychology**
  - PSYC 5245 - Social Psychology
  - PSYC 5701 - Culture and Psychology
- **Terrorism and Security**
  - PSYC 5245 - Social Psychology
  - PSYC 5741 - Psychology of Terrorism

### School of Social Work and Human Services

### M.S. in Clinical Mental Health Counseling

These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.

**Note:** These courses are 11 weeks in length.

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- FPSY 5720 - Abnormal Behavior

### M.S. in Addiction Counseling

These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.

**Note:** These courses are 11 weeks in length.

- HUMN 5100 - Introduction to Mental Health Counseling
- HUMN 5722 - Counseling and Psychotherapy Theories
- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling
- HUMN 5103 - Introduction to Addiction
- HUMN 5204 - Assessment in Counseling and Addiction
- HUMN 5202 - Theories, Treatment, and Case
Articulations

- B.S. in Health Studies to Master of Public Health (MPH) Artication
- B.S. in Healthcare Management to Master of Public Health (MPH) Artication

B.S. in Health Studies to Master of Public Health (MPH) Artication

Walden University's advanced undergraduate health studies students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Health (MPH).

Requirements

To help ensure student success, the following requirements have been established:
- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Health Studies.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerated Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's program (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to four of the following courses for the Master of Public Health (MPH) program:
- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
B.S. in Healthcare Management to Master of Public Health (MPH) Articulation

Walden University’s advanced undergraduate health studies students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden’s Master of Public Health (MPH).

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Healthcare Management.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master’s (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate into Master’s (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to four of the following courses for the Master of Public Health (MPH) program:

- **PUBH 5101 - Principles of Communication in Public Health**
- **PUBH 5002 - Essentials of Public Health: A Case Study Approach**
- **PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health**
- **PUBH 5125 - Biostatistics**
- **PUBH 5145 - Epidemiology**
- **PUBH 5165 - Environmental Health**

Note: It is recommended that students complete PUBH 5101 - Principles of Communication in Public Health prior to enrolling in any other MPH courses. Further, students should elect to enroll in PUBH 5145 - Epidemiology only after their successful completion of PUBH 5125 - Biostatistics.
Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health

Minor in Health Promotion and Wellness

The Undergraduate Minor in Health Promotion and Wellness is for the non-health sciences major student who is interested in learning how to empower individuals and communities to improve physical fitness, nutrition habits, stress management, and interpersonal behaviors. With a curriculum rooted in the latest findings on prevention and wellness, students can learn how to inspire others as they enhance their own wellness.

Note: This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

Required (30 cr.)

- **HLTH 4300 - Personal Health and Wellness**
- **HLTH 4320 - Nutrition Across the Lifespan**
- **HLTH 4340 - Fit and Well: Core Concepts in Exercise Science**
- **HLTH 4360 - Stress Management and Wellness**
  And students choose two of the following:
- **HLTH 4380 - Strategies for Health Communication and Wellness**
- **HLTH 2110 - Behavioral and Cultural Issues in Healthcare**
- **PUBH 4000 - Public Health Education and Communication**
Minor in Health Studies

- PUBH 3100 - Human Disease and Prevention
- HLTH 3115 - Public and Global Health
- PUBH 4030 - Planning Public Health Programs
- PUBH 4100 - Evaluating Public Health Programs
The Undergraduate Minor in Health Studies is for the non-health sciences major student and is designed to empower students as critical and creative thinkers who are capable of addressing the health needs of local and global communities through the delivery of healthcare services. Students will gain the knowledge base required to understand and anticipate the continuing changes in the healthcare industry and prepare health professionals to work within a variety of healthcare settings.

Note: This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

**Required (30 cr.)**

- HLTH 4300 - Personal Health and Wellness
- HLTH 1005 - Context of Healthcare Delivery
- HLTH 3115 - Public and Global Health
  And students choose three of the following:
  - HLTH 2110 - Behavioral and Cultural Issues in Healthcare
  - HLTH 2115 - Aging Across the Lifespan
  - HLTH 3100 - Ethical and Legal Issues in Healthcare
  - HLTH 3110 - Current Issues in Healthcare Policy and Practice
  - HLTH 4050 - Introduction to Disaster and Emergency Management
  - HLTH 4320 - Nutrition Across the Lifespan
  - HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
  - HLTH 4360 - Stress Management and Wellness
  - HLTH 4380 - Strategies for Health Communication and Wellness
  - PUBH 3000 - Environmental Health
  - PUBH 3100 - Human Disease and Prevention
  - PUBH 4000 - Public Health Education and Communication
  - PUBH 4100 - Evaluating Public Health Programs

**Minor in Healthcare Management**

The Undergraduate Minor in Healthcare Management is for the non-health sciences major student interested in improving the quality, safety, and delivery of health services. Because of the evolving U.S. health system, the aging population, and the projected shortage of healthcare professionals, there is a growing need for healthcare administrators.

Note: This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

**Required (30 cr.)**

- HLTH 1005 - Context of Healthcare Delivery
- HLTH 4000 - Introduction to Healthcare Management
- HLTH 4115 - Strategic Planning and Marketing in Healthcare
- HLTH 4120 - Managing the Healthcare Workforce
And students choose two of the following:

- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- HLTH 4100 - Healthcare Organization Theory and Behavior
- HLTH 4105 - Healthcare Finance and Economics
- HLTH 4110 - Healthcare Quality and Safety
- HLTH 2120 - Health Informatics

Minor in Public Health

The Undergraduate Minor in Public Health is for the non-health sciences major student. Rooted in the principles and competencies of public health, the curriculum prepares students to translate and apply course content into practice. Students learn about a range of issues impacting population health and healthcare systems, including environmental health, disease prevention, health informatics, global health, ethics, health management, and behavioral and cultural issues.

**Note:** This minor is not available to students in the B.S. in Health Studies, B.S. in Public Health, or the B.S. in Healthcare Management programs.

**Required (30 cr.)**

- PUBH 1000 - Foundations of Public Health
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- PUBH 3000 - Environmental Health
- HLTH 4200 - Principles of Epidemiology
  And students choose two of the following:
- HLTH 2115 - Aging Across the Lifespan
- HLTH 3100 - Ethical and Legal Issues in Healthcare
- HLTH 3110 - Current Issues in Healthcare Policy and Practice
- PUBH 3100 - Human Disease and Prevention
- HLTH 3115 - Public and Global Health
- HLTH 4050 - Introduction to Disaster and Emergency Management
- HLTH 4340 - Fit and Well: Core Concepts in Exercise Science
- HLTH 4360 - Stress Management and Wellness
- HLTH 4380 - Strategies for Health Communication and Wellness
- PUBH 4000 - Public Health Education and Communication
- PUBH 4030 - Planning Public Health Programs
- PUBH 4100 - Evaluating Public Health Programs
- PUBH 4200 - Public Health Policy for Social Change
- HLTH 4205 - Introduction to Research Methods and Analysis
Graduate Certificate in Clinical Research Administration

This certificate program provides students with the knowledge and skills required to effectively monitor and manage clinical research. This includes a detailed understanding of the regulatory environment as well as budget management, biostatistics, epidemiology, and research and development. Specific emphasis is placed on providing an understanding of state-of-the-art clinical research through analysis of the day-to-day operations in clinical testing activities. Credits earned from this certificate program may be applied toward Walden's M.S. in Clinical Research Administration.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Clinical Research Administration. Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students.

Certificate Requirements

- 12 total semester credits
- Core courses (12 sem. cr.)

Curriculum

Certificate Courses (12 cr.)

- CLRA 6100 - Introduction to Clinical Research♦
- CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations♦
- CLRA 6145 - Design and Conduct of the Clinical Protocol♦
- CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials♦

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>CLRA 6100 - Introduction to Clinical Research♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical</td>
<td>3 sem. cr.</td>
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Investigations♦

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<tr>
<th>Course</th>
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<tr>
<td>CLRA 6145 - Design and Conduct of the Clinical Protocol♦</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials♦</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Clinical Research Administration program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
M.S. in Clinical Research Administration

The M.S. in Clinical Research Administration program is designed to provide students with the knowledge and skills required for effective clinical research administration and management. This includes a detailed understanding of the regulatory environment and the following specialized, targeted skills:

- Management of clinical protocols
- Scientific protocol development
- Ethical and regulatory standards
- Budget management
- Statistics
- FDA regulatory compliance
- Publication in specific drug class and peer-reviewed journals
- R&D/Marketing interface
- The overall management and training of clinical research personnel

Clinical research administrator positions are found in a variety of organizations, including pharmaceutical, consumer products, healthcare, biotech, and medical device companies, as well as contract clinical research organizations (CROs), government/regulatory organizations, and university research settings.

This program is designed for students who have a broad social science or health background. Specific emphasis is placed on providing state-of-the-art understanding of clinical research execution and management through analysis of the day-to-day operations in clinical testing activities. A culminating practicum provides field experiences in a clinical trial setting.

Learning Outcomes

At the end of this program, students will be able to:

1. Describe basic research strategies, settings, methods, and goals of clinical research, including all aspects of the preclinical and clinical phases of clinical trials.
2. Critique the advantages and disadvantages of various study protocol designs as related to the test product and anticipated endpoints of the clinical research process.
3. Critically appraise published clinical research and interpretation of new research in the context of existing knowledge and global trends/issues.
4. Demonstrate an understanding of the interdependence of the different roles in the clinical research team, including the alliance of subjects, regulatory agencies, sponsors, and sites.
5. Identify ethical, legal, regulatory, and financial considerations that impact clinical trials.
6. Apply the essentials of Good Clinical Practice (GCP) in their professional practice.
7. Demonstrate an understanding of how the evolution of the safety and efficacy data in drug, biological, and device developments from preclinical testing through to registration and post-marketing surveillance impact product development.

8. Demonstrate an understanding of the basic physiological and epidemiological causes and correlations of disease as they relate to clinical trial investigations.

**Degree Requirements**

- 33 total semester credit hours
- Core courses (30 sem. cr.)
- Capstone (3 sem. cr.)

**Curriculum**

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed sequence.

**Core Course (30 sem. cr.)**

- **CLRA 6100 - Introduction to Clinical Research**
- **CLRA 6115 - Pathophysiological Basis of Clinical Research**
- **CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations**
- **CLRA 6145 - Design and Conduct of the Clinical Protocol**
- **CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials**
- **CLRA 6175 - Biostatistics**
- **CLRA 6190 - Information and Data Management**
- **CLRA 6205 - Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries**
- **CLRA 6220 - Health Economics and Financial Management in Clinical Research Administration**
- **CLRA 6235 - Epidemiology**

**Capstone Course (3 sem. cr.)**

- **CLRA 6560 - Capstone**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
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<td></td>
<td>CLRA 6115 - Pathophysiological Basis of Clinical Research</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations</td>
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<td></td>
<td>CLRA 6145 - Design and Conduct of the Clinical Protocol</td>
<td>3 sem. cr.</td>
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<td>Semester</td>
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<tr>
<td>3</td>
<td>CLRA 6160</td>
<td>Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials</td>
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<tr>
<td></td>
<td>CLRA 6175</td>
<td>Biostatistics</td>
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<tr>
<td>4</td>
<td>CLRA 6190</td>
<td>Information and Data Management</td>
</tr>
<tr>
<td></td>
<td>CLRA 6205</td>
<td>Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries</td>
</tr>
<tr>
<td>5</td>
<td>CLRA 6220</td>
<td>Health Economics and Financial Management in Clinical Research Administration</td>
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<tr>
<td></td>
<td>CLRA 6235</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>6</td>
<td>CLRA 6560</td>
<td>Capstone</td>
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</tbody>
</table>

**Practicum (Optional)**

Students in the M.S. in Clinical Research Administration program may elect to earn a practicum experience by adding an additional course, CLRA 6550 - Practicum, to their program of study. Students should contact the Academic Advising Team at any point in their program before completing CLRA 6175 - Biostatistics to request the addition of CLRA 6550 - Practicum to their program of study.

The M.S. in Clinical Research Administration optional practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice, to apply knowledge to the solution of clinical research administration problems, and to develop a respect for and a commitment to continued professional knowledge.

The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed. Students must have completed the first five semesters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, but no later than two terms before they plan to begin the practicum. Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through students’ myWalden university portal.

**Program Data**
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Clinical Research Administration program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**M.S. in Health Education and Promotion**

The M.S. in Health Education and Promotion program is designed to provide students with a global perspective on the role of health education. Students examine individual and population health to gain knowledge of core public health principles while using applied research to build social and physical environments that support healthy behaviors. Students gain a solid foundation in core public health disciplines so they can develop, analyze, implement, and assess health education programs and strategies in a variety of settings. Designed to reflect the Seven Areas of Responsibility for Health Educators outlined by the National Commission for Health Education Credentialing (NCHEC), coursework includes research in core public health principles, individual and population health, social sciences, behavior change theory, global trends, and current health initiatives. Upon completion of the M.S. in Health Education and Promotion, students will be prepared to sit for the national Certified Health Education Specialist (CHES) and Master Certified Health Education Specialist (MCHES) exams.

**Learning Outcomes**

Graduates of this program will be prepared to:

1. Examine historic milestones, current challenges, and future trends related to health and health education.
2. Analyze biological, social, political, cultural, environmental, and behavioral factors that impact individual and population health.
3. Assess community needs and capacity for health education.
4. Develop culturally tailored health education programs and communication using health behavior theories and models.
5. Evaluate the effectiveness of health education programs, communication, and research.
6. Apply key leadership concepts and skills to effectively administer health education programs and services.
7. Utilize best practices of health communication to promote and advocate for individual and population health.
8. Apply research principles and methods to address 21st-century health challenges.

**Specializations**

- General Program
- Emergency Preparedness
- Health Policy and Advocacy
- Self-Designed
Degree Requirements

General Program: 50 total quarter credits
- Foundation courses (5 cr.)
- Core courses (35 cr.)
- Elective course (5 cr.)
- Capstone course (5 cr.)
With Specialization: 60 total quarter credits
- Foundation courses (5 cr.)
- Core courses (35 cr.)
- Specialization courses (15 cr.)
- Capstone course (5 cr.)

Course Sequence

Core Curriculum (General Program)

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>HLTH 6005 - Perspectives on Health and the Developing Professional</td>
<td>5</td>
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<tr>
<td>2</td>
<td>HLTH 6110 - Exploring Health Education in the 21st Century♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HLTH 6205 - Assessing Community Needs for Health Education♦</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>HLTH 6030 - Socioecological Perspectives on Health♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HLTH 6475 - Program Planning, Implementation, and Evaluation♦</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>HLTH 6412 - Health Education and Communication Strategies♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HLTH 6245 - Applied Research in Public Health♦</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>HLTH 6031 - Public Health Administration and Leadership♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HLTH 6207 - Grant Writing♦ (or other elective chosen from the specialization</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>courses available for the M.S. in Health Education and Promotion)</td>
<td></td>
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<tr>
<td>6</td>
<td>HLTH 6800 - Health Education and Promotion Capstone</td>
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Core Curriculum (With Specialization)

<table>
<thead>
<tr>
<th>Quarter</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>HLTH 6005 - Perspectives on Health and the Developing Professional</td>
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<td></td>
<td>HLTH 6205 - Assessing Community Needs for Health Education♦</td>
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<tr>
<td>3</td>
<td>HLTH 6030 - Socioecological Perspectives on Health♦</td>
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<td>4</td>
<td>HLTH 6412 - Health Education and Communication Strategies♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>HLTH 6245 - Applied Research in Public Health♦</td>
<td>5</td>
</tr>
</tbody>
</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Health Education and Promotion program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Emergency Preparedness

Students in the Emergency Preparedness specialization examine the role that health education and promotion plays in helping populations prepare for, respond to, and recover from emergency situations that impact public health. Students explore critical aspects of emergency management, including ways to assess and mitigate emergency situations; strategies for maximizing safety; systematic approaches for responding to terrorism; and how to deal with disaster, crisis, and trauma.

Focus Area Curriculum

Choose three courses below:

- HLTH 6100 - Critical Issues in Emergency Management
- HLTH 6200 - Risk Assessment, Preparedness and Disaster Mitigation
- HLTH 6300 - Disaster Response and Recovery
- HLTH 6740 - Disaster, Crisis, and Trauma
- HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness

Health Policy and Advocacy

The Health Policy and Advocacy specialization focuses on the role that health education and promotion plays in advocating and implementing legislative health policies, programs, or practices that address health, social, economic, and/or environmental factors that improve health across all populations. Students examine a broad range of health policy and advocacy topics, including ethics and social justice, diversity and human rights, U.S. health policies and politics, and leadership and organizational change.

Focus Area Curriculum

Choose three courses below:
• HLTH 6051 - Diversity, Human Rights, and Social Justice
• HLTH 6405 - Ethics and Social Justice
• HLTH 6111 - Leadership and Organizational Change
• HLTH 6112 - Governance and Public Policy
• HLTH 6200 - Risk Assessment, Preparedness and Disaster Mitigation
• HLTH 6840 - Health Policy and Management

Self-Designed

The Self-Designed specialization allows students to customize their studies by choosing 15 elective credits of their choice. These specialization areas include courses related to population health, behavioral health, health policy, management and leadership, teaching and learning, global health, and research.

Focus Area Curriculum

Choose three courses below:
• HLTH 6051 - Diversity, Human Rights, and Social Justice
• HLTH 6405 - Ethics and Social Justice
• HLTH 6111 - Leadership and Organizational Change
• HLTH 6112 - Governance and Public Policy
• HLTH 6200 - Risk Assessment, Preparedness and Disaster Mitigation
• HLTH 6840 - Health Policy and Management
• HLTH 6100 - Critical Issues in Emergency Management
• HLTH 6280 - Policy and Politics in American Political Institutions
• HLTH 6300 - Disaster Response and Recovery
• HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness
• HLTH 6740 - Disaster, Crisis, and Trauma

M.S. in Health Informatics

The M.S. in Health Informatics program is designed for current and aspiring informatics professionals. The program facilitates the development and advancement of e-health initiatives and other emerging information technologies to improve healthcare quality.

Learning Outcomes

At the end of this course, students will be able to:
1. Develop skills necessary to utilize health information technology for knowledge management.
2. Identify issues related to the implementation of the electronic health record.
3. Apply the systems development life cycle (SDLC) approach to the utilization of health information systems.
4. Describe key legal, regulatory, and ethical issues related to the utilization of health information technology.
5. Apply information technology to improve healthcare quality.
6. Acquire the skills necessary to contribute to strategic and tactical planning in utilizing health...
information systems.
7. Articulate the organizational needs and readiness for adoption of health information technology solutions.
8. Apply concepts of leadership in managing organizational change.
9. Describe key financial indicators related to the utilization of health information technology in an organization.
10. Recognize the language, terminology, ontology, acronyms, coding, and classification systems of healthcare and health informatics.
11. Identify the applications of statistical software to support evidence-based research and evaluation.

**Degree Requirements**

- 33 total semester credit hours
- Core courses (30 sem. cr.)
- Scholarly Project (3 sem. cr.)

**Curriculum**

**Core Courses (30 sem. cr.)**

- **HINF 6100 - Introduction to Health Informatics**
- **HINF 6115 - U.S. Health System**
- **HINF 6130 - Information Systems Management**
- **HINF 6145 - Nature, Structure, and Representation of Health Information**
- **HINF 6160 - Legal, Regulatory, and Ethical Issues**
- **HINF 6175 - Quality Assessment and Improvement**
- **HINF 6190 - Project Management**
- **HINF 6205 - Research Methods and Quantitative Analysis**
- **HINF 6220 - Leadership, Organizational Behavior, and Change Management**
- **HINF 6235 - Healthcare Information Technology Business and Finance**

**Scholarly Project (3 sem. cr.)**

- **HINF 6960 - Scholarly Project**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>HINF 6100 - Introduction to Health Informatics</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>HINF 6115 - U.S. Health System</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>HINF 6130 - Information Systems Management</td>
<td>3 sem. cr.</td>
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<td></td>
<td>Health Information</td>
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<td>Semester</td>
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<tr>
<td>3</td>
<td>HINF 6160 - Legal, Regulatory, and Ethical Issues</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>HINF 6175 - Quality Assessment and Improvement</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>4</td>
<td>HINF 6190 - Project Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>HINF 6205 - Research Methods and Quantitative Analysis</td>
<td>3 sem. cr.</td>
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<tr>
<td>5</td>
<td>HINF 6220 - Leadership, Organizational Behavior, and Change Management</td>
<td>3 sem. cr.</td>
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<td></td>
<td>HINF 6235 - Healthcare Information Technology Business and Finance</td>
<td>3 sem. cr.</td>
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<tr>
<td>6</td>
<td>HINF 6960 - Scholarly Project</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Practicum (Optional)**

Students in the M.S. in Health Informatics program may elect to earn a practicum experience by adding an additional course, HINF 6950 Practicum, to their program of study. Students should contact the Academic Advising Team at any point in their program before completing HINF 6205 - Research and Program Evaluation to request the addition of HINF 6950 - Practicum to their program of study.

The M.S. in Health Informatics optional practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice, to apply knowledge to the solution of health information problems, and to develop a respect for and a commitment to continued professional knowledge.

The field practicum takes place in conjunction with registration in HINF 6960 - Scholarly Project. The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved semester and may not go beyond the end date of the semester. Students who cannot complete the practicum hours in one semester must register for the seminar until all field hours are completed.

Students must have completed the first five semesters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, but no later than two terms before they plan to begin the practicum. Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through students' myWalden university portal.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Health Informatics program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Master of Healthcare Administration (MHA)

The Walden University Master of Healthcare Administration (MHA) program provides both current and future healthcare administrators and managers with the skills and understandings required for assuming leadership positions in:

- Hospitals
- Managed care organizations
- Medical group practices
- Ambulatory, long-term care, and home healthcare facilities
- Insurance and pharmaceutical companies
- Consulting firms
- Government
- For-profit and nonprofit sector organizations

The program curriculum is aligned to healthcare management content areas as defined by national healthcare administration standards. Specific emphasis is placed on providing an understanding of clinical service delivery through analysis of the day-to-day operations in clinical support service activities.

Learning Outcomes

At the end of the program, students will be able to:
1. Demonstrate effective communication skills at the individual and group levels.
2. Identify the components of the healthcare delivery system and external environmental factors affecting the management of healthcare organizations.
3. Analyze laws, regulations, court decisions, and health policy that impact healthcare organizations and health services delivery.
4. Demonstrate ethical choices, values, and professional behavior in healthcare management roles/decision making.
5. Analyze the responsibility and operations of a healthcare organization to identify and resolve problems and improve performance.
6. Use statistical reasoning in interpreting quantitative and qualitative research and organizational data.
7. Demonstrate critical thinking and effective decision making through financial management, strategic planning, economic analysis, and quality assessment and improvement.
8. Demonstrate an understanding of the roles, perspectives, and expectations of clinical practitioners, how they differ from non-clinical staff, and the challenges these differences present for management.

Degree Requirements

- 36 total semester credit hours
- Core courses (36 sem. cr.)
- ePortfolio
Curriculum

Core Courses (36 sem. cr.)

- MMHA 6015 - Foundations of Healthcare Administration
- MMHA 6100 - U.S. Healthcare Delivery System
- MMHA 6115 - Research Methods and Quantitative Analysis
- MMHA 6190 - Organizational Development and Leadership
- MMHA 6135 - Health Policy and Economics
- MMHA 6160 - Financial Management
- MMHA 6205 - Health Law and Ethics
- MMHA 6220 - Human Resource Management
- MMHA 6235 - Operations Analysis
- MMHA 6250 - Quality Assessment and Improvement
- MMHA 6265 - Health Informatics and Technology
- MMHA 6280 - Strategic Planning and Implementation

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>MMHA 6015 Foundations of Healthcare Administration</td>
<td>3 sem. cr.</td>
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<td>1</td>
<td>MMHA 6100 U.S. Healthcare Delivery System</td>
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<td>MMHA 6115 Research Methods and Quantitative Analysis</td>
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<td>MMHA 6190 Organizational Development and Leadership</td>
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<td>3</td>
<td>MMHA 6135 Health Policy and Economics</td>
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<td>MMHA 6160 Financial Management</td>
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<td>MMHA 6205 Health Law and Ethics</td>
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<td>MMHA 6235 Operations Analysis</td>
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<td>MMHA 6250 Quality Assessment and Improvement</td>
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<td>MMHA 6265 Health Informatics and Technology</td>
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<td>6</td>
<td>MMHA 6280 Strategic Planning and Implementation</td>
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</tbody>
</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Master of Healthcare Administration (M.H.A.) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Master of Public Health (MPH)
Walden's Master of Public Health (MPH) program is designed to provide public health practitioners with the specialized skills and core competencies required to improve health and prevent disease among individuals, communities, and populations. Students gain a solid foundation in core public health disciplines, including biostatistics, epidemiology, environmental health, public health administration, and social and behavioral sciences. Students learn to plan, implement, and evaluate public health programs and initiatives with a special focus on reducing disparities in health and serving underserved populations or communities. Students also receive additional instruction in widely used analytical tools, explore current issues in public health financing, and hone their leadership and communication skills.

Consistent with our commitment to continuous quality improvement, Walden redesigned the MPH curriculum to incorporate case studies on the latest public health issues, improve the student's field and classroom experience, and reflect professional guidelines set forth by leading public health organizations.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Utilize culturally appropriate communication skills to convey prevention and intervention strategies used to improve health outcomes among diverse local and global populations.
2. Demonstrate an understanding of how research methods, biostatistical data and software, and the epidemiological approach impact the study of patterns of disease, disability, and injury.
3. Evaluate biological, environmental, legal, and regulatory factors that affect the health of local and global communities.
4. Evaluate the major social, behavioral, and cultural factors that affect the health of local and global populations.
5. Appropriately access, interpret, and evaluate public health data that are available through the use of information technology.
6. Analyze essential services, systems, public policies, and associated challenges that impact the health of local and global communities.
7. Demonstrate skills needed for sound leadership and decision making in public health, including applications of ethics and professionalism.
8. Apply health management and systems thinking to public health agencies, programs, policies, and issues.
9. Apply the principles of program design, implementation, and evaluation to improve the health of local and global populations.
10. Exhibit a commitment to professional and ethically responsible public health research and practice.

**Degree Requirements**

- 64 total quarter credit hours
• Foundation course (5 cr.)
• Core courses (51 cr.)
• Practicum (8 cr.)
• ePortfolio

Course Sequence

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<tr>
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<th>Course</th>
<th>Credits</th>
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<td>1</td>
<td>PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner</td>
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<td>PUBH 6030 - Socioecological Perspectives on Health♦</td>
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<td>PUBH 6127 - Public Health Policy, Politics and Progress♦</td>
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<td>PUBH 6128 - Biological Foundations of Public Health♦</td>
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<td>PUBH 6032 - SPSS Revealed</td>
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<td>PUBH 6129 - Global Perspectives on Health♦</td>
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<td>PUBH 6033 - Interpretation and Application of Public Health Data♦</td>
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<td>PUBH 6031 - Public Health Administration and Leadership♦</td>
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<td>PUBH 6035 - Epidemiology: Decoding the Science of Public Health♦</td>
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<td>PUBH 6475 - Program Planning, Implementation, and Evaluation♦</td>
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<td>PUBH 6034 - Environmental Health: Local to Global♦</td>
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<td>PUBH 6245 - Applied Research in Public Health♦</td>
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<td>7+</td>
<td>PUBH 6638 - Practicum I: Field Experience in Public Health</td>
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<td>PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health</td>
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<td>PUBH 6640 - Seminar: Applied Project in Public Health</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Master of Public Health (MPH) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
DOCTORAL PROGRAMS

Doctor of Public Health (DrPH)

The Doctor of Public Health (DrPH) degree prepares public health practitioners to assume positions of leadership and influence in practice-based settings. In this professional doctoral degree program, students explore public health challenges from both a domestic and global standpoint and how evidence-based research can be applied to advance public health goals. Through their coursework, students examine topics such as ethics, budgeting, critical analysis, and supervision, with an overarching emphasis on enhancing practical skills. Students in this multidisciplinary program have the opportunity to collaborate on assignments with students from other Walden College of Health Sciences programs.

Learning Outcomes

As a graduate of this program, students will be prepared to:

1. Critically evaluate the interdisciplinary role of stakeholders in the application and evaluation of population-based public health strategies.
2. Evaluate approaches to inform and influence public health interventions and strategies.
3. Apply research methods in the investigation of public health problems.
5. Apply systems-thinking skills and strategies for the promotion of public health policy and advocacy.
6. Apply evidence-based research and practices to promote positive social change.
7. Examine the application of economic theories in relation to public health systems across diverse community settings.
8. Apply community health assessment techniques to identify, prioritize, and formulate solutions to community public health problems.
9. Apply ethical principles in public health practice.

Degree Requirements—Track I

Track I

For students who hold a Master of Public Health (MPH) degree; Track I allows the student to forgo foundational public health courses and complete the program in a shorter amount of time. Track I: 65 total quarter credit hours

- Foundations Course (2 cr.)
- Core courses (45 cr.)
- Research courses (8 cr.)
• Capstone (10 cr.)

**Course Sequence—Track I**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>2 cr.</td>
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<tr>
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<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5 cr.</td>
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<td>2</td>
<td>PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦</td>
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<td>RSCH 8101 - Research Theory, Design, and Methods</td>
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<td>3</td>
<td>RSCH 8201 - Quantitative Reasoning and Analysis</td>
<td>4 cr.</td>
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<td>4</td>
<td>PUBH 8400 - Public Health Leadership and Systems Thinking♦</td>
<td>5 cr.</td>
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<td>PUBH 8246 - Advanced Application of Practice-Based Research in Public Health♦</td>
<td>5 cr.</td>
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<td>5</td>
<td>PUBH 8315 - Economics and Financing of Public Health Systems♦</td>
<td>5 cr.</td>
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<td>PUBH 8545 - Advanced Analysis of Community Health Data and Surveillance in Public Health♦</td>
<td>5 cr.</td>
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<td>PUBH 8440 - Application of Public Health and Behavior Change Theories♦</td>
<td>5 cr.</td>
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<td>PUBH 8475 - Advanced Program Implementation and Evaluation♦</td>
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<td>PUBH 9100 - Public Health Capstone</td>
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<td>8</td>
<td>PUBH 9100 - Public Health Capstone</td>
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**Track II**

For students who have a master's degree in an academic discipline other than public health.

**Degree Requirements—Track II**

Track II: 91 total quarter credit hours
- Foundations Course (2 cr.)
- MPH Foundational Courses (26 cr.)
- Core courses (45 cr.)
- Research courses (8 cr.)
- Capstone (10 cr.)
- Two residencies equal to a minimum of 8 days

**Course Sequence—Track II**

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<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>2 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8030 - Socioecological Perspectives on Health♦</td>
<td>5 cr.</td>
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<td>2</td>
<td>PUBH 8032 - SPSS Revealed</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5 cr.</td>
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<td>3</td>
<td>PUBH 8033 - Interpretation and Application of Public Health Data♦</td>
<td>5 cr.</td>
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<td>PUBH 8031 - Public Health Administration and Leadership♦</td>
<td>5 cr.</td>
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<td>PUBH 8035 - Epidemiology: Decoding the Science of Public Health♦</td>
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<td>PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦</td>
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<td>RSCH 8101 - Research Theory, Design, and Methods</td>
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<td>PUBH 8440 - Application of Public Health and Behavior Change Theories♦</td>
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<td>PUBH 8475 - Advanced Program Implementation and Evaluation♦</td>
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<tr>
<td>9</td>
<td>PUBH 9100 - Public Health Capstone</td>
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</table>

**Ph.D. in Health Services**
The Ph.D. in Health Services program examines healthcare delivery and healthcare systems in the U.S. and internationally. Students are trained by scholar-practitioners to identify problems and solutions based on social science theories and models as well as a knowledge of historical and contemporary issues in health services and management. The program of study places an emphasis on healthcare practice and applied research. The program prepares students for careers in which doctoral-level education is desired, such as academia, research, government, and private sector positions within healthcare organizations.

**Learning Outcomes**

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.

**Specializations**

- Community Health
- Healthcare Administration
- Leadership
- Public Health Policy
- Self-Designed

**Degree Requirements**

- 101–103 total quarter credits
- Foundation course (2 cr.)
- Core courses (30 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced research course (4 cr.)
- Writing course (5 cr.)
- Specialization courses (20 cr.)
- Electives (8–10 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters enrollment
- Four Ph.D. residencies to equal a minimum of 16 days
Core Curriculum

Foundation Course (2 cr.)

- **HLTH 8003 - Building a Multidisciplinary Approach to Health**
  All beginning Ph.D. in Health Services students are required to successfully complete this course and are automatically enrolled in it during their first quarter.

Core Courses (30 cr.)

- **HLTH 8410 - U.S. Healthcare Delivery System**
- **HLTH 8415 - Organizational Development and Leadership**
- **HLTH 8420 - Health Economics**
- **HLTH 8425 - Health Policy**
- **HLTH 8430 - Healthcare Financial Management**
- **HLTH 8435 - Health Law and Ethics**

Foundation Research Sequence (12 cr.)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100X must be completed prior to Residency 2 of the academic residencies. RSCH 8200X and RSCH 8300X must be completed prior to beginning the dissertation or attending Residency 3.

- **RSCH 8100X - Research Theory, Design, and Methods**
- **RSCH 8200X - Quantitative Reasoning and Analysis**
- **RSCH 8300X - Qualitative Reasoning and Analysis**

Advanced Research Course (4 cr.)

All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- **RSCH 8250X - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350X - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis**

Writing Course (5 cr.)

- **HLTH 8550 - Writing a Quality Prospectus**

Dissertation (20 cr.)

- **HLTH 9001 - Health Services Dissertation**
## Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health</td>
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<tr>
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<td>HLTH 8410 - U.S. Healthcare Delivery System</td>
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<td>HLTH 8415 - Organizational Development and Leadership</td>
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<td>HLTH 8420 - Health Economics</td>
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<tr>
<td></td>
<td>HLTH 8425 - Health Policy</td>
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<td>HLTH 8430 - Healthcare Financial Management</td>
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<td>HLTH 8435 - Health Law and Ethics</td>
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<td>Specialization courses</td>
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<td></td>
<td>Electives</td>
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<td>RSCH 8100X - Research Theory, Design, and Methods</td>
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<td></td>
<td>RSCH 8200X - Quantitative Reasoning and Analysis</td>
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<td>RSCH 8300X - Qualitative Reasoning and Analysis</td>
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<td>Advanced research course: RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis</td>
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<tr>
<td></td>
<td>HLTH 8550 - Writing a Quality Prospectus</td>
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<tr>
<td></td>
<td>HLTH 9001 - Health Services Dissertation</td>
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</table>

### Timing of residencies

- Residency 1: Upon enrollment in program
- Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
- Residency 3: By the end of third year
- Residency 4: During third year and beyond

## Ph.D. in Health Services for MHA Graduates

Students who hold a Master of Healthcare Administration (MHA) degree now have the opportunity to complete Walden's Ph.D. in Health Services in less time. The special program of study recognizes the academic progress previously achieved with an MHA degree and waives 30 credits of foundation courses and one elective course required for the Ph.D. in Health Services, significantly reducing the time and money needed to complete the doctoral degree.

The program is available to current students and alumni of the Walden MHA program, as well as to students who hold an MHA degree from another accredited university.

### Degree Requirements for Students Who Hold an MHA Degree

- 65–66 total quarter credits
- Foundation course (1 cr.)
Degree Requirements

For students who hold a Master of Public Health (MPH) degree; Track 1 allows the student to forgo foundational public health courses and complete the program in a shorter amount of time. Track 1: 65 total quarter credit hours

- Foundations Course (2 cr.)
- Core courses (45 cr.)
- Research courses (8 cr.)
- Capstone (10 cr.)
- Two residencies equal to a minimum of 8 days

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Health Services program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Community Health

The Community Health specialization prepares students to promote health, reduce risk factors, and influence community leadership to support healthful conditions among diverse populations. Students will examine leadership principles, health education policies, and social and behavioral change theories that underpin effective community health education and advocacy, with consideration given to the planning and organization of health programs and the use of mass communications media and marketing strategies in support of these efforts. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of community health.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate an understanding of global community health education programs, strategies, and campaigns.

Specialization Curriculum

Specialization Courses (19 cr.)

- HLTH 8450 - Community Health Assessment
- HLTH 8440 - Application of Public Health and Behavior Change Theories
- HLTH 8050 - Global Health and Issues in Disease Prevention
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders

Healthcare Administration Specialization

The Healthcare Administration specialization prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. Students will examine the principles of social justice implicit in healthcare decisions and practice, as well as the theoretical underpinnings of governance and public policy in their chosen area of specialization, with an emphasis on collaborative and effective approaches to working with diverse workforces and communities. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate effective approaches to leadership, strategic planning, governance, and public policy needed in health services.

Specialization Curriculum

Specialization Courses (20 cr.)

- HLTH 8031 - Public Health Administration and Leadership
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8112 - Governance and Public Policy

Leadership

The Leadership specialization prepares students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions by utilizing competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required advancing public health goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Analyze leadership theories, concepts, and tools that provide the foundation for health services decision making.

Specialization Curriculum

Specialization Courses (20 cr.)

- HLTH 8031 - Public Health Administration and Leadership
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8111 - Leadership and Organizational Change
- HLTH 8392 - The Language of Leadership

Public Health Policy

The Public Health Policy specialization prepares students to design, implement, manage, and influence public health policy at the local, state, and federal levels. Students will explore how scientific data can be used in the formulation of policy recommendations and the drafting of legislation and ordinances that promote the equitable distribution of health resources and the reduction of health risk, with consideration given to the factors that influence and improve the health outcomes of individuals as well as populations. Microeconomic and macroeconomic models and the influence of public finance on policy choices will be examined, as will the tools and techniques used by policy makers and analysts to evaluate the impact of social programs. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty as they pursue individual research in an interest area of public health policy.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.

Specialization Curriculum
Specialization Courses (20 cr.)

- HLTH 8127 - Public Health Policy, Politics and Progress♦
- HLTH 8451 - Public Policy Analysis♦
- HLTH 8431 - Finance and Budgeting for the Public Sector♦
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation♦

Self-Designed Specialization

Healthcare professionals who are interested in pursuing an area that does not quite fit among the specializations currently offered through the program may develop their own specialization by choosing a selection of courses from all specializations listed above. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty as they pursue individual research in an interest area approved by the faculty chair.

Specialization Curriculum

Students will select four courses for the Self-Designed specialization.

Specialization Courses (19–20 cr.)

Choose three:

- HLTH 8400 - Public Health Leadership and Systems Thinking♦
- HLTH 8450 - Community Health Assessment♦
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders♦
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation♦
- HLTH 8050 - Global Health and Issues in Disease Prevention♦

Choose two:

Select two courses from any Walden doctoral program (8–10 cr.).

Ph.D. in Public Health

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. The program fosters the development and demonstration of research and analytical skills to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health Education or Epidemiology.

Learning Outcomes

At the end of the program, students will be able to:
1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.

**Specializations**
- Community Health Education (Tracks 1 and 2)
- Epidemiology (Tracks 1 and 2)

**Degree Requirements**
- Number of credits depends on specialization
  - **Track 1:** 83–84 total quarter credit hours
  - **Track 2:** 114–115 total quarter credit hours
- Introductory Course (2 cr.)
- Foundation courses (31 cr., Track 2 only)
- Core courses (38 cr.)
- Community Health Education: 42 cr.
- Epidemiology: 38 cr.
- Specialization courses (23 cr., depending on specialization)
- Community Health Education: 19 cr.
- Epidemiology: 23 cr.
- Research proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters' enrollment
- Four residencies equal to a minimum of 16 residency units

**Curriculum**
The Ph.D. program has two tracks, providing different levels of foundational knowledge based on the students' studies prior to entering the program. All students complete the same core and specialization curriculum.
- **Track 1:** Students who enter the program with a master's degree in public health complete PUBH 8003 - Building a Multidisciplinary Approach to Health followed by the program's core and specialization courses.
- **Track 2:** Students who enter the program with a bachelor's degree or with a graduate degree that is not in public health complete a set of foundational courses in the core
competencies and practice of public health before they move on to the sequence of courses described for Track 2, followed by the core and specialization courses.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Public Health program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Community Health Education Specialization in Public Health

The Community Health Education specialization focuses on the medical, social, political, ethical, and economic factors that contribute to the overall well-being of public health systems and the communities they serve.

Learning Outcomes

At the end of this program, students will be able to:

1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.
7. Engage in scientific inquiry that advances the knowledge base of research and practice in community health assessment and education.
8. Examine evidence-based, community health education and intervention programs and activities designed to improve public health.

Specialization Curriculum

Community Health Education Track I (83 credits):

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
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<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5</td>
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<tr>
<td></td>
<td>PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦</td>
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### 2014–2015 Walden University Catalog (September 2014)

#### Community Health Education Track II (114 Credits):

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<th>Quarter</th>
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<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
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<td>PUBH 8030 - Socioecological Perspectives on Health♦</td>
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<td>2</td>
<td>PUBH 8032 - SPSS Revealed</td>
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<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5</td>
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<td>3</td>
<td>PUBH 8033 - Interpretation and Application of Public Health Data♦</td>
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<td></td>
<td>PUBH 8031 - Public Health Administration and Leadership♦</td>
<td>5</td>
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<tr>
<td>4</td>
<td>PUBH 8035 - Epidemiology: Decoding the Science of Public Health♦</td>
<td>5</td>
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<tr>
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<td>PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦</td>
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<td>5</td>
<td>PUBH 8034 - Environmental Health: Local to Global♦</td>
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<td></td>
<td>PUBH 8245 - Applied Research in Public Health♦</td>
<td>5</td>
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<tr>
<td>6</td>
<td>RSCH 8101 - Research Theory, Design, and Methods</td>
<td>4</td>
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<tr>
<td></td>
<td>PUBH 8270 - Health Informatics and Surveillance♦</td>
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<td>7</td>
<td>RSCH 8201 - Quantitative Reasoning and Analysis</td>
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<td>PUBH 8400 - Public Health Leadership and Systems Thinking♦</td>
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<td>8</td>
<td>RSCH 8301 - Qualitative Reasoning and Analysis</td>
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<td>PUBH 8315 - Economics and Financing of Public Health Systems♦</td>
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<td>9</td>
<td>PUBH 8450 - Community Health Assessment♦</td>
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<td>PUBH 8550 - Writing a Quality Prospectus♦</td>
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<td>PUBH 8440 - Application of Public Health and Behavior Change Theories♦</td>
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<td>RSCH 8251 - Advanced Quantitative Reasoning and Analysis OR</td>
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<tr>
<td></td>
<td>RSCH 8351 - Advanced Qualitative Reasoning and Analysis OR</td>
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<td></td>
<td>RSCH 8451 - Advanced Mixed-Methods Reasoning and Analysis</td>
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<td>11</td>
<td>PUBH 8475 - Advanced Program Implementation and Evaluation♦</td>
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<tr>
<td>12 to 15</td>
<td>PUBH 9001 - Dissertation</td>
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</table>
Epidemiology

The Epidemiology specialization focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations.

Learning Outcomes

At the end of the program, students will be able to:

1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.
7. Engage in scientific inquiry that advances the knowledge base of research and practice in epidemiology.
8. Apply epidemiologic concepts and analytical approaches to public health problems.

Specialization Curriculum
### Epidemiology Track 1 (84 Quarter Credits)

<table>
<thead>
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<th>Course</th>
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<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
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<td>5</td>
<td>PUBH 8315 - Economics and Financing of Public Health Systems♦</td>
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<td></td>
<td>PUBH 8500 - Advanced Biostatistics♦</td>
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<td>PUBH 8550 - Writing a Quality Prospectus♦</td>
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<td>PUBH 8450 - Community Health Assessment♦</td>
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<td>7</td>
<td>PUBH 8540 - Epidemiology Topics Seminar♦</td>
<td>5</td>
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<td></td>
<td>PUBH 8560 - Advanced Analysis of Secondary Data</td>
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<td>8 to 11</td>
<td>PUBH 9001 - Dissertation</td>
<td>20 (5 cr. each term for at least four terms)</td>
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### Epidemiology Track 2 (115 Quarter Credits)

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<td>PUBH 8035 - Epidemiology: Decoding the Science of Public Health♦</td>
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<td>RSCH 8101 - Research Theory, Design, and Methods</td>
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</table>
Ph.D. in Health Services

The Ph.D. in Health Services program examines healthcare delivery and healthcare systems in the U.S. and internationally. Students are trained by scholar-practitioners to identify problems and solutions based on social science theories and models as well as a knowledge of historical and contemporary issues in health services and management. The program of study places an emphasis on healthcare practice and applied research. The program prepares students for careers in which doctoral-level education is desired, such as academia, research, government, and private sector positions within healthcare organizations.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
Specializations

- Community Health
- Healthcare Administration
- Leadership
- Public Health Policy
- Self-Designed

Degree Requirements

- 101–103 total quarter credits
- Foundation course (2 cr.)
- Core courses (30 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced research course (4 cr.)
- Writing course (5 cr.)
- Specialization courses (20 cr.)
- Electives (8–10 cr.)
- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum 10 quarters enrollment
- Four Ph.D. residencies to equal a minimum of 16 days

Core Curriculum

Foundation Course (2 cr.)

- HLTH 8003 - Building a Multidisciplinary Approach to Health
  All beginning Ph.D. in Health Services students are required to successfully complete this course and are automatically enrolled in it during their first quarter.

Core Courses (30 cr.)

- HLTH 8410 - U.S. Healthcare Delivery System
- HLTH 8415 - Organizational Development and Leadership
- HLTH 8420 - Health Economics
- HLTH 8425 - Health Policy
- HLTH 8430 - Healthcare Financial Management
- HLTH 8435 - Health Law and Ethics

Foundation Research Sequence (12 cr.)

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide
discussions and evaluate discussion and application assignments. RSCH 8100X must be completed prior to Residency 2 of the academic residencies. RSCH 8200X and RSCH 8300X must be completed prior to beginning the dissertation or attending Residency 3.

- **RSCH 8100X - Research Theory, Design, and Methods**
- **RSCH 8200X - Quantitative Reasoning and Analysis**
- **RSCH 8300X - Qualitative Reasoning and Analysis**

**Advanced Research Course (4 cr.)**

All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements. One of the following three courses is required:

- **RSCH 8250X - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350X - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis**

**Writing Course (5 cr.)**

- **HLTH 8550 - Writing a Quality Prospectus**

**Dissertation (20 cr.)**

- **HLTH 9001 - Health Services Dissertation**

**Course Sequence**
<table>
<thead>
<tr>
<th>Quarter/Course</th>
<th>Credits</th>
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</thead>
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<tr>
<td>HLTH 8003 - Building a Multidisciplinary Approach to Health</td>
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<tr>
<td>HLTH 8410 - U.S. Healthcare Delivery System</td>
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<tr>
<td>HLTH 8415 - Organizational Development and Leadership</td>
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<tr>
<td>HLTH 8420 - Health Economics</td>
<td>5</td>
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<tr>
<td>HLTH 8425 - Health Policy</td>
<td>5</td>
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<tr>
<td>HLTH 8430 - Healthcare Financial Management</td>
<td>5</td>
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<tr>
<td>HLTH 8435 - Health Law and Ethics</td>
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<td>Specialization courses</td>
<td>19–20</td>
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<tr>
<td>Electives</td>
<td>8–10</td>
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<td>RSCH 8100X - Research Theory, Design, and Methods</td>
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<tr>
<td>RSCH 8200X - Quantitative Reasoning and Analysis</td>
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<tr>
<td>RSCH 8300X - Qualitative Reasoning and Analysis</td>
<td>4</td>
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<tr>
<td>Advanced research course: RSCH 8250X - Advanced Quantitative Reasoning and Analysis or RSCH 8350X - Advanced Qualitative Reasoning and Analysis or RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis</td>
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<tr>
<td>HLTH 8550 - Writing a Quality Prospectus</td>
<td>5</td>
</tr>
<tr>
<td>HLTH 9001 - Health Services Dissertation</td>
<td>20</td>
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</tbody>
</table>

**Timing of residencies**

- Residency 1: Upon enrollment in program
- Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
- Residency 3: By the end of third year
- Residency 4: During third year and beyond

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**Ph.D. in Health Services for MHA Graduates**

Students who hold a Master of Healthcare Administration (MHA) degree now have the opportunity to complete Walden's Ph.D. in Health Services in less time. The special program of study recognizes the academic progress previously achieved with an MHA degree and waives 30 credits of foundation courses and one elective course required for the Ph.D. in Health Services, significantly reducing the time and money needed to complete the doctoral degree.

The program is available to current students and alumni of the Walden MHA program, as well as to students who hold an MHA degree from another accredited university.

**Degree Requirements for Students Who Hold an MHA Degree**

- 65–66 total quarter credits
- Foundation course (1 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced research course (4 cr.)
- Writing course (5 cr.)
- Specialization courses (19 cr.)
• Elective (4–5 cr.)
• Proposal, dissertation, and oral presentation (20 cr.)
• Minimum 10 quarters enrollment
• 16 units of academic residency (four 4-day residencies)

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Health Services program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Ph.D. in Public Health**

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating knowledge into public health practice and research. The program fosters the development and demonstration of research and analytical skills to prepare students for careers in academia or in public and private organizations and institutions. Students may elect to specialize in either Community Health Education or Epidemiology.

**Learning Outcomes**

At the end of the program, students will be able to:
1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.

**Specializations**

• Community Health Education (Tracks 1 and 2)
• Epidemiology (Tracks 1 and 2)

**Degree Requirements**

• Number of credits depends on specialization
  o **Track 1:** 83–84 total quarter credit hours
Curriculum

The Ph.D. program has two tracks, providing different levels of foundational knowledge based on the students' studies prior to entering the program. All students complete the same core and specialization curriculum.

- **Track 1:** Students who enter the program with a master's degree in public health complete PUBH 8003 - Building a Multidisciplinary Approach to Health followed by the program's core and specialization courses.
- **Track 2:** Students who enter the program with a bachelor's degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described for Track 2, followed by the core and specialization courses.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Public Health program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Community Health

The Community Health specialization prepares students to promote health, reduce risk factors, and influence community leadership to support healthful conditions among diverse populations. Students will examine leadership principles, health education policies, and social and behavioral change theories that underpin effective community health education and advocacy, with consideration given to the planning and organization of health programs and the use of mass communications media and marketing strategies in support of these efforts. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of community health.
Learning Outcomes

At the end of this program, students will be able to:

1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate an understanding of global community health education programs, strategies, and campaigns.

Specialization Curriculum

Specialization Courses (19 cr.)

- HLTH 8450 - Community Health Assessment
- HLTH 8440 - Application of Public Health and Behavior Change Theories
- HLTH 8050 - Global Health and Issues in Disease Prevention
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders

Community Health Education Specialization in Public Health

The Community Health Education specialization focuses on the medical, social, political, ethical, and economic factors that contribute to the overall well-being of public health systems and the communities they serve.

Learning Outcomes
At the end of this program, students will be able to:

1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
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5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.
7. Engage in scientific inquiry that advances the knowledge base of research and practice in community health assessment and education.
8. Examine evidence-based, community health education and intervention programs and activities designed to improve public health.

**Specialization Curriculum**

**Community Health Education Track I (83 credits):**

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<tr>
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<td>PUBH 8550 - Writing a Quality Prospectus♦</td>
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<td>8 to 11</td>
<td>PUBH 9001 - Dissertation</td>
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</tbody>
</table>

**Community Health Education Track II (114 Credits):**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
</tr>
<tr>
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<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>PUBH 8030</td>
<td>Socioecological Perspectives on Health</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8032</td>
<td>SPSS Revealed</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 8050</td>
<td>Global Health and Issues in Disease Prevention</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8033</td>
<td>Interpretation and Application of Public Health Data</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8031</td>
<td>Public Health Administration and Leadership</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8035</td>
<td>Epidemiology: Decoding the Science of Public Health</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8130</td>
<td>Communications, Marketing, and Public Relations for Public Health Leaders</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8034</td>
<td>Environmental Health: Local to Global</td>
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<td>PUBH 8245</td>
<td>Applied Research in Public Health</td>
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<tr>
<td>RSCH 8101</td>
<td>Research Theory, Design, and Methods</td>
<td>4</td>
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<tr>
<td>PUBH 8270</td>
<td>Health Informatics and Surveillance</td>
<td>5</td>
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<tr>
<td>RSCH 8201</td>
<td>Quantitative Reasoning and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 8400</td>
<td>Public Health Leadership and Systems Thinking</td>
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</tr>
<tr>
<td>RSCH 8301</td>
<td>Qualitative Reasoning and Analysis</td>
<td>4</td>
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<tr>
<td>PUBH 8315</td>
<td>Economics and Financing of Public Health Systems</td>
<td>5</td>
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<tr>
<td>PUBH 8450</td>
<td>Community Health Assessment</td>
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<td>PUBH 8550</td>
<td>Writing a Quality Prospectus</td>
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<td>Application of Public Health and Behavior Change Theories</td>
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<td>RSCH 8251</td>
<td>Advanced Quantitative Reasoning and Analysis OR</td>
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<td>RSCH 8451</td>
<td>Advanced Mixed-Methods Reasoning and Analysis</td>
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<td>PUBH 8475</td>
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<td>PUBH 9001</td>
<td>Dissertation</td>
<td>20</td>
</tr>
</tbody>
</table>

**Epidemiology**

The Epidemiology specialization focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations.

**Learning Outcomes**

At the end of the program, students will be able to:

1. Utilize critical-thinking and assessment skills in order to analyze barriers, assess needs, and advance the knowledge and practice of public health.
2. Evaluate and apply population-based theories and strategies used in the prevention of disease and disability.
3. Lead and inform professional communication, marketing, and public relations on key issues in public health.
4. Apply fiscal and organizational tenets to public health program leadership.
5. Demonstrate advanced competency in health informatics and surveillance techniques used in public health programs.
6. Apply public health research to promote positive social change concerning the health of diverse populations.
7. Engage in scientific inquiry that advances the knowledge base of research and practice in epidemiology.
8. Apply epidemiologic concepts and analytical approaches to public health problems.

**Specialization Curriculum**

**Epidemiology Track 1 (84 Quarter Credits)**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>RSCH 8101 - Research Theory, Design, and Methods</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>PUBH 8270 - Health Informatics and Surveillance♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>RSCH 8201 - Quantitative Reasoning and Analysis</td>
<td>4</td>
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<td>4</td>
<td>PUBH 8400 - Public Health Leadership and Systems Thinking♦</td>
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<td></td>
<td>RSCH 8251 - Advanced Quantitative Reasoning and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>PUBH 8315 - Economics and Financing of Public Health Systems♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PUBH 8500 - Advanced Biostatistics♦</td>
<td>5</td>
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<td>6</td>
<td>PUBH 8550 - Writing a Quality Prospectus♦</td>
<td>5</td>
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<tr>
<td></td>
<td>PUBH 8450 - Community Health Assessment♦</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>PUBH 8540 - Epidemiology Topics Seminar♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PUBH 8560 - Advanced Analysis of Secondary Data</td>
<td>5</td>
</tr>
<tr>
<td>8 to 11</td>
<td>PUBH 9001 - Dissertation</td>
<td>20 (5 cr. each term for at least four terms)</td>
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**Epidemiology Track 2 (115 Quarter Credits)**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
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<tbody>
<tr>
<td>1</td>
<td>PUBH 8003 - Building a Multidisciplinary Approach to Health♦</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PUBH 8030 - Socioecological Perspectives on Health♦</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>PUBH 8032 - SPSS Revealed</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>PUBH 8050 - Global Health and Issues in Disease Prevention♦</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>PUBH 8033 - Interpretation and Application of Public</td>
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</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
</tr>
<tr>
<td>------------</td>
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<tr>
<td>PUBH 8031</td>
<td>Public Health Administration and Leadership</td>
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<td>PUBH 8035</td>
<td>Epidemiology: Decoding the Science of Public Health</td>
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<td>Communications, Marketing, and Public Relations for Public Health Leaders</td>
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<td>Advanced Mixed-Methods Reasoning and Analysis</td>
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<tr>
<td>PUBH 8500</td>
<td>Advanced Biostatistics</td>
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</tr>
<tr>
<td>PUBH 8550</td>
<td>Writing a Quality Prospectus</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 8520</td>
<td>Advanced Epidemiology Methods</td>
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</tr>
<tr>
<td>PUBH 8540</td>
<td>Epidemiology Topics Seminar</td>
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</tr>
<tr>
<td>PUBH 8560</td>
<td>Advanced Analysis of Secondary Data</td>
<td>5</td>
</tr>
<tr>
<td>PUBH 9001</td>
<td>Dissertation</td>
<td>20 (5 cr. each term for at least four terms)</td>
</tr>
</tbody>
</table>

**Healthcare Administration Specialization**

The Healthcare Administration specialization prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. Students will examine the principles of social justice implicit in healthcare decisions and practice, as well as the theoretical underpinnings of governance and public policy in their chosen area of specialization, with an emphasis on collaborative and effective approaches to working with diverse workforces and communities. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members.

**Learning Outcomes**

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Demonstrate effective approaches to leadership, strategic planning, governance, and public policy needed in health services.

Specialization Curriculum

Specialization Courses (20 cr.)

- HLTH 8031 - Public Health Administration and Leadership
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8112 - Governance and Public Policy

Leadership

The Leadership specialization prepares students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions by utilizing competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required advancing public health goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

Learning Outcomes

At the end of this program, students will be able to:
1. Accurately evaluate the efficiency and effectiveness of healthcare policy in a dynamic healthcare environment.
2. Lead and inform the professional dialogue on key health services issues.
3. Design, conduct, and analyze studies of economic evaluation in healthcare.
4. Apply critical-thinking skills to the analysis of controversial issues and conflicting perspectives associated with healthcare ethics and law.
5. Identify and mobilize human and institutional resources and services to meet the health services needs of diverse communities and populations.
6. Engage in scientific inquiry that advances the knowledge base of research and practice in health services.
7. Analyze leadership theories, concepts, and tools that provide the foundation for health services decision making.

**Specialization Curriculum**

**Specialization Courses (20 cr.)**

- HLTH 8031 - Public Health Administration and Leadership
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8111 - Leadership and Organizational Change
- HLTH 8392 - The Language of Leadership

**Self-Designed Specialization**

Healthcare professionals who are interested in pursuing an area that does not quite fit among the specializations currently offered through the program may develop their own specialization by choosing a selection of courses from all specializations listed above. Throughout the course of their dissertation, students will be supported by scholar-practitioner faculty as they pursue individual research in an interest area approved by the faculty chair.

**Specialization Curriculum**

Students will select four courses for the Self-Designed specialization.

**Specialization Courses (19–20 cr.)**

Choose three:

- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8450 - Community Health Assessment
- HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation
- HLTH 8050 - Global Health and Issues in Disease Prevention

Choose two:

Select two courses from any Walden doctoral program (8–10 cr.).
SCHOOL OF NURSING

Learn more about the Undergraduate Minors and Accelerate Into Master's (AIM) Programs.
Bachelor of Science in Nursing (BSN) Completion Program

The Bachelor of Science in Nursing (BSN) Completion Program provides current registered nurses (RNs) who have a diploma or associate degree in nursing with the opportunity to earn a BSN degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

Learning Outcomes

At the end of this program, students will be able to:

1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.
7. Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Accreditation

Walden University’s BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 1-202-887-
CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

**Tracks**

- RN-BSN Track
- RN-BSN-MSN Track

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Bachelor of Science in Nursing (BSN) Completion Program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**RN-BSN Track**

The Bachelor of Science in Nursing (BSN) Completion Program provides current registered nurses (RNs) who have a diploma or associate's degree in nursing with the opportunity to earn a BSN degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.

7. Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

**Degree Requirements**

- 180 total credits
- Foundation Course (6 cr.)
- General education (50 cr., at least 10 of which must be completed at Walden and all of which are to be completed prior to BSN core and concentration courses)
- Nursing license transfer of credit (up to 50 cr.)
- Upper-level nursing core courses (54 cr.)
- Elective courses (25 cr.)

**Curriculum**

**Foundation Course (6 cr.)**

- *HMNT 1001 - Living and Learning in a Technological World*

**General Education Courses (50 cr.)**

BSN students are required to complete all general education requirements prior to enrolling in any major courses. The general education course curriculum builds upon a foundation of the arts, sciences, and humanities; thus, the BSN core courses are designed presuming that students have this foundation.

See the general education section of this *Walden University Catalog*.

**Note:** A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

**Nursing License Transfer of Credit (50 cr.)**

Up to 50 credits will be awarded based on transcripts from an accredited associate's degree in nursing or a nursing diploma. Students who are not awarded the maximum of 50 credits will take general education or elective courses to complete this requirement.

**Upper Level Nursing Core (54 cr.)**

- *NURS 3000 - Issues and Trends in Nursing*
- *NURS 3005 - The Context of Healthcare Delivery*
Elective Courses (25 cr.)

Choose four courses from the general education program, the Bachelor of Science in Nursing (BSN) Completion Program, or other Walden bachelor's degree programs. At least two courses must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet your elective requirements. Note on Minors: Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

RN-BSN-MSN Track

The RN-BSN-MSN program provides current registered nurses (RNs) who have a diploma and/or associate's degree in nursing with the opportunity to earn a BSN degree as well as take three master's-level courses that can be transferred* into a Master of Science in Nursing (MSN) degree.

The program is specifically designed to provide students with the evidence-based practices that can be applied on the job immediately. At the same time, students will develop the skills of reflection, independent learning, and enhanced critical thinking that will enable them to stay current in their field throughout their career.

The RN-BSN-MSN program will provide a student with a bachelor's degree. All students will enter the program with previously earned education credits. These credits may include:

- Credits awarded for meeting competencies required to achieve the nursing license through either a diploma program or an associate's degree program.
- Transfer credits from undergraduate courses that they have taken at other universities.
- 135 of the 180 quarter credits may potentially be transferred into the program (depending upon the qualifications the students bring as they enter).

*The three master's-level courses can only be transferred into an MSN degree if the students receive a grade of B or higher.

Learning Outcomes

At the end of this program, students will be able to:
1. Apply leadership and informatics concepts in decision making to promote patient safety and quality care.
2. Use evidence based on the sciences, humanities, and research to guide nursing practice across the health-illness continuum in a variety of healthcare settings.
3. Evaluate the implications of policy on issues of access, equity, affordability, and social justice in healthcare delivery including the health of vulnerable populations and healthcare disparities.
4. Demonstrate effective communication and collaboration skills to improve patient outcomes.
5. Implement individual and population-focused interventions to promote health and to prevent and manage disease and injuries.
6. Exhibit accountability for personal and professional behaviors in accordance with standards of moral, ethical, and legal conduct with a commitment to continuous professional development.
7. Provide patient-centered nursing care based on a comprehensive and focused health assessment across the lifespan using sound clinical judgment as well as developmentally and culturally appropriate approaches.

Specializations
- General

Degree Requirements
- 180 total credits
  - Foundation Course (6 cr.)
  - General Education (50 cr., at least 10 of which must be completed at Walden and all of which are to be completed prior to BSN core and concentration courses)
  - Nursing license transfer of credit (up to 50 cr.)
  - Upper-level nursing core courses (54 cr.)
    - NURS 5050, NURS 5051, and NURS 5052 will transfer into the MSN program with a grade of B or higher.
  - Elective courses (25 cr.)

Curriculum

Foundation Course (6 cr.)
- HMNT 1001 - Living and Learning in a Technological World

General Education Courses (50 cr.)
RN-BSN-MSN students are required to complete all general education requirements prior to enrolling in any major courses. The general education course curriculum builds upon a foundation of the arts, sciences, and humanities; thus, the BSN core courses are designed presuming that students have had this foundation.

See the general education section of this Walden University Catalog.

**Note:** A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000- or 4000-level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

**Nursing License Transfer of Credit (50 cr.)**

Up to 50 credits will be awarded based on transcripts from an accredited associate degree in nursing or a nursing diploma. Students who are not awarded the maximum of 50 credits will take general education or elective courses to complete this requirement.

**Upper-Level Nursing Core Courses (54 cr.)**

- **NURS 3000 - Issues and Trends in Nursing**
- **NURS 5050 - Policy and Advocacy for Improving Population Health**
- **NURS 3015 - Pathopharmacology**
- **NURS 5051 - Transforming Nursing and Healthcare Through Technology**
- **NURS 3020 - Health Assessment**
- **NURS 5052 - Essentials of Evidence-Based Practice**
- **NURS 4005 - Topics in Clinical Nursing**
- **NURS 4010 - Family, Community, and Population-Based Care**
- **NURS 4015 - Public and Global Health**
- **NURS 4020 - Leadership Competencies in Nursing and Healthcare**

**Elective Courses (25 cr.)**

Choose four courses from the general education program, the Bachelor of Science in Nursing (BSN) Completion Program, or other Walden bachelor's degree programs. At least two courses must be at the 3000–4000 level. Elective credits should total 25 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

**Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Bachelor of Science in Nursing (RN-BSN) Completion Program relating to the types of occupations this
program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
OTHER UNDERGRADUATE OPTIONS
Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement.

Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Accelerate Into Master's (AIM) Programs

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
   - Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td></td>
</tr>
<tr>
<td>M.S. in Early Childhood Studies</td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
<td>• EDUC 5160 - Early Childhood Development</td>
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<tr>
<td>Note: These courses are 8 weeks in length.</td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
</tr>
<tr>
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<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
<tr>
<td>M.S. in Instructional Design and Technology</td>
<td>• EDUC 5105 - Organizations, Innovation, and Change</td>
</tr>
<tr>
<td>Preparatory Courses</td>
<td>College of Health Sciences</td>
</tr>
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</tr>
</tbody>
</table>
| **Master of Public Health (MPH)** | - EDUC 5115 - Learning Theories and Instruction  
- EIDT 5100 - Instructional Design  
- EIDT 5110 - Advanced Instructional Design | |
| Students may select any or all of these courses. Individual course prerequisites apply. | | |
| Note: These courses are 8 weeks in length. | | |
| **Note:** These courses are 8 weeks in length. | | |
| **Master of Healthcare Administration (MHA)** | | |
| Students may select any or all of these courses. Individual course prerequisites apply. | | |
| Note: These courses are 8 weeks in length. | | |
| **Note:** These courses are 11 weeks in length. | | |
| **College of Health Sciences** | | |
| **School of Health Sciences** | | |
| **Master of Public Health (MPH)** | | |
| Students may select any or all of these courses. Individual course prerequisites apply. | | |
| It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses. | | |
| Note: These courses are 11 weeks in length. | | |
| **Master of Healthcare Administration (MHA)** | | |
| Students may select any or all of these courses. Individual course prerequisites apply. | | |
| Note: These courses are 8 weeks in length. | | |
| **School of Nursing** | | |
| | | |

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## Master of Science in Nursing (MSN)

**Note:** These courses are 11 weeks in length.

- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 5052 - Essentials of Evidence-Based Practice

Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.

## College of Social and Behavioral Sciences

## School of Public Policy and Administration

## Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

## Master of Public Policy (MPP)

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPP 5280 - Policy and Politics in American Political Institutions
- MMPP 5405 - Ethics and Social Justice
- MMPP 5111 - Leadership and Organizational Change
### M.S. in Emergency Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MSEM 5364 - Managing Public Safety Organizations
- MSEM 5100 - Critical Issues in Emergency Management
- MSEM 5480 - Applied Research and Evaluation Methods
- MSEM 5363 - Public Safety Issues

### M.S. in Nonprofit Management and Leadership

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- NPMG 5200 - Introduction to the Nonprofit Sector
- NPMG 5405 - Ethics and Social Justice
- NPMG 5420 - Organizational Management and Leadership
- NPMG 5431 - Finance and Budgeting for the Nonprofit Sector
- NPMG 5435 - Human Resource Management: Building a Capable Workforce
- NPMG 5480 - Applied Research and Evaluation Methods

### M.S. in Criminal Justice

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

### M.S. in Criminal Justice Leadership and Executive Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
M.S. in Psychology

Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.  
*Note:* These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Applied Psychology</strong></td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
</tr>
<tr>
<td><strong>Crisis Management and Response</strong></td>
<td>PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
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<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
</tr>
<tr>
<td><strong>Educational Psychology</strong></td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
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<td>PSYC 5765 - Educational Psychology</td>
</tr>
<tr>
<td></td>
<td>PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td><strong>General Psychology</strong></td>
<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td></td>
<td>PSYC 5220 - Psychology of Personality</td>
</tr>
<tr>
<td><strong>Health Psychology</strong></td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td></td>
<td>PSYC 5745 - Health Psychology</td>
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<tr>
<td><strong>Psychology of Culture</strong></td>
<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td><strong>Psychology, Public Administration, and Social Change</strong></td>
<td>PSYC 5245 - Social Psychology</td>
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<td><strong>Psychology</strong></td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<th><strong>Terrorism and Security</strong></th>
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<tr>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5741 - Psychology of Terrorism</td>
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<th><strong>M.S. in Clinical Mental Health Counseling</strong></th>
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</table>
Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
MASTER’S DEGREE PROGRAMS

Master of Science in Nursing (MSN)
The Master of Science in Nursing (MSN) prepares students to focus their practice on the identified health needs of society, become leaders in their field through scholarship, manage technology and information, and develop a lifelong commitment to learning.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Synthesize organizational/systems leadership for cost-effective specialist nursing practice that contributes to high-quality healthcare delivery, advancement of the nursing profession, and social change.
2. Critique evidence-based literature drawing from diverse theoretical perspectives and pertinent research to guide decision making that demonstrates best practices for specialist nursing practice in a global society.
3. Integratively assess, diagnose, plan, implement, and evaluate cost-effective healthcare strategies that reduce health disparities by patient/population advocacy for access to specialist nursing care.
4. Demonstrate ability to effectively communicate using audience-specific oral, written, and information technology for professional delivery of specialist nursing care.
5. Evaluate health needs of diverse populations for necessary teaching/coaching functions based on specialist nursing knowledge to restore/promote health and prevent illness/injury.
6. Exhibit ongoing commitment to professional development and value of nursing theories/ethical principles (altruism, autonomy, human dignity, integrity, social justice) in accordance with ethically responsible, legally accountable, specialist nursing practice.
7. Implement specialist nursing roles to promote quality improvement of patient-centered care in accordance with professional practice standards that transform health outcomes for diverse populations.

**Accreditation**

Walden University's MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 1-202-887-6791. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

**Specializations**

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Nurse Practitioner
• Education
• Family Nurse Practitioner
• Leadership and Management
• Nursing Informatics

Degree Requirements

• BSN Track: 51 or 56 quarter credit hours; RN Track: 80 or 85 quarter credit hours (depending on specialization)
• Foundation course (1 qtr. cr.)
• Professional Development Plan and program of study
• Core courses (20 qtr. cr.)
• Specialization courses (30 or 35 cr., depending on specialization)
• Portfolio (excludes Adult-Gerontology Nurse Practitioner and Family Nurse Practitioner specializations)

Curriculum

The program has two tracks for registered nurses:
1. BSN Track: This track is for students with a Bachelor of Science in Nursing (BSN) degree.
2. RN Track: This track is for students with an associate's degree in nursing or a diploma in nursing that prepares for licensure in registered nursing. RN-MSN applications will not be accepted without a nursing degree conferred.

BSN Track: BSN graduates enter the program at the core course level.

RN Track: Students complete 29 quarter credits of foundational courses before starting the core courses: the foundational courses contain the essential content and learning activities to prepare students for the core courses.

BSN and RN Tracks: All students complete the same core and specialization curriculum. The four core courses provide students with a graduate-level knowledge in areas of theory, research, diversity, legality/ethics, and healthcare systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. A portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

Foundational and Core Curricula

BSN and RN Tracks: Foundation Course (1 cr.)

• NURS 6001 - Foundations for Graduate Study
RN Track Only: Foundation Courses (29 cr.)

- NURS 3001 - Issues and Trends in Nursing
- NURS 4001 - Research and Scholarship for Evidence-Based Practice
- NURS 4006 - Topics in Clinical Nursing
- NURS 4011 - Family, Community, and Population-Based Care
- NURS 4021 - Leadership Competencies in Nursing and Healthcare

BSN and RN Tracks: Core Courses (20 cr.)

- NURS 6050 - Policy and Advocacy for Improving Population Health
- NURS 6051 - Transforming Nursing and Healthcare Through Technology
- NURS 6052 - Essentials of Evidence-Based Practice
- NURS 6053 - Interprofessional Organizational and Systems Leadership

Provisional General Education Courses Available

Courses are available at Walden for those students who have not completed the minimum undergraduate credits of general education courses required for admission to the master’s program. Students who choose to complete general education courses at Walden are admitted provisionally to the RN Track of the MSN program.

*Note: No course can count twice toward meeting general education requirements.*

Communication (2 courses)

- ENGL 1001 - English Composition♦
- ENGL 2002 - Professional Writing for Successful Communication♦

Arts & Humanities (2 courses)

- HMNT 3001 - Modern Popular Culture♦
- PHIL 1001 - Introduction to Philosophy♦

Social/Behavioral Sciences (2 courses)

- SOCI 1001 - Introduction to Sociology♦
- PSYC 1001 - Introduction to Psychology♦

Science (3 courses)

- BIOL 2888
  Required:
- BIOL 3020 - Essentials of Human Anatomy and Physiology♦ (May be transferred or taken at Walden.)

Additional Science courses, if needed:
Statistics (1 course)

- STAT 3001 - Statistical Methods and Applications

Elective (1 course)

- ANTH 3001 - Indigenous Peoples in the Modern World

Course Sequence

BSN Track

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>NURS 6001 - Foundations for Graduate Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 6050 - Policy and Advocacy for Improving Population Health</td>
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</tr>
<tr>
<td>2</td>
<td>NURS 6051 - Transforming Nursing and Healthcare Through Technology</td>
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<tr>
<td></td>
<td>NURS 6052 - Essentials of Evidence-Based Practice</td>
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</tr>
<tr>
<td>3+</td>
<td>NURS 6053 - Interprofessional Organizational and Systems Leadership</td>
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<td>Specialization courses</td>
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RN Track*

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<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS 6001 - Foundations for Graduate Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 3001 - Issues and Trends in Nursing</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>NURS 4001 - Research and Scholarship for Evidence-Based Practice</td>
<td>5</td>
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<td>NURS 4006 - Topics in Clinical Nursing</td>
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<tr>
<td>3</td>
<td>NURS 4011 - Family, Community, and Population-Based Care</td>
<td>7</td>
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<td>NURS 4021 - Leadership Competencies in Nursing and Healthcare</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>NURS 6050 - Policy and Advocacy for Improving Population Health</td>
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<td>NURS 6051 - Transforming Nursing and Healthcare Through Technology</td>
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<td>NURS 6052 - Essentials of Evidence-Based Practice</td>
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<tr>
<td>6+</td>
<td>Specialization courses</td>
<td>30–35</td>
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*General Education courses are available at Walden for those students who have not completed the minimum undergraduate credits of general education courses required for admission to the master's program.

Note on Certification

The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse.
practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment advisors can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she intends to practice as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners at www.aanpcertification.org, American Nurses Credentialing Center at www.nursecredentialing.org, or other nurse practitioner certification exam websites.

**Note on Licensure**

The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she wishes to practice to determine specific requirements. Walden enrollment advisors can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she intends to practice as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Master of Science in Nursing (MSN) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Adult-Gerontology Acute Care Nurse Practitioner**

In the Adult-Gerontology Acute Care Nurse Practitioner specialization, students build their core competencies to become nurse practitioners while acquiring the advanced practice skills essential to high-acuity healthcare settings such as hospital emergency rooms, intensive care units, trauma centers, and specialty practices. Coursework prepares students for the challenges of managing the care of acutely or chronically ill adolescents (13+), young adults, adults, and older adults across the entire patient care experience, from initial assessment and diagnosis to developing a
treatment and care plan. Graduates of this program will also be prepared to apply research and evidence-based practice to support quality improvement initiatives.

**Specialization Courses (35 cr.)**

- NURS 6501 - Advanced Pathophysiology
- NURS 6521 - Advanced Pharmacology
- NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning
- NURS 6531 - Advanced Practice Care of Adults Across the Lifespan
- NURS 6540 - Advanced Practice Care of Frail Elders
- NURS 6550 - Advanced Practice Care of Adults in Acute Care Settings I
- NURS 6560 - Advanced Practice Care of Adults in Acute Care Settings II

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the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

**Adult-Gerontology Nurse Practitioner**

The advanced practice registered nurse role in the healthcare system is becoming increasingly critical—and specialized—as the healthcare industry undergoes myriad changes. Adult-Gerontology Nurse Practitioners (AGNPs) are advanced practice nurses who hold a Master of Science in Nursing (MSN) and who have advanced clinical training. AGNPs are trained to assess, diagnose, treat, and manage a variety of health issues among adult patients, ages 18 years and older. This specialization explores strategies for improving health outcomes through effective communication and collaboration. Students have the opportunity to explore current health topics through a curriculum developed in collaboration with experts who serve in leading healthcare systems and institutions. Courses are rooted in evidence-based practice so that students can gain knowledge in providing quality, comprehensive, accessible, and cost-effective care.

This specialization can prepare students to make a positive difference in today's dynamic and ever-changing healthcare environment, whether in clinical practice or a related health professional role. Students can gain responsibility in their current role or prepare to advance their career. Walden practicum coordinators are available to assist students in meeting their practicum requirements. Graduates can pursue national adult nurse practitioner certification and state credentialing.

**Specialization Courses (35 cr.)**

- **NURS 6501 - Advanced Pathophysiology**
- **NURS 6521 - Advanced Pharmacology**
- **NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning**
- **NURS 6531 - Advanced Practice Care of Adults Across the Lifespan**
- **NURS 6540 - Advanced Practice Care of Frail Elders**
- **NURS 6551 - Primary Care of Women**
- **NURS 6561 - Direct Care Roles in Health Promotion and Disease Prevention Across the Lifespan**

**Note on Certification**

The MSN nurse practitioner specializations are designed to prepare graduates to qualify to sit for national nurse practitioner certification exams, which are required for practice as a nurse practitioner in most states. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency to determine specific certification exam requirements. Walden enrollment advisors can provide information relating to national certification exams; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to national certification exams for the state in which he or she intends to practice as requirements vary widely. Walden makes no representations or
guarantee that completion of Walden coursework or programs will permit an individual to obtain national certification. For more information about nurse practitioner certification exams, students should visit the American Academy of Nurse Practitioners at www.aanpcertification.org, American Nurses Credentialing Center at www.nursecredentialing.org, or other nurse practitioner certification exam websites.

**Note on Licensure**
The MSN nurse practitioner specializations are designed to prepare graduates with an active registered nurse (RN) license to practice as nurse practitioners. However, each state Board of Nursing has its own academic and certification requirements and issues its own credential for an RN to be permitted to practice as a nurse practitioner in that state. Because no graduate program can guarantee that graduates will be permitted to practice as a nurse practitioner upon graduation, we encourage students to consult the appropriate Board of Nursing or state agency in the state in which he or she wishes to practice to determine specific requirements. Walden enrollment advisors can provide guidance relating to the state-by-state requirements for practice as a nurse practitioner; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to the practice as a nurse practitioner in the state in which he or she intends to practice as requirements vary widely. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure, authorization, endorsement, or other state credential. For more information about the requirements to practice as a nurse practitioner, students should contact the appropriate Board of Nursing or state agency.

Family Nurse Practitioner

As our society's population grows, so does the need for quality, comprehensive, accessible, and affordable healthcare. Family Nurse Practitioners (FNPs) are advanced practice registered nurses with the knowledge and skills to assess and manage health issues in patients of all ages, from birth through the senior years. This specialization can prepare students to gain autonomy or advance in their career as healthcare professionals. Through a series of courses and well-rounded clinical practice experiences focused on current health issues, students can effectively implement and facilitate disease prevention, health promotion, health maintenance, and restorative care interventions.

This online Family Nurse Practitioner specialization focuses on evidence-based techniques that can enhance the quality of care and outcomes for patients. The program offers strategies that can prepare students to work in acute and primary care health settings or change the course of their healthcare career. Walden practicum coordinators can assist students in meeting their clinical practice requirements. Graduates of the program can pursue national family nurse practitioner certification and state credentialing.

Specialization Courses (35 cr.)

- **NURS 6501 - Advanced Pathophysiology**
- **NURS 6521 - Advanced Pharmacology**
- **NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning**
- **NURS 6531 - Advanced Practice Care of Adults Across the Lifespan**
- **NURS 6541 - Primary Care of Adolescents and Children**
- **NURS 6551 - Primary Care of Women**
- **NURS 6561 - Direct Care Roles in Health Promotion and Disease Prevention Across the Lifespan**
Leadership and Management

The Leadership and Management specialization prepares nurses for leadership positions in complex healthcare systems. Collaboration and partnerships are key to managing change and meeting standards for nursing practice. Graduates are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

Specialization Courses (30 cr.)

- NURS 6201 - Leadership in Nursing and Healthcare
- NURS 6211 - Finance and Economics in Healthcare Delivery
- NURS 6221 - Managing Human Resources
- NURS 6231 - Healthcare Systems and Quality Outcomes
- NURS 6241 - Strategic Planning in Healthcare Organizations
- NURS 6600 - Capstone Synthesis Practicum

Nursing Education

The Nursing Education specialization prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Graduates have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals or groups needing health-related education.

Specialization Courses (30 cr.)

- NURS 6301 - Advanced Pathopharmacology
- NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning
- NURS 6321 - Curriculum Development, Assessment, and Evaluation
- NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education
- NURS 6341 - Specialty in Clinical Nursing
- NURS 6351 - Role of the Nurse Educator

Nursing Informatics

The Nursing Informatics specialization prepares nurses to more effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers. (Additional software may be required).

Specialization Courses (30 cr.)
- **NURS 6401 - Informatics in Nursing and Healthcare**
- **NURS 6411 - Information and Knowledge Management**
- **NURS 6421 - Supporting Workflow in Healthcare Systems**
- **NURS 6431 - System Design, Planning, and Evaluation**
- **NURS 6441 - Project Management: Healthcare Information Technology**
- **NURS 6600 - Capstone Synthesis Practicum**
POST-MASTER’S CERTIFICATE PROGRAMS

Nursing Education Certificate

This certificate program prepares nurses for faculty positions in all types of undergraduate nursing programs as well as for educator roles in diverse practice settings. Students who complete this certificate program have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals and groups needing health-related education.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Specialization courses (15 cr.)

Course Sequence

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<tr>
<th>Quarter</th>
<th>Course</th>
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<tr>
<td>1</td>
<td>NURS 6001 - Foundations for Graduate Study</td>
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<tr>
<td></td>
<td>NURS 6321 - Curriculum Development, Assessment, and Evaluation</td>
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<tr>
<td>2</td>
<td>NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education</td>
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<tr>
<td></td>
<td>NURS 6351 - Role of the Nurse Educator</td>
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</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Nursing Education Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Nursing Informatics Certificate

This certificate program, which blends nursing science with computer and information science, prepares nurses to more effectively utilize information technology to enhance the quality of patient care. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Students who complete this certificate program have the
knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers.

**Certificate Requirements**
- 26 total quarter credits
- Foundation course (1 cr.)
- Specialization courses (25 cr.)
- Optional additional practicum (5 cr.)

**Course Sequence**

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<tr>
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<td>NURS 6421 - Supporting Workflow in Healthcare Systems</td>
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<td>3+</td>
<td>NURS 6431 - System Design, Planning, and Evaluation</td>
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<tr>
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<td>(4 didactic; 1 practicum)</td>
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<td></td>
<td>NURS 6441 - Project Management: Healthcare Information Technology</td>
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<td></td>
<td>(4 didactic; 1 practicum)</td>
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<tr>
<td></td>
<td>NURS 6600 - Capstone Synthesis Practicum (optional)</td>
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<td>(4 didactic; 1 practicum)</td>
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</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Nursing Informatics Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Nursing Leadership and Management Certificate**

This certificate program prepares nurses for leadership positions in complex healthcare systems. Students who complete this certificate program are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.
Certificate Requirements

- 26 total quarter credits
- Foundation course (1 cr.)
- Specialization courses (25 cr.)
- Optional practicum (5 cr.)

Course Sequence

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<td></td>
<td>NURS 6441 - Project Management: Healthcare Information Technology</td>
<td>5</td>
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<tr>
<td></td>
<td>NURS 6600 - Capstone Synthesis Practicum Optional</td>
<td>5 (3 didactic; 2 practicum)</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Nursing Leadership and Management Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
DOCTORAL DEGREE PROGRAMS

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) program builds on the student's knowledge and expertise to strengthen advanced nursing practice, augment healthcare delivery, and improve patient outcomes. The program's coursework covers a range of topics, including healthcare policy and advocacy, quality improvement, evidence-based practice, information systems/technology, advanced nursing practice, and organizational and systems leadership.

Learning Outcomes

At the end of this program, students will be able to:

1. Translate research findings to direct evidence-based nursing practice.
2. Develop organizational system changes for quality improvement in healthcare delivery in response to local and/or global community needs.
3. Apply optimal utilization of healthcare information technology across healthcare settings.
4. Advocate for the advancement of nursing and healthcare policy through sharing of science-based knowledge with healthcare policy makers.
5. Demonstrate leadership to facilitate collaborative teams for improving patient and populations health outcomes.
6. Utilize advanced nursing practice knowledge to implement methodologies to improve population health outcomes.
7. Establish a foundation for lifelong learning for continual elevation of contributions to the field of nursing through active involvement in professional organizations and/or other professional bodies.

Accreditation

Walden University's DNP program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, 1-202-887-6791. CCNE is a national accrediting agency recognized by the U.S. Department of Education and ensures the quality and integrity of baccalaureate and graduate education programs in preparing effective nurses. For students, accreditation signifies program innovation and continuous self-assessment.

Degree Requirements

- 47–53 total credits, depending on number of previously documented clinical hours
- Foundation course (1 cr.)
• Core courses (46 cr.)
• Field experience (up to 6 cr., for students with fewer than 500 documented clinical hours)
• Minimum 4 quarters enrollment

Core Curriculum

Foundation Course (1 cr.)

• NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing

Core Courses (46 cr.)

• NURS 8100 - Healthcare Policy and Advocacy
• NURS 8110 - Theoretical and Scientific Foundations for Nursing
• NURS 8200 - Methods for Evidence-Based Practice
• NURS 8210 - Transforming Nursing and Healthcare Through Technology
• NURS 8300 - Organizational and Systems Leadership for Quality Improvement
• NURS 8310 - Epidemiology and Population Health
• NURS 8400 - Evidence-Based Practice I: Assessment and Design
• NURS 8410 - Best Practices In Nursing Specialties
• NURS 8500 - Evidence-Based Practice II: Planning and Implementation
• NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination

Field Experience (up to 6 cr.)

Students with fewer than 500 documented clinical hours take up to 6 credits of field experience (see Determining Clinical Hours for Admissions section).

• NURS 8600 - DNP Field Experience

Course Sequence

<table>
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<tbody>
<tr>
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<td>NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing</td>
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<tr>
<td></td>
<td>NURS 8110 - Theoretical and Scientific Foundations for Nursing</td>
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<tr>
<td>2</td>
<td>NURS 8200 - Methods for Evidence-Based Practice</td>
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<td></td>
<td>NURS 8210 - Transforming Nursing and Healthcare Through Technology</td>
<td>5</td>
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<tr>
<td>3</td>
<td>NURS 8300 - Organizational and Systems Leadership for Quality Improvement</td>
<td>5</td>
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<tr>
<td></td>
<td>NURS 8410 - Best Practices In Nursing Specialties* (4 didactic, 1 clinical) = 72 clinical hours</td>
<td>5</td>
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<tr>
<td></td>
<td>4 cr. didactic, 1 cr. clinical (72 hours)</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>NURS 8310 - Epidemiology and Population Health</td>
<td>5</td>
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</table>
**Determining Clinical Hours for Admissions**

To determine how many clinical hours students have upon entering the program, students must submit a letter from their previous master's in nursing program. It must be sent from the program director, associate dean, or dean of their previous institution. The letter must include all of the following items:

- Date
- Student's full name
- University name, department, school
- Name and title of authority sending the letter (must be the program director or above), and contact information for follow-up if necessary
- Program director, associate dean, or dean's signature
- University letterhead
- Date and title of degree earned
- Specialization earned
- Total number of preceptor verified field experience hours

The signed letter will be submitted as an element. Admissions will determine how many documented clinical hours students have completed prior to DNP entry and how many they will be required to complete in the DNP program (NURS 8600 - DNP Field Experience).

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Doctor
of Nursing Practice (DNP) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Ph.D. in Nursing**

The Ph.D. in Nursing program prepares nursing professionals for advanced careers in nursing research, practice, and education. With a focus on readying students to contribute to nursing science, advance knowledge in nursing practice, and improve healthcare services, practices, and policies, course topics include: advanced quantitative, qualitative, and mixed-methods research design; quality improvement systems and leadership; and theoretical and scientific perspectives in nursing. The doctoral dissertation enables students to conduct and publish original research that contributes to the body of knowledge in their chosen specialty. Based on their educational and career goals, students will choose from among five focus areas: Education, Healthcare Administration, Interdisciplinary Health, Leadership, and Public Health Policy. Students wishing to continue their studies may also pursue a second, optional focus area.

**Learning Outcomes**

Graduates of this program will be prepared to:

1. Utilize current research and theory to develop prevention and intervention strategies that advance the knowledge and practice of nursing.
2. Demonstrate advanced competency in research design and methodology to address social problems and needs.
3. Engage in scientific inquiry that advances the knowledge base of research and practice in the profession.
4. Evaluate the role of research and scholarship in the field of nursing in relation to its role in improving health interventions and advancing the development of related theory.
5. Synthesize nursing's philosophical and/or theoretical underpinnings in the practice of research.
6. Contribute to the science of nursing through social change and social policy initiatives.
7. Apply ethical decision making and values to the profession.
8. Advocate for policies and programs that improve health outcomes among culturally diverse populations.
9. Lead professional communication that supports the discipline and practice of nursing.
10. Demonstrate the ability to act as a role model and mentor to others who wish to pursue the profession. (Stewardship)

**Focus Areas**

- Education
- Healthcare Administration
- Interdisciplinary Health Focus
• Leadership
• Public Health Policy

Degree Requirements

• 74–78 total quarter credits
• Foundation course (1 cr.)
• Core courses (25 cr.)
• Research courses (16 cr.)
• Focus area courses (12–16 cr.)
• Dissertation (20 cr.)
• Four Ph.D. residencies to equal a minimum of 16 days

Core Curriculum

Foundation Curriculum (1 cr.)

• NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing

Core Courses (25 cr.)

• NURS 8110 - Theoretical and Scientific Foundations for Nursing
• NURS 8210 - Transforming Nursing and Healthcare Through Technology
• NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing
• NURS 8300 - Organizational and Systems Leadership for Quality Improvement
• NURS 8551 - Preparing for Dissertation

Research Courses (16 cr.)

• RSCH 8101 - Research Theory, Design, and Methods
• RSCH 8201 - Quantitative Reasoning and Analysis
• RSCH 8301 - Qualitative Reasoning and Analysis

Research Electives (Choose one of the courses below):
• RSCH 8251 - Advanced Quantitative Reasoning and Analysis
• RSCH 8351 - Advanced Qualitative Reasoning and Analysis
• RSCH 8451 - Advanced Mixed-Methods Reasoning and Analysis

Focus Area Courses (12–16 cr.)

See each of the focus areas below for course information:

• Education
• Healthcare Administration
• Interdisciplinary Health Focus
• Leadership
• Public Health Policy

Dissertation (20 cr.)

• NURS 9000 - Dissertation

Education

The Education focus area prepares nursing professionals to design, deliver, and evaluate nursing and health sciences courses and programs in nursing schools and other healthcare or educational settings. With a focus on applying theory to practice, coursework examines behavioral, cognitive, and constructivist learning theories; distance education principles and instructional design; and the use of multimedia technology to facilitate learning.

Focus Area Curriculum

• EDUC 8842 - Principles of Distance Education
• EDUC 8844 - Designing Instruction for Distance Education
• EDUC 8845 - Learning Theory and Educational Technology
• EDUC 8847 - Multimedia Technology to Facilitate Learning

Healthcare Administration

The Healthcare Administration focus area prepares students to administer healthcare programs and services through the application of best practices in leadership, professionalism, ethics, and strategic planning. With an emphasis on working collaboratively and effectively with diverse populations, students will examine the principles of social justice implicit in healthcare decisions and practice. Students will also explore the theoretical underpinnings of governance and public policy in healthcare administration. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

Focus Area Curriculum (15 cr.)

Choose three courses below:

• HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
• HLTH 8400 - Public Health Leadership and Systems Thinking
• HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
• HLTH 8112 - Governance and Public Policy

Interdisciplinary Health Focus
Students may create their own Interdisciplinary Health focus area by choosing three courses from any of the four other Ph.D. in Nursing specializations: Education, Healthcare Administration, Leadership, and Public Health Policy. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members.

**Focus Area Curriculum (12-15 cr.)**

Choose any three focus area courses from the Ph.D. in Nursing Education, Healthcare Administration, Leadership, or Public Health Policy areas:

- HLTH 8175 - Health Policy and Management
- HLTH 8475 - Advanced Program Planning Implementation and Evaluation
- HLTH 8451 - Public Policy Analysis
- HLTH 8431 - Finance and Budgeting for the Public Sector
- HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HLTH 8112 - Governance and Public Policy
- HLTH 8111 - Leadership and Organizational Change
- HLTH 8392 - The Language of Leadership
- EDUC 8842 - Principles of Distance Education
- EDUC 8844 - Designing Instruction for Distance Education
- EDUC 8845 - Learning Theory and Educational Technology
- EDUC 8847 - Multimedia Technology to Facilitate Learning

**Leadership**

The Leadership focus area helps prepare students to be healthcare leaders who can work effectively with diverse workforces and communities under varying political and economic conditions. They will explore competencies in organizational change management, team building, mediation, collaboration, and systems thinking and planning. Students will examine the theoretical underpinnings of leadership and ethics, as well as the professional attributes, skills, styles, and strategies required to advance organizational goals. The use of dynamic language techniques by leadership will be explored, providing students with a practical foundation for motivating, inspiring, and managing their organizations through effective communication. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of healthcare leadership.

**Focus Area Curriculum (15 cr.)**

Choose three courses below:

- HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice
- HLTH 8400 - Public Health Leadership and Systems Thinking
- HLTH 8111 - Leadership and Organizational Change
- HLTH 8392 - The Language of Leadership

**Public Health Policy**
The Public Health Policy focus area helps prepare students to design, implement, manage, and influence public health policy at the local, state, and federal levels. Students will explore how scientific data can be used to formulate policy recommendations and draft legislation aimed at reducing healthcare disparities and public health risks for individuals and communities. Microeconomic and macroeconomic models and the influence of public finance on policy choices will be examined, as will the tools and techniques used by policymakers and analysts to evaluate the impact of social programs. Throughout the dissertation process, students will be supported by scholar-practitioner faculty members as they pursue individual research in an interest area of public health policy.

**Focus Area Curriculum (15 cr.)**

Choose three courses below:

**Course Sequence**

<table>
<thead>
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<tbody>
<tr>
<td>HLTH 8175 - Health Policy and Management</td>
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<tr>
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</tr>
<tr>
<td>HLTH 8451 - Public Policy Analysis ♦</td>
<td>5 cr.</td>
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<tr>
<td>HLTH 8431 - Finance and Budgeting for the Public Sector ♦</td>
<td>5 cr.</td>
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</tbody>
</table>
School of Information Systems and Technology

Learn more about the Undergraduate Minors and Accelerate Into Master's (AIM) Programs.

Bachelor’s Degree Programs

B.S. in Computer Information Systems

The Bachelor of Science in Computer Information Systems addresses a growing need in the marketplace for professionals who can bridge the gap between information technology and the organizations and people who depend upon it.

Graduates of the B.S. in Computer Information Systems program will have a cross-disciplinary set of skills and knowledge that will allow them to work with business and other stakeholders to define information processing needs. They will be able to map those requirements onto the building blocks provided by an ever-changing set of technologies. They also will have a strong set of process skills enabling them to carry out these tasks in a reliable and collaborative fashion.

On top of a core set of business and information systems skills, each B.S. in Computer Information Systems student will gain more specialized skills in a variety of areas. Concentration options focus on the positive impact information systems can have on people and society, in areas such as healthcare, security, usability, and collaboration.

Learning Outcomes

At the end of this program, students will be able to:

1. Apply the fundamental concepts of computing and mathematics to organizational and societal priorities.
2. Apply business and system analysis methods to identify and define the computing requirements of organizations.
3. Design, implement, and evaluate a computer-based system or program that meets the needs of organizational stakeholders.
4. Work collaboratively with others to implement new process and systems in an organization.
5. Demonstrate knowledge of the ethical, legal, security, and social dimensions of their work.
6. Communicate effectively with information system stakeholders.
7. Analyze the impact of information system solutions on individuals, organizations, and global society.
8. Create a professional development plan based on recognition of its need and value.
9. Apply current techniques and tools to manage information systems projects.
10. Demonstrate knowledge of processes that support the delivery and management of information systems within a business environment.
Program Educational Objectives (PEOs)

1. Develop information systems solutions to meet the needs of employers and communities in a global society.
2. Collaborate effectively with a variety of stakeholders to meet user needs.
3. Be employed in progressively more responsible positions in the information systems field.
4. Demonstrate ethical behavior as information system professionals.
5. Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an information system professional.
6. Maintain up-to-date knowledge in the world of information systems and information systems-related business practices.

Concentrations

- General Program (listed below)
- Cyber Security for Information Systems
- Healthcare Informatics
- Information Systems Management
- Web and Mobile Applications Design

Degree Requirements

- 181 total quarter credit hours
- General education (46 cr.)
- Business courses (25 cr.)
- Computer information systems courses (35 cr.)
- Concentration courses (20 cr., depending on concentration)
- Elective courses (50–70 cr., depending on concentration)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Business Courses (25 cr.)

- BUSI 1002 - Introduction to Management and Leadership
- ACCT 1003 - Introduction to Accounting
- STAT 3001 - Statistical Methods and Applications
- BUSI 2003 - Operations
- ISYS 3001 - Information Systems in Enterprise

**Computer Information Systems Courses (35 cr.)**

- CMIS 1004 - Object-Oriented Programming Concepts
- CMIS 2001 - Internet Computing
- ITEC 1010 - IT Infrastructure
- ITEC 2060 - Database Management Systems
- ITEC 2040 - Systems Analysis
- ITEC 2050 - Systems Design
- ITEC 3040 - IT Project Management
- COMM 1005 - Developing Student Portfolios for Communication (optional)

**Capstone Course (5 cr.)**

- CMIS 4999 - IS Capstone Project

**Electives (50–70 cr., depending on concentration)**

Students are to select 10–14 additional courses, depending on whether they select the General Program option or a concentration, to fulfill the elective requirement. Students may choose courses from either general education courses, B.S. in Computer Information Systems concentration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. Each concentration has a minimum number of elective courses that must be taken at the upper level. See individual concentration pages for more information.

**Note on Minors:** Electives can also be used to complete a six-course minor.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Computer Information Systems program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Cyber Security for Information Systems**

In the Cyber Security for Information Systems concentration, students learn how to effectively assess and guide security aspects impacting the information systems of an organization. The curriculum helps students gain insights into policies and techniques to increase the security of information utilized by an organization plus issues related to privacy and ethical concerns when using information.

**Concentration Curriculum (20 cr.)**
• ITEC 3020 - Computer Security Fundamentals
• ITEC 3101 - Systems Software Security
• ITEC 4101 - Network Security
• ITEC 2030 - Operating Systems Fundamentals and Administration

Healthcare Informatics

The Healthcare Informatics concentration focuses on the use of information systems in the healthcare industry. Students focus on specialized needs related to privacy and security of patient data, use and management of data generated by diagnostic equipment, and policies and practices of information management in healthcare systems.

Concentration Curriculum (15 cr.)

• CMIS 4301 - Structure of the Healthcare Industry
• CMIS 4302 - Patient Records Practice and Policy
• CMIS 4303 - Healthcare Information Systems Applications

Information Systems Management

The Information Systems Management concentration teaches students how to leverage technology to meet their organization's strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects.

Concentration Curriculum (15 cr.)

• ISYS 4301 - Business Process Design
• ISYS 4302 - Management of Technology
• CMIS 4601 - Information Systems Service Management

Web and Mobile Applications Design

This concentration provides students with an in-depth exploration of the role of the systems designer in application development. Students study ways to design and develop user-friendly applications and systems—for both the Web and mobile devices—that reach the target audience and optimize the user experience. Coursework topics include Web programming, mobile application development, human-computer interaction, and user experience design. Students examine the tools and techniques they need to create applications for multiple platforms.

Concentration Curriculum (15 cr.)

• ITEC 2070 - Human-Computer Interaction
B.S. in Information Technology

The Bachelor of Science in Information Technology program examines the role of information technologies in the organization and empowers students as critical thinkers and effective social change agents by providing infrastructural solutions for information interchange and collaboration. The program prepares graduates for jobs they are likely to get after graduation and focuses on skills that are not as easy to outsource. Organizations need to have people in-house (such as frontline and help-desk employees) who can help the rest of the employees troubleshoot; take care of the network(s) and resolve issues; manage vendors; assess risk; and provide quality assurance of vendors' work. Students learn to implement social responsibility as they study IT to apply IT methodologies and practices.

The Bachelor of Science in Information Technology program focuses on information technologies in the context of a business. In addition to project management and sourcing, students will understand the rules, regulations, and standards of IT governance. And they will learn what to be aware of when helping to make decisions, such as quality standards, what's professionally acceptable, and ethics.

Learning Outcomes

At the end of this program, students will be able to:

1. Apply mathematical and computing concepts to support programming logic, functions, data structures, and database access.
2. Analyze a problem to identify and define the computing requirements appropriate to its solution.
3. Design a computer-based system, process, component, or program to meet defined needs.
4. Implement the design of a computer-based system, process, component, or program.
5. Evaluate the quality of a computer-based system, process, component, or program.
6. Work collaboratively as a member of a team to develop and deliver IT solutions.
7. Demonstrate an understanding of IT professional, ethical, legal, security, and social issues and responsibilities.
8. Communicate effectively, in oral and written form, with IT stakeholders.
9. Analyze the impact of IT solutions on individuals, organizations, and global society.
10. Engage in continuing professional development based on recognition of its need and value.
11. Apply current techniques and tools in the development, deployment, and evaluation of IT solutions.
12. Apply current technical concepts and practices in the core information technologies.
13. Incorporate user needs in the selection, creation, evaluation, and administration of computer-based systems.
14. Integrate technologies, products, and services from multiple sources into a user environment.
15. Apply "best practice" and standards in IT development, deployment, and evaluation processes.
16. Formulate a project plan based on appropriate systems development methods and project management practice.

**Program Educational Objectives (PEOs)**

1. Develop IT solutions to meet the needs of employers and communities in a global society.
2. Implement IT projects to satisfy business needs within time, budget, and quality constraints.
3. Collaborate effectively with a variety of stakeholders to meet user needs.
4. Be employed in progressively more responsible positions in the IT field.
5. Demonstrate ethical behavior as IT professionals.
6. Demonstrate sensitivity to the impact of technology on the individual, the organization, and society as an IT professional.
7. Maintain up-to-date knowledge in the world of IT and IT-related business practice.

**Concentrations**

**Students must complete one of the following concentrations. For each concentration, all listed courses are required for the concentration.**

- Application Development, Testing, and Quality Assurance
- Cyber Security and Forensics
- Database Administration and Data Center Operations
- Healthcare Informatics
- Networking and Operations
- Web and Mobile Applications Development
- Self-Designed

**Degree Requirements**

- 181 total quarter credits
- General education courses (46 cr.)
- Core courses (85 cr.)
- Concentration courses (20 cr.)
- Elective courses (20 cr.)
- Capstone courses (10 cr.)

**Core Curriculum**

**General Education Courses (46 cr.)**

See the general education section of this *Walden University Catalog*.  
*Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or
4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

**Core Courses (90 cr.)**

- ITEC 1010 - IT Infrastructure
- ITEC 1020 - Networking Fundamentals
- ITEC 1030 - Introduction to Programming
- ITEC 2010 - Data Structures
- ITEC 2020 - IT Theory Fundamentals
- ITEC 2030 - Operating Systems Fundamentals and Administration
- ITEC 2040 - Systems Analysis
- ITEC 2050 - Systems Design
- ITEC 2060 - Database Management Systems
- ITEC 2070 - Human-Computer Interaction
- ITEC 2080 - Web Programming
- ITEC 3010 - Mobile and Pervasive Technologies
- ITEC 3020 - Computer Security Fundamentals
- ITEC 3040 - IT Project Management
- ITEC 4010 - Network Administration
- ITEC 4030 - Systems Integration
- STAT 3401 - Statistical Concepts

**Elective Courses (20 cr.)**

Students are to select four additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, B.S. in Information Technology concentration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These 20 credits of electives are in addition to the 5-credit general education elective. This also includes the option to take the following course:

- ITEC 2001 - Technology and Society

**Note on Minors:** Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.

**Capstone Courses (10 cr.)**

- ITEC 4902 - IT Senior Seminar
- ITEC 4999 - IT Capstone Project

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Information Technology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Application Development, Testing, and Quality Assurance

This concentration teaches the latest quality assurance procedures and practices for measuring and improving the correctness, reliability, usability, and performance of organizational systems and processes. Students learn to write, test, debug, and maintain source code to meet business application requirements. Students also evaluate testing methods used during the software development process to explore ways to improve human-computer interfaces.

Concentration Curriculum (20 cr.)

- ITEC 4020 - Quality Management Standards for IT
- ITEC 3402 - Server-Side and Multi-Tier Programming
- ITEC 4401 - Software QA Testing and Test Tools
- ITEC 4402 - User Interface Evaluation, Design, and Development

Cyber Security and Forensics

Students in this concentration gain the specialized knowledge to identify network security vulnerabilities and implement frameworks for incident prevention, response, and recovery. With courses in computer forensics and network and software security, the curriculum examines the tools, techniques, issues, and best practices related to computer security in organizations today.

Concentration Curriculum (20 cr.)

- ITEC 3101 - Systems Software Security
- ITEC 4101 - Network Security
- ITEC 4102 - Application Software Security
- ITEC 4103 - Computer Forensics

Database Administration and Data Center Operations

This concentration focuses on the development, deployment, management, and integration of databases and information systems. Courses explore topics on database-driven web applications, database administration, data centers, and fault-tolerant systems. Students gain a comprehensive understanding of the database environment and learn to plan, design, and implement data storage solutions to ensure business continuity.

Concentration Curriculum (20 cr.)

- ITEC 3201 - Database-Driven Web Applications
- ITEC 4201 - Database Administration
- ITEC 3202 - Data Centers
- ITEC 4203 - Fault-Tolerant Systems
Healthcare Informatics

Students in the Healthcare Informatics concentration are prepared to take an active role in designing, building, and supporting the information systems required to operate today's dynamic healthcare systems. Students gain an understanding of how information technology is used in patient care, research, administration, and public health; learn to analyze and design information systems, policies, and processes in response to industry needs; and explore social and ethical issues as they relate to the storage, retrieval, and management of patient data. Hands-on lab activities and cross-functional team collaboration give participants the skills they need to solve real challenges facing the healthcare industry today. The program culminates in a capstone experience in which students revisit their professional goals and develop plans for continued learning and career development.

Concentration Curriculum (20 cr.)

- HLT1210 - Health Informatics
- CMIS 4301 - Structure of the Healthcare Industry
- CMIS 4302 - Patient Records Practice and Policy
- CMIS 4303 - Healthcare Information Systems Applications

Networking and Operations

This concentration focuses on the design, deployment, and administration of scalable data networks and telecommunication infrastructures. Courses address IT service management; planning, maintenance, and security of networks; and network fault-tolerance. Students gain an understanding of computer network operations, computer hardware and software, network equipment management, and network security and reliability.

Concentration Curriculum (20 cr.)

- ITEC 4203 - Fault-Tolerant Systems
- ITEC 3301 - IT Service Management
- ITEC 4101 - Network Security
- ITEC 4302 - Network Planning and Maintenance

Web and Mobile Applications Development

In the Web and Mobile Applications Development concentration, students learn how to develop, design, and integrate Web-based applications. Students examine information architecture design as well as visual and interaction design. They discover the elements of building a Web application from start to finish, gaining a holistic view of the Web development life cycle. Students have the opportunity to gain experience creating applications for multiple platforms, including smartphones, gaming, and cellular devices.
Concentration Curriculum (20 cr.)

- ITEC 3501 - Web and Mobile Application Development
- ITEC 4501 - Web and Mobile User Experience Design
- ITEC 4502 - Implementing Effective Mobile User Interfaces
- ITEC 4503 - Developing Multiplatform Mobile Applications

Self-Designed

Concentration Curriculum (20 cr.)

The Self-Designed concentration is ideal for those students who want a broad view and solid grounding in preparation for today’s information technology environment. Because students can choose the courses that make up the Self-Designed concentration, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the Self-Designed concentration may take any four courses from the other B.S. in Information Technology concentrations listed. Students may also petition to use alternate upper-division courses.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement.

Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
   - Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
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<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
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<tr>
<td>M.S. in Early Childhood Studies</td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
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<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply. Note: These courses are 8 weeks in length.</td>
<td>• EDUC 5160 - Early Childhood Development</td>
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<td>• EDUC 5161 - Effective Programs and Practices</td>
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<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
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<tr>
<td>M.S. in Instructional Design and Technology</td>
<td>• EDUC 5105 - Organizations, Innovation, and Change</td>
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<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply. Note: These courses are 8 weeks in length.</td>
<td>• EDUC 5115 - Learning Theories and Instruction</td>
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<td>• EIDT 5100 - Instructional Design</td>
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<td>Course</td>
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<tr>
<td><strong>EIDT 5110</strong> - Advanced Instructional Design</td>
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<td><strong>PUBH 5101</strong> - Principles of Communication in Public Health</td>
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<tr>
<td><strong>PUBH 5002</strong> - Essentials of Public Health: A Case Study Approach</td>
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<tr>
<td><strong>PUBH 5115</strong> - Social, Behavioral, and Cultural Factors in Public Health</td>
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<td><strong>PUBH 5165</strong> - Environmental Health</td>
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<td><strong>PUBH 5235</strong> - Program Design, Planning, and Evaluation</td>
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<td><strong>PUBH 5175</strong> - Health Policy and Management</td>
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<tr>
<td><strong>MMHA 5015</strong> - Foundations of Healthcare Administration</td>
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<tr>
<td><strong>MMHA 5100</strong> - U.S. Healthcare Delivery System</td>
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<tr>
<td><strong>MMHA 5135</strong> - Health Policy and Economics</td>
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<tr>
<td><strong>MMHA 5205</strong> - Health Law and Ethics</td>
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<tr>
<td><strong>NURS 5050</strong> - Policy and Advocacy for Improving Population Health</td>
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<tr>
<td><strong>NURS 5051</strong> - Transforming Nursing and Healthcare Through Technology</td>
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<tr>
<td><strong>NURS 5052</strong> - Essentials of</td>
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<tr>
<td>Evidence-Based Practice</td>
<td>Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.</td>
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</table>

**College of Social and Behavioral Sciences**

**School of Public Policy and Administration**

### Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

### Master of Public Policy (MPP)

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPP 5280 - Policy and Politics in American Political Institutions
- MMPP 5405 - Ethics and Social Justice
- MMPP 5111 - Leadership and Organizational Change

### M.S. in Emergency Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MSEM 5364 - Managing Public Safety Organizations♦
- MSEM 5100 - Critical Issues in Emergency Management
- MSEM 5480 - Applied Research and Evaluation Methods♦
- MSEM 5363 - Public Safety Issues♦

### M.S. in Nonprofit Management and Leadership

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- NPMG 5200 - Introduction to the Nonprofit Sector
- NPMG 5405 - Ethics and Social Justice
- NPMG 5420 - Organizational
<table>
<thead>
<tr>
<th>Management and Leadership</th>
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<tbody>
<tr>
<td>NPMG 5431 - Finance and Budgeting for the Nonprofit Sector</td>
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<tr>
<td>NPMG 5435 - Human Resource Management: Building a Capable Workforce</td>
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<tr>
<td>NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<th>M.S. in Criminal Justice</th>
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<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
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<td>Note: These courses are 11 weeks in length.</td>
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<tr>
<th>M.S. in Criminal Justice Leadership and Executive Management</th>
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<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
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<td>Note: These courses are 11 weeks in length.</td>
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<th>School of Psychology</th>
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<tr>
<th>Applied Psychology</th>
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<tr>
<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<th>Crisis Management and Response</th>
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<tr>
<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
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<th>Educational Psychology</th>
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<tr>
<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>General Psychology</td>
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<td>Health Psychology</td>
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<td>Psychology of Culture</td>
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<td>Psychology, Public Administration, and Social Change</td>
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<td>Social Psychology</td>
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<td>Terrorism and Security</td>
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<td>M.S. in Forensic Psychology</td>
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Students may select up to five of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.
### School of Social Work and Human Services

#### M.S. in Clinical Mental Health Counseling

*These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- HUMN 5100 - Introduction to Mental Health Counseling
- HUMN 5722 - Counseling and Psychotherapy Theories
- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling

#### M.S. in Addiction Counseling

*These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- HUMN 5103 - Introduction to Addiction
- HUMN 5204 - Assessment in Counseling and Addiction
- HUMN 5202 - Theories, Treatment, and Case Management of Addiction
- HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations
- HUMN 5215 - Lifespan Development

### Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
Graduate Certificate in Information Systems

This four-course certificate program enables students to learn the basic programming, networking, and database design and management skills required to enter the fields of information systems and information technology. Students explore IT's role in organizations, relational database systems and accepted practices in data modeling and database design, and object-oriented programming. Credits in this certificate program may be applied toward the M.S. in Information Technology or Master of Information Systems Management programs.

Certificate Requirements

- 12 total semester credit hours

Curriculum

- ITEC 6111 - Information Technology in the Organization
- ITEC 6115 - Computer Networking and Operating Systems
- ITEC 6140 - Data Modeling and Database Design
- ITEC 6030 - Principles of Programming

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>ITEC 6111 - Information Technology in the Organization</td>
<td>3 sem. cr.</td>
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<tr>
<td></td>
<td>ITEC 6115 - Computer Networking and Operating Systems</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6140 - Data Modeling and Database Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6030 - Principles of Programming</td>
<td>3 sem. cr.</td>
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</tbody>
</table>

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Information Systems program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
MASTER’S DEGREE PROGRAMS

M.S. in Information Technology

Offering a choice of four specializations, Walden's M.S. in Information Technology program provides students with the advanced skills required for senior IT specialist and management positions. In core courses, students develop essential networking, programming, and database management skills. Students then choose advanced training in one of four high-demand specializations: Health Informatics, Information Assurance and Cyber Security, Information Systems, or Software Engineering. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to create, maintain, and secure information systems in a variety of settings.

Learning Outcomes

At the end of this program, students will be able to:
1. Apply core information technology principles and practices.
2. Apply best software engineering principles and practices to develop and maintain stable, secure, scalable, maintainable software.
3. Work in geographically dispersed teams to produce effective solutions to complex information technology problems.
4. Recommend appropriate information technology solutions based on organizational needs and an evaluation of alternatives.
5. Identify and discuss professional, individual, organizational, societal, and regulatory implications of information systems and technology.
6. Select technologies, policies, and procedures to assure the confidentiality, integrity, and availability of information and IT systems.

Specializations

- Health Informatics
- Information Assurance/Cyber Security
- Information Systems
- Software Engineering

Degree Requirements

- 30 total semester credits
  - Core Courses (12 sem. cr.)
  - Specialization Courses (18 sem. cr.)
Core Curriculum

- ITEC 6111 - Information Technology in the Organization
- ITEC 6115 - Computer Networking and Operating Systems
- ITEC 6140 - Data Modeling and Database Design
- ITEC 6030 - Principles of Programming

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Information Technology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Health Informatics

This specialization prepares students to apply information systems and technology solutions to improve the efficiency and effectiveness of healthcare. In addition to coursework in information systems management, students explore the emergence of new technologies in healthcare; diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology; and health data standards.

Health Informatics Specialization Courses (18 sem. cr.)

- ITEC 6712 - Business Architecture and Process
- ITEC 6721 - Organizational and Social Dimensions of Information Systems
- ITEC 6713 - Business Strategy for Competitive Advantage
- ITEC 6600 - Foundations of Health Informatics
- ITEC 6631 - Information Systems Management
- ITEC 6645 - Representation of Health Information

Course Sequence

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* Indicates a course that is required for all specializations.
Information Assurance/Cyber Security

This specialization provides an in-depth treatment of the field of information assurance and cyber security. Students in this specialization will learn about the security governance structures employed by organizations to manage risks related to information technology; develop a thorough understanding of security techniques required to detect threats and protect and defend against attacks, gain a critical understanding of information ethics, and apply methods to investigate security breaches and respond to incidents.

Information Assurance/Cyber Security Specialization Courses (18 sem. cr.)

- ITEC 6120 - Operating System and Network Architecture
- ITEC 6170 - Fundamentals of Information Assurance
- ITEC 6610 - Information Assurance and Risk Management
- ITEC 6620 - Information and Systems Security
- ITEC 6630 - Computer Law, Crime, and Investigation
- ITEC 6640 - Topics in High-Assurance Computing

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Software Engineering

This specialization prepares students to develop complex software products on time and budget at high levels of quality. Students will learn to develop technology solutions to meet complex organizational needs; apply sound requirements engineering and proven software engineering design principles; understand the relationship between process quality and product quality; and measure the quality, costs, and effectiveness of alternative software designs.
Software Engineering Courses (18 sem. cr.)

- ITEC 6130 - Advanced Software Development
- ITEC 6150 - Principles of Software Engineering
- ITEC 6650 - Software Systems Engineering and Requirements Management
- ITEC 6660 - Software Design and Construction
- ITEC 6670 - Software Quality and Testing
- ITEC 6680 - Software Engineering Management and Processes

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Master of Information Systems Management (M.I.S.M.)

The Master of Information Systems Management program integrates management and technical training to prepare students for IT-related senior management positions. After developing basic networking, programming, and database management skills in core courses, students learn to manage IT projects and teams across multiple organizations, develop business strategies that provide a competitive advantage, and secure information systems and assets. After completing the four core courses, students are eligible to receive the Graduate Certificate in Information Systems at no additional cost. Upon completion of the full program, students are prepared to design and lead the information systems, resources, and personnel that are critical to organizations' effectiveness and success.

Learning Outcomes

At the end of this program, students will be able to:
1. Design appropriate software system structures in response to application needs, organizational environment, and technical ecology.
2. Make appropriate design choices based on system, service, and business process needs.
3. Analyze social, legal, ethical, and professional issues in business and technical decision making.
4. Employ best communication practices with business partners, users, customers, and third-party providers.
5. Use sound evaluation practices to select appropriately among competing technologies and
6. Manage business processes through analysis, design, and optimization in response to organizational needs.

Degree Requirements

- 30 total semester credit hours

Courses (30 sem. cr.)

- NSEI 6113 - Information Technology in the Organization
- NSEI 6115 - Computer Networking and Operating Systems
- NSEI 6140 - Data Modeling and Database Design
- NSEI 6030 - Principles of Programming
- NSEI 6712 - Business Architecture and Process♦
- NSEI 6721 - Organizational and Social Dimensions of Information Systems♦
- NSEI 6713 - Business Strategy for Competitive Advantage♦
- NSEI 6511 - Information Systems Project Management♦
- NSEI 6781 - Information Security Governance♦
- NSEI 6561 - Service and Sourcing Management♦

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Master of Information Systems Management (M.I.S.M.) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have

**Information Systems**

The Information Systems specialization prepares students to integrate the information technology solutions and business processes required to help businesses and organizations thrive. Through their coursework, students cover developing and managing Web-based applications, object-oriented approaches to defining systems requirements, creation of Web-based and cloud-based applications and services, and best practices in information assurance and security.

**Information Systems Specialization Courses (18 sem. cr.)**

- ITEC 6020 - Core Web Technologies♦
- ITEC 6040 - Systems Analysis and Design♦
- ITEC 6150 - Principles of Software Engineering
- ITEC 6160 - Enterprise Systems Architecture
- ITEC 6170 - Fundamentals of Information Assurance
- ITEC 6721 - Organizational and Social Dimensions of Information Systems

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DOCTORAL DEGREE PROGRAMS

Doctor of Information Technology (D.I.T.)

This program prepares students to address information technology-related challenges at the highest level of an organization. Students examine the latest advancements in technology and develop solutions for complex, real-world industry challenges. They also study ways to effectively communicate complex IT strategies to company executives and stakeholders.

Coursework focuses on IT strategic analysis, information management, and human-computer interaction. The curriculum blends theory and practice through a variety of learning formats, including leadership simulations, seminar courses, a doctoral study, and face-to-face residencies.

Learning Outcomes

Graduates of the Doctor of Information Technology (D.I.T.) program will be prepared to:

1. Assess the relevance of current and emerging business theory and practice from an interdisciplinary perspective.
2. Formulate and execute effective solutions to complex, real-world problems common to the practice of business and management.
3. Apply the current research literature from business and management to practical problems found in business and management.
4. Design and conduct rigorous research that contributes to the professional body of knowledge on business and management.
5. Clearly communicate to stakeholders about problem statements, research approaches and results, solutions, and assessment.
6. Explain their ethical responsibilities as a member of the business community and citizens in society.

Degree Requirements

- 64 Semester credits
- Foundation course (3 sem. cr.)
- Core courses (21 sem. credits)
- Leadership Simulator courses (9 sem. credits)
- Research sequence (10 sem. cr.)
- Seminar courses (6 sem. cr.)
- Doctoral Study completion (15 sem. cr.)
- 8 days of academic residency (two 4-day residencies)

Curriculum
**Foundation Course (3 sem. cr.)**

- **ITEC 8000 - Foundation and Communications for Information Technology**

**Core Courses (21 sem. cr.)**

- **ITEC 8010 - Fundamentals of Information Systems**
- **ITEC 8030 - Principles of Programming**
- **ITEC 8120 - Operating System and Network Architecture**
- **ITEC 8140 - Data Modeling and Database Design**
- **ITEC 8160 - Enterprise Systems Architecture**
- **ITEC 8170 - Fundamentals of Information Assurance**
- **ITEC 8040 - Systems Analysis and Design**
- **ITEC 8050 - Principles of Programming**
- **ITEC 8125 - Operating System and Network Architecture**
- **ITEC 8145 - Data Modeling and Database Design**
- **ITEC 8165 - Enterprise Systems Architecture**
- **ITEC 8175 - Fundamentals of Information Assurance**

**Leadership Simulator Courses (9 sem. cr.)**

- **ITEC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology**
- **ITEC 8202 - Leadership Simulator: Developing Proactive and Reactive Security Plans**
- **ITEC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment**

**Research Sequence (10 sem. cr.)**

- **ITEC 8427 - Applied Research Methods—Qualitative and Quantitative**
- **ITEC 8437 - Quantitative Decision Making for Strategic Analysis**
- **ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis**

**Seminar Courses (6 sem. cr.)**

D.I.T. students only need to pick two of the four specialization courses,

- **ITEC 8501 - Seminar in Information Security**
- **ITEC 8502 - Seminar in IT Systems, Software, and Management**
- **ITEC 8503 - Seminar in Project Management**
- **ITEC 8504 - Seminar in Cloud and Grid Computing**

**Doctoral Study Completion (15 sem. cr.)**

- **ITEC 8100 - Doctoral Study Mentoring**
- **ITEC 9000 - Doctoral Study Completion** (15 sem. cr.—3 cr. taken each term for a minimum of 5 terms)

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Doctor of Information Technology (D.I.T.) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
SCHOOL OF MANAGEMENT

Learn more about the Undergraduate Minors and Accelerate Into Master's (AIM) Programs.
BACHELOR’S DEGREE PROGRAMS

B.S. in Accounting

Students in the Bachelor of Science (B.S.) in Accounting program are provided with a comprehensive professional accounting knowledge base mapped to American Institute of Certified Public Accountants (AICPA) competencies in functional accounting and professional and ethical standards. In today’s diverse, global, and technologically sophisticated accounting environment, these competencies are highly sought by employers. Through this program, students gain a practical knowledge of the principles, theories, concepts, and professional practices used in today’s global accounting environment.

In core courses, students learn about professional accounting products, master the intricacies of developing those products, and explore how to interpret financial information to support business and organizational decision making. Students also master the digitization of accounting data and the technology that support international financial reporting.

Students can choose the Public Accountancy concentration or the General Program and then focus on gaining the knowledge required to become certified public accountants (CPAs)* or prepare for other professional certifications. By combining a solid foundation in accounting principles with the flexibility to choose career-focused coursework, the B.S. in Accounting program ensures students gain professionally relevant skills that can be directly applied in the working world.

The program is results-oriented and extends beyond theories and conceptual understanding to practical application. Learning outcomes are achieved through coursework completed in specific area requirements for general education, as well as through both lower- and upper-division content courses.

Learning Outcomes

The B.S. in Accounting program provides students with a comprehensive understanding of accounting principles and practices, combining functional skills with a larger perspective of accounting’s role in business.

At the end of this program, students will:

1. Apply problem-solving skills to multiple accounting situations, including those occurring in the international setting.
2. Communicate effectively about accounting and business practices within the context of larger organizational frameworks.
3. Access relevant accounting/financial guidance and apply it in their accounting practice.
4. Demonstrate well-developed competency in their accounting techniques.
5. Demonstrate collaborative skills across accounting and functional business areas.
6. Analyze sources of organizational risk.
7. Apply knowledge of the legal and regulatory environment in which the accounting profession operates.
8. Apply ethical reasoning in their accounting practices.

Concentrations

- General
- Public Accountancy

Degree Requirements

- 181 total quarter credits
- General Education courses (46 cr.)
- Core courses (100 cr.)
- Concentration courses (0–20 cr., depending on concentration)
- Elective courses (10 cr.–30 cr., depending on concentration)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)
See the General Education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (100 cr.)

- BUSI 1002 - Introduction to Management and Leadership
- ACCT 1003 - Introduction to Accounting I
- ECON 1002 - Microeconomics
- ACCT 2003 - Introduction to Accounting II
- BUSI 2001 - Business Law
- STAT 2001 - Statistics
- ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis
- FNCE 3001 - Financial Management
- ACCT 3006 - Accounting Information Systems
- BUSI 3002 - Ethical Leadership
- ACCT 3001 - Intermediate Accounting I
- ACCT 3002 - Auditing and Internal Controls
- ACCT 3003 - Intermediate Accounting II
- ACCT 3004 - Intermediate Accounting III
- ACCT 3005 - Intermediate Accounting IV
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Accounting program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The B.S. in Accounting offers 120-quarter (80-semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The M.S. in Accounting and the M.S. in Accounting and Management programs offer 30 semester (45 quarter) credit hours, while the M.B.A. Accounting for Managers specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency. Walden enrollment advisors can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she wishes to practice.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

General

In the General concentration, students deepen their understanding of the accounting profession and its role in today's business environment. Students can tailor their studies through a broad selection of electives and develop skills and knowledge they can use across business,
government, nonprofit, or financial service settings. This concentration prepares students for professional certification.

**Electives (30 cr.)**

Choose six courses from general education or Walden other bachelor's degree programs. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

The following courses are recommended as electives:

- BUSI 2002 - Global Business
- BUSI 3005 - Critical Thinking
- FNCE 4101 - Corporate Finance
- ACCT 4007 - Treasury Management

**Capstone Course (5 cr.)**

- BUSI 4001 - Strategic Business Capstone Project

**Public Accountancy**

With the Public Accountancy concentration, students develop a strong foundation in accounting theory, principles, and procedures and gain a broad base of business knowledge. Students explore coursework in corporate taxation and advanced financial accounting and business law while developing the problem-solving and communications skills needed to function effectively across an organization. This program prepares students for graduate study or an accounting career in business, nonprofit, government, or financial services sectors.

**Concentration Curriculum**

**Concentration Courses (20 cr.)**

- ACCT 4006 - Federal Taxation II: Corporate Taxation
- ACCT 4003 - Advanced Financial Accounting II
- ACCT 4004 - Advanced Financial Accounting III
- BUSI 3006 - Advanced Business Law

**Electives (10 cr.)**

Choose two courses from general education or Walden other bachelor's degree programs. Elective credits should total 10 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor. Although this program requires fewer than six elective courses, students have the option to complete a minor and graduate with more than the required number of credits for this program.
Capstone Course (5 cr.)

- ACCT 4900 - Accounting Capstone Project

B.S. in Business Administration

In today's diverse, global, and technologically advanced business environment, the B.S. in Business Administration program can help students lay the groundwork for career success. Coursework explores the key principles of leadership, communication, and analysis in order to prepare students to support both global and domestic business organizations. Students examine issues that impact business decisions from economic, political, legal, ethical, and social change standpoints and explore strategies for using technology and innovation to promote a competitive advantage within the business sphere of influence.

This program extends beyond theories and conceptual understanding to practical application of knowledge and skills. Once students have a solid foundation in business administration, they select a concentration from a variety of essential fields. This flexibility helps to ensure that students learn professionally relevant skills that can be directly applied in the working world.

Learning Outcomes

At the end of this program, students will be able to:

1. Demonstrate proficiency in the fundamental business principles and practices that enable firms to operate in both domestic and global environments.
2. Employ critical-thinking and analysis skills to solve business problems in a real-world context.
3. Analyze ethical issues that impact business decisions from economic, political, legal, and social perspectives.
4. Describe the ways in which diversity influences a company's ability to achieve its goals.
5. Evaluate the application of technology as a strategy for competitive advantage in business.
6. Conduct basic research using scholarly sources to acquire new knowledge in the business domain.

Accreditation

Walden University's B.S. in Business Administration program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Concentrations

- General
- Accounting
- Finance
• Healthcare Management
• Human Resource Management
• Information Systems
• Management
• Marketing
• Multicultural Marketing Communication
• Project Management
• Small Business Management

Degree Requirements

• 181 total quarter credit hours
• General education courses (46 cr.)
• Business courses (55 cr.)
• Concentration courses (0–15 cr., depending on concentration)
• Elective courses (65–80 cr., depending on concentration)

Core Curriculum

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Business Courses (55 cr.)

• BUSI 1002 - Introduction to Management and Leadership♦
• ACCT 1003 - Introduction to Accounting I♦
• STAT 2002 - Business Statistics
• ECON 1002 - Microeconomics♦
• BUSI 2001 - Business Law♦
• BUSI 2003 - Operations♦
• BUSI 2003 - Operations♦
• MRKT 3001 - Marketing♦
• HRMG 3001 - Human Resource Management♦
• FNCE 3001 - Financial Management♦
• ISYS 3001 - Information Systems in Enterprise♦
• BUSI 4900 - Capstone: Strategic Business Management
• COMM 1005 - Developing Student Portfolios for Communication (optional)

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Business
Administration program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General**
A General Program is offered for those students who want to gain an understanding and knowledge of general management principles.

**Concentration Curriculum**

**Elective Courses (80 cr.)**
Students are to select sixteen additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, B.S. in Business Administration courses, or courses from any of Walden’s bachelor’s degree programs. At least 25 credits must be at the 3000–4000 level. Individual course prerequisites apply.

**Accounting in B.S. in Business Administration**
In Walden's Accounting concentration, students can gain a solid understanding of accounting principles and financial analysis. Students can learn how to manage a company's books and records; prepare and read financial statements; and strengthen knowledge of taxation, auditing, and managerial accounting.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**
Courses must be completed in the following order:
- ACCT 2003 - Introduction to Accounting II
- ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis
- ACCT 3001 - Intermediate Accounting I

**Electives (65 cr.)**
Choose thirteen courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 20 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

**Note on Minors:** Electives can also be used to complete a six-course minor.

**Finance**
In the Finance concentration, students learn how to effectively assess and guide the financial operation of an organization. The curriculum helps students gain insights into the key financial levers of an organization, so they can help management direct the organization to optimize its value, for both its employees and shareholders. Note: Students must complete FNCE 3001 - Financial Management before entering the Finance concentration.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**

Courses must be completed in the following order:

- FNCE 4101 - Corporate Finance
- FNCE 4102 - Financial Institutions and Markets
- FNCE 4103 - International Finance

**Electives (65 cr.)**

Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Healthcare Management**

This concentration provides an exploration of healthcare management functions, roles, and responsibilities. Coursework explores legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services and the impact of these processes on quality and safety in the practice environment and disparities in the healthcare system. Students in this concentration can also gain deeper insight into the issues of healthcare access, equity, affordability, and social justice; long-term healthcare policy; and safety and technology in healthcare delivery.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**

Courses must be completed in the following order:

- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2120 - Health Informatics
- HLTH 3110 - Current Issues in Healthcare Policy and Practice

**Electives (65 cr.)**

Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 20 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.
Human Resource Management

The Human Resource Management concentration helps students develop insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention, and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations. Note: Students must complete HRMG 3001 - Human Resource Management before entering the Human Resource Management concentration.

Concentration Curriculum

Concentration Courses (15 cr.)
Courses must be completed in the following order:
- HRMG 4200 - Strategic Human Resource Management
- HRMG 4202 - Human Resource Development and Change
- HRMG 4203 - Human Resource Management: Analysis and Problems

Electives (65 cr.)
Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Information Systems

The Information Systems concentration teaches students how to leverage technology to meet their organization's strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects. Note: Students must complete ISYS 3001- Information Systems in Enterprise before entering the Information Systems concentration.

Concentration Curriculum

Concentration Courses (15 cr.)
Courses must be completed in the following order:
- ITEC 1010 - IT Infrastructure
- ITEC 2030 - Operating Systems Fundamentals and Administration
- ITEC 3020 - Computer Security Fundamentals

Electives (65 cr.)
Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 20 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Management

The Management concentration focuses on aligning contemporary management practices with strategic direction. It provides students with advanced knowledge and skills in international management, human resource management, and knowledge management. Students focus on emerging trends in the international business arena, techniques for attracting and retaining effective human resources, and the integration of knowledge management with quality initiatives and organizational change. Note: Students must complete FNCE 3001 - Financial Management before entering the Corporate Finance course; BUSI 1002 - Introduction to Management and Leadership before entering the Knowledge Management course; and HRMG 3001 - Human Resource Management before entering the Strategic Human Resource Management course.

Concentration Curriculum

Concentration Courses (15 cr.)

It is recommended that courses be completed in the following order:
- FNCE 4101 - Corporate Finance
- HRMG 4200 - Strategic Human Resource Management
- MGMT 4400 - Organizational Behavior and Management

Electives (65 cr.)

Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Marketing

The Marketing Communications concentration provides tools and techniques for delivering persuasive messaging to both local and international audiences through the use of real-world case studies. Students explore ways to identify market opportunities, develop and implement viable marketing plans, and measure their impact. Specific areas of focus include targeted communications, integrated media planning and purchasing, international marketing, and ethics.

Concentration Curriculum
Concentration Courses (15 cr.)
Courses must be completed in the following order:
- MRKT 4501 - Marketing Management
- MRKT 4504 - Global Marketing
- MRKT 4503 - Case Study: Services Marketing

Electives (65 cr.)
Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

Multicultural Marketing Communication
This concentration focuses on the importance of incorporating multicultural perspectives into modern marketing strategies. Students examine how to match marketing strategy with organizational strategy, research and forecasting approaches, competitive analysis, and implementation of marketing strategies. Coursework also explores how to develop targeted communication media that supports marketing initiatives in a global context.

Concentration Curriculum

Concentration Courses (15 cr.)
Courses must be completed in the following order:
- MRKT 4504 - Global Marketing
- MRKT 4505 - Hispanic Marketing in a Multicultural Context
- MRKT 4506 - Multicultural Marketing Communication

Electives (65 cr.)
Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

**Note on Minors:** Electives can also be used to complete a six-course minor.

Project Management
Students in this concentration explore the use of project management as a structured approach to meeting organizational goals. Coursework examines strategic project management practices, organizational support systems that support project success, project authority, and ethics in project execution. The four major project management knowledge areas are covered in this concentration, including scope, time, cost risk, and quality management.
Concentration Curriculum

Concentration Courses (15 cr.)

Courses must be completed in the following order:

- PMGT 3000 - Project Management Strategies
- PMGT 3001 - Project Management Methods I
- PMGT 4001 - Project Management Methods II

Electives (65 cr.)

Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements.

Note on Minors: Electives can also be used to complete a six-course minor.

Small Business Management

This concentration focuses on the operational side of managing a small business, including marketing and customer relations. Students develop practical skills to help them grow or create a small business. Students also examine case studies and real-life examples of small business successes and failures across a wide range of small business models, including startups, franchises, family businesses, and e-commerce ventures.

Concentration Curriculum

Concentration Courses (15 cr.)

It is recommended that courses be completed in the following order:

- BUSI 4002 - Small Business Ventures
- BUSI 4003 - Marketing Strategies for Small Business
- BUSI 4004 - Customer Relationship Management for Small Business

Electives (65 cr.)

Choose 13 courses from general education, B.S. in Business Administration, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

B.S. in Business Communication

Students in the B.S. in Business Communication program are prepared to meet the growing demand for professionals who can create effective business strategies and communicate them
effectively to colleagues, customers, and other key audiences. Through a multidisciplinary curriculum, students learn strategic communication skills while exploring the fundamentals of business and the dynamics of organizations. Topics in this program include social media; interpersonal, oral, and written communications; emerging media and new technologies; human resources; leadership; and organizational management.

**Learning Outcomes**

Graduates of the B.S. in Business Communication program will be prepared to:

1. Use fundamental business principles and practices to solve business problems in a real-world context.
2. Demonstrate an awareness of their own values, dispositions, and communication styles through their personal and professional communication.
3. Apply technology to enable digital communication in professional settings.
4. Demonstrate economic, political, legal, ethical, and socially aware strategies in their communications with both local and global audiences.
5. Utilize a systems perspective to optimize organizational, community, and global communication.
6. Employ critical-thinking skills in selecting communication strategies that are appropriate considering the diversity of the audience.
7. Examine communication strategies necessary to promote social change.

**Concentrations**

- General
- Emerging Media
- Health Communication
- Human Resource Management
- Management and Organizational Communication
- Marketing Communication
- Public Relations
- Self-Designed

**Degree Requirements**

- 181 total quarter credit hours
- General Education courses (46 cr.)
- Core courses (55 cr.)
- Concentration courses (0–20 cr., depending on concentration)
- Elective courses (55–75 cr., depending on concentration)
- Capstone course (5 cr.)

**Curriculum**

**Core Curriculum**
General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (55 cr.)

- COMM 1003 - Introduction to Mass Communication
- BUSI 1002 - Introduction to Management and Leadership
- COMM 1004 - Interpersonal Communication
- BUSI 2001 - Business Law
- COMM 2001 - Dynamics of Group Communication
- COMM 2003 - Writing for the Digital Age
- BUSI 3003 - Dynamics of Change
- ISYS 3001 - Information Systems in Enterprise
- MEDC 3001 - Communicating Through Media and Technology
- COMM 3002 - Negotiation and Persuasion
- PREL 3001 - Principles of Public Relations

Capstone Course (5 cr.)

- COMM 4901 - Communication Capstone

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Business Communication program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General

Concentration Curriculum

Elective Courses (75 cr.)

Students are to select 15 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in
addition to the 5-credit general education elective. **Note on Minors:** Electives can also be used to complete a six-course minor.


**Emerging Media**

In this concentration, students study ways to use contemporary tools of communication, such as smartphones, social networking tools, blogs, podcasts, and other media, that can be leveraged to communicate and connect effectively with audiences in a variety of settings. Through their coursework, students examine various forms of new media, the use of emerging media in global markets, and how technology continues to evolve methods of mass communication.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**

- MEDC 4101 - Leveraging Emerging Media for Mass Communication♦
- MEDC 4102 - Emerging Media and Global Communication♦
- MEDC 4103 - Emerging Media Design♦

**Elective Courses (60 cr.)**

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Health Communication**

In this concentration, students have the opportunity to gain the specialized communication skills needed for a career in the evolving healthcare sector. Students study ways to shape messages for a variety of audiences to promote wellness and to raise awareness of important health and policy issues. The interdisciplinary curriculum provides a broad understanding of the changing healthcare system and explores cultural and socioeconomic factors in healthcare, stress and personal health management, communication with diverse populations, and social media use in marketing and communications.

**Concentration Curriculum**
Concentration Courses (15 cr.)

- HLTH 4300 - Personal Health and Wellness
- HLTH 3115 - Public and Global Health
- HLTH 4380 - Strategies for Health Communication and Wellness

Elective Courses (60 cr.)

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. Note on Minors: Electives can also be used to complete a six-course minor.

Human Resource Management

With this concentration, students have the opportunity to gain a broad understanding of the principles and practices of human resource management. They will explore the strategy and process behind recruiting and selecting employees as well as examine key employee relations areas, such as performance evaluation, compensation and benefits, job design, training, retention, and turnover.

Concentration Curriculum

Concentration Courses (15 cr.)

- HRMG 3001 - Human Resource Management
- HRMG 4201 - Strategic Human Resource Management
- HRMG 4202 - Human Resource Development and Change

Elective Courses (60 cr.)

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. Note on Minors: Electives can also be used to complete a six-course minor.

Management and Organizational Communication

In this concentration, students examine the role of internal and external communication strategies in managing organizational change and cultivating corporate culture. Students learn communication strategies and approaches for crisis management, employee awareness, and
shareholder communication. Coursework examines human behavior in an organizational setting, ethics, and the purpose and need for effective communication in complex organizations.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**
Courses should be completed in the following order:
- MGMT 4401 - Management and Organizational Behavior
- COMM 4101 - Organizational Communication
- PREL 4103 - Crisis Communications

**Electives (70 cr.)**
Choose 14 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Marketing Communication**
In this concentration, students have the opportunity to gain a fundamental understanding of marketing principles, concepts, and best practices. Through their coursework, students incorporate the closely related fields of marketing and communication by focusing on the development of targeted communications that support awareness initiatives, strategies and concepts in international marketing, and integrated media planning and purchasing.

**Concentration Curriculum**

**Concentration Courses (20 cr.)**
- MRKT 3001 - Marketing
- MRKT 4511 - Marketing Communications
- MRKT 4512 - International Marketing Communications
- MRKT 4513 - Media Planning and Purchasing

**Elective Courses (60 cr.)**
Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. **Note on Minors:** Electives can also be used to complete a six-course minor.
Public Relations

In this concentration, students explore methods for crafting communications that shape public perceptions and attitudes about companies, organizations, people, products, issues, and ideas. Students have the opportunity to gain a broad understanding of public relations principles and best practices in a variety of settings. Through their coursework, students focus on press release writing, publicity planning, media relations, advertising, and crisis management.

Concentration Curriculum

Concentration Courses (15 cr.)

- PREL 4101 - Publicity and Public Relations
- PREL 4102 - Applied Public Relations
- PREL 4103 - Crisis Communications

Elective Courses (60 cr.)

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. Note on Minors: Electives can also be used to complete a six-course minor.

Self-Designed

Students have the opportunity to gain a broad overview of several areas of communication to increase their versatility as communications professionals. Students customize their program, selecting at least three courses from other B.S. in Business Communication concentrations. For those without a specific interest, Walden recommends one course from Marketing Communication, one course from Public Relations, and one course from Management and Organizational Communication.

Concentration Curriculum

Concentration Courses (15 cr.)

Select three courses from any B.S. in Business Communication concentration.

Suggested Courses:
- HRMG 3001 - Human Resource Management
- PREL 4101 - Publicity and Public Relations
- PREL 4103 - Crisis Communications
- MRKT 3001 - Marketing
Elective Courses (60 cr.)

Students are to select 12 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. **Note on Minors:** Electives can also be used to complete a six-course minor.

B.S. in Communication

The B.S. in Communication program prepares students to meet the growing demand for professionals who can create strategic, effective communications that engage audiences and drive results. Coursework focuses on developing the real-world communication skills students need in fields such as marketing, public relations, corporate communications, political campaigning, healthcare, and advertising. Topics in this program include social media; interpersonal, oral, and written communications; and emerging media and new technologies.

Students learn to create effective communications to build relationships, sell products and ideas, influence consumer behavior, resolve conflicts, manage crisis, create and deliver presentations, and build corporate brands. Studies culminate with a capstone course in which students apply their learning to create a comprehensive communications plan for an organization of their choice.

Learning Outcomes

The B.S. in Communication program helps students to blend communication theory with practical communication skills. At the end of this program, students will be able to:

1. Demonstrate effective written communication skills for multicultural and diverse audiences.
2. Assess awareness of their own values, dispositions, and communication styles as evident in their interpersonal, group, and mass communications.
3. Critically analyze contextual needs to select appropriate communication strategies.
4. Successfully collaborate with others in ways that promote personal accountability and mutual respect.
5. Competently employ use of digital communication in professional settings.
6. Utilize a systems perspective to optimize organizational, community, and global communication.
7. Demonstrate ethical, socially aware strategies in their communications with both local and far-reaching audiences.

Concentrations

- General
- Emerging Media
• Healthcare Communication
• Management and Organizational Communication
• Marketing Communication
• Political Communication
• Public Relations
• Self-Designed

Degree Requirements

• 181 total quarter credit hours
• General education courses (46 cr.)
• Core courses (45 cr.)
• Concentration courses (0–20 cr., depending on concentration)
• Elective courses (65–85 cr., depending on concentration)
• Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (45 cr.)

• COMM 1003 - Introduction to Mass Communication
• COMM 1004 - Interpersonal Communication
• COMM 2001 - Dynamics of Group Communication
• COMM 2002 - Fundamentals of Public Speaking
• COMM 3001 - Applied Interpersonal Communication
• COMM 3002 - Negotiation and Persuasion
• MEDC 3001 - Communicating Through Media and Technology
• COMM 4001 - Intercultural Communication

Capstone Course (5 cr.)

• COMM 4901 - Communication Capstone

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Communication program relating to the types of occupations this program may lead to,
completion rate, program costs, and median loan debt of students who have graduated from this program.

**General**

**Concentration Curriculum**

**Elective Courses (85 cr.)**
Choose 17 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 85 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Emerging Media**

In this concentration, students learn how to use contemporary tools of communication, such as smartphones, social networking tools, blogs, podcasts, and other media that can be leveraged to communicate and connect effectively with audiences in a variety of settings. Coursework examines various forms of new media, the use of emerging media in global markets, and how technology continues to evolve methods of mass communication.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**
Courses should be completed in the following order:
- **MEDC 4101 - Leveraging Emerging Media for Mass Communication**
- **MEDC 4102 - Emerging Media and Global Communication**
- **MEDC 4103 - Emerging Media Design**

**Electives (70 cr.)**
Choose 14 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Healthcare Communication**
In this concentration, students gain the specialized communication skills needed for a career in the evolving healthcare sector. Students learn to shape messages for a variety of audiences to promote wellness and to raise awareness on important health and policy issues. The interdisciplinary curriculum provides a broad understanding of the changing healthcare system and explores cultural and socioeconomic factors in healthcare, stress and personal health management, communication with diverse populations, and social media use in marketing and communications.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**
Courses should be completed in the following order:
- HLTH 4300 - Personal Health and Wellness
- HLTH 3115 - Public and Global Health
- HLTH 4380 - Strategies for Health Communication and Wellness

**Electives (70 cr.)**
Choose 14 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

**Information Security**
This specialization provides an in-depth exploration of the field of information assurance. Students study ways to use security technologies and governance structures in organizations to manage information technology risks. Courses in this specialization focus on information ethics and security techniques that can be used to detect, protect, and defend against security attacks. At the end of the program, through the capstone course, students apply their skills to investigate security breaches and respond to incidents.

**Information Security Specialization Courses (12 sem. cr.)**
- ITEC 6610 - Information Assurance and Risk Management
- ITEC 6620 - Information and Systems Security
- ITEC 6630 - Computer Law, Crime, and Investigation
- ITEC 6640 - Topics in High-Assurance Computing
## Course Sequence—Track 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>ITEC 6100 - Foundations for Graduate Study in Information Systems and Technology</td>
<td>1 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6111 - Information Technology in the Organization</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6120 - Operating System and Network Architecture</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>ITEC 6130 - Advanced Software Development</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>ITEC 6140 - Data Modeling and Database Design</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>ITEC 6150 - Principles of Software Engineering</td>
<td>3 sem. cr.</td>
</tr>
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<td>ITEC 6160 - Enterprise Systems Architecture</td>
<td>3 sem. cr.</td>
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<td>4</td>
<td>ITEC 6170 - Fundamentals of Information Assurance</td>
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<td>ITEC 6610 - Information Assurance and Risk Management</td>
<td>3 sem. cr.</td>
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<td>5</td>
<td>ITEC 6620 - Information and Systems Security</td>
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<td>ITEC 6630 - Computer Law, Crime, and Investigation</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>6</td>
<td>ITEC 6640 - Topics in High-Assurance Computing</td>
<td>3 sem. cr.</td>
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<td>ITEC 6900 - IT Capstone</td>
<td>3 sem. cr.</td>
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## Course Sequence—Track 2

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<td>1</td>
<td>ITEC 6100 - Foundations for Graduate Study in Information Systems and Technology</td>
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<td>ITEC 6010 - Fundamentals of Information Systems</td>
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<td>ITEC 6020 - Core Web Technologies</td>
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<td>ITEC 6030 - Principles of Programming</td>
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<td>ITEC 6040 - Systems Analysis and Design</td>
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<td>3</td>
<td>ITEC 6111 - Information Technology in the Organization</td>
<td>3 sem. cr.</td>
</tr>
<tr>
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<td>ITEC 6120 - Operating System and Network Architecture</td>
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<tr>
<td>4</td>
<td>ITEC 6130 - Advanced Software Development</td>
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<td>ITEC 6140 - Data Modeling and Database Design</td>
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<td>5</td>
<td>ITEC 6150 - Principles of Software Engineering</td>
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<td>ITEC 6160 - Enterprise Systems Architecture</td>
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<td>ITEC 6170 - Fundamentals of Information Assurance</td>
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<td>ITEC 6610 - Information Assurance and Risk Management</td>
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<td>7</td>
<td>ITEC 6620 - Information and Systems Security</td>
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<td>ITEC 6630 - Computer Law, Crime, and Investigation</td>
<td>3 sem. cr.</td>
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<td>8</td>
<td>ITEC 6640 - Topics in High-Assurance Computing</td>
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<tr>
<td></td>
<td>ITEC 6900 - IT Capstone</td>
<td>3 sem. cr.</td>
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</table>

### Marketing Communication

Through this concentration, students gain a fundamental understanding of marketing principles, concepts, and best practices. Coursework incorporates the closely related fields of marketing and
communication by focusing on the development of targeted communications that support awareness initiatives, strategies and concepts in international marketing, and integrated media planning and purchasing.

**Concentration Curriculum**

**Concentration Courses (20 cr.)**
Courses should be completed in the following order:
- **MRKT 3001 - Marketing**<sup>♦</sup>
- **MRKT 4511 - Marketing Communications**<sup>♦</sup>
- **MRKT 4512 - International Marketing Communications**<sup>♦</sup>
- **MRKT 4513 - Media Planning and Purchasing**<sup>♦</sup>

**Electives (65 cr.)**
Choose 13 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a 6-course minor.

**Political Communication**

Students in this concentration focus on developing political communications that target diverse audiences. The interdisciplinary curriculum joins the fields of political science and communication and examines communication as an integral component of the public sector. Students gain an understanding of how information flows through political processes and learn how to plan and manage crises and to promote positive social change through effective communication strategies. Through their coursework students also examine legal aspects of social issues and how organizations employ communication strategies to advance political goals.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**
Courses should be completed in the following order:
- **PREL 4103 - Crisis Communications**<sup>♦</sup>
- **PSPA 4010 - Contemporary Legal Debates**<sup>♦</sup>
- **PSPA 4030 - Communication for Social Change**<sup>♦</sup>

**Electives (70 cr.)**
Choose 14 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 70 to meet the program requirements. Students may also be eligible to transfer previous credit to
meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Public Relations**

In this concentration, students explore methods for crafting communications that shape public perceptions and attitudes about companies, organizations, people, products, issues, and ideas. Students gain a broad understanding of public relations principles and best practices in a variety of settings. Through their coursework, students focus on press release writing, publicity planning, media relations, advertising, and crisis management.

**Concentration Curriculum**

**Concentration Courses (20 cr.)**

Courses should be completed in the following order:

- **PREL 3001 - Principles of Public Relations**
- **PREL 4101 - Publicity and Public Relations**
- **PREL 4102 - Applied Public Relations**
- **PREL 4103 - Crisis Communications**

**Electives (65 cr.)**

Choose 13 courses from general education, B.S. in Communication, or other Walden bachelor's degree programs. At least 10 credits must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Self-Designed**

Students gain a broad overview of several areas of communication to increase their versatility as communications professionals. Students customize their program, selecting at least three courses from other B.S. in Communication concentrations. For those without a specific interest, Walden recommends one course from Marketing Communication, one course from Public Relations, and one course from Management and Organizational Communication.

**Concentration Curriculum (15 cr.)**

Students will choose three courses from any B.S. in Communication concentration. Individual course prerequisites are required to be met.

**Electives Courses (70 cr.)**
Students are to select 14 additional courses to fulfill the elective requirement. Students may choose courses from either General Education courses, B.S. in Business Communication concentration courses, B.S. in Business Administration courses, or courses from any of Walden's bachelor's degree programs. Individual course prerequisites apply. These elective credits are in addition to the 5-credit general education elective. Note on Minors: Electives can also be used to complete a six-course minor.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM)

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement.

Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Accelerate Into Master's (AIM) Programs

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.
3. AIM courses are (5000-level) graduate courses.*
a. Tuition for these courses is charged at the undergraduate rate.
b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a \( B \) or better in each course to have that course applied to the master's program.
   - Students who get lower than a \( B \) in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a \( B \) or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
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<tbody>
<tr>
<td><strong>The Richard W. Riley College of Education and Leadership</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **M.S. in Early Childhood Studies** | - EDUC 5005 - Foundations: Early Childhood Studies  
- EDUC 5160 - Early Childhood Development  
- EDUC 5161 - Effective Programs and Practices  
- EDUC 5162 - Issues and Trends in the Early Childhood Field |
| *Students may select any or all of these courses. Individual course prerequisites apply.*  
*Note: These courses are 8 weeks in length.* |
| **M.S. in Instructional Design and Technology** | - EDUC 5105 - Organizations, Innovation, and Change |
| *Students may select any or all of these courses. Individual course prerequisites apply.* |
| Prerequisites apply. |  
| Note: These courses are 8 weeks in length. |  
| EDUC 5115 - Learning Theories and Instruction  
EIDT 5100 - Instructional Design  
EIDT 5110 - Advanced Instructional Design |  

**College of Health Sciences**

**School of Health Sciences**

**Master of Public Health (MPH)**

Students may select any or all of these courses. Individual course prerequisites apply.

It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.

Note: These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

**Master of Healthcare Administration (MHA)**

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics

**Master of Healthcare Administration (MHA)**

Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
### School of Nursing

#### Master of Science in Nursing (MSN)

**Note:** These courses are 11 weeks in length.

- MMHA 5205 - Health Law and Ethics
- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 5052 - Essentials of Evidence-Based Practice

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

#### School of Public Policy and Administration

#### Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

### Master of Public Policy (MPP)

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPP 5280 - Policy and Politics in American Political Institutions
- MMPP 5405 - Ethics and Social Justice
- MMPP 5111 - Leadership and Organizational Change
<table>
<thead>
<tr>
<th>Program</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. in Criminal Justice Leadership and Executive Management</td>
<td>CRJS 5137 - The Nature of Crime and Criminology CRJS 5215 - Controversies in Criminal Justice</td>
</tr>
<tr>
<td>M.S. in Psychology</td>
<td>PSYC 5215 - Lifespan Development PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>Applied Psychology</td>
<td>PSYC 5215 - Lifespan Development PSYC 5245 - Social Psychology</td>
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<tr>
<th>Crisis Management and Response</th>
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<tbody>
<tr>
<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
</tr>
<tr>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
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<tr>
<th>Educational Psychology</th>
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<tbody>
<tr>
<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>PSYC 5765 - Educational Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<tr>
<th>General Psychology</th>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5245 - Social Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5220 - Psychology of Personality</td>
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<tr>
<th>Health Psychology</th>
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<tbody>
<tr>
<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5745 - Health Psychology</td>
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<th>Psychology of Culture</th>
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<td>PSYC 5245 - Social Psychology</td>
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<table>
<thead>
<tr>
<th>Terrorism and Security</th>
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<tbody>
<tr>
<td>PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>PSYC 5741 - Psychology of Terrorism</td>
</tr>
</tbody>
</table>
### M.S. in Forensic Psychology

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- FPSY 5720 - Abnormal Behavior

### School of Social Work and Human Services

### M.S. in Clinical Mental Health Counseling

*These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

- HUMN 5100 - Introduction to Mental Health Counseling
- HUMN 5722 - Counseling and Psychotherapy Theories
- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling

### M.S. in Addiction Counseling

*These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 11 weeks in length.*

- HUMN 5103 - Introduction to Addiction
- HUMN 5204 - Assessment in Counseling and Addiction
- HUMN 5202 - Theories, Treatment, and Case Management of Addiction
- HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations
- HUMN 5215 - Lifespan Development

### Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.
• Minor in Applied Instructional Design and Technology
• Minor in Business
• Minor in Child Development
• Minor in Communication
• Minor in Criminal Justice
• Minor in Healthcare Management
• Minor in Health Promotion and Wellness
• Minor in Health Studies
• Minor in Introductory Design and Technology
• Minor in Political Science and Public Administration
• Minor in Psychology
• Minor in Public Health

**Minor in Business**

The Undergraduate Minor in Business is for non-business major students interested in obtaining knowledge and competencies required in today’s diverse, global, and technologically sophisticated business environment. Students gain a working knowledge of the principles and concepts of management theory and practice by examining the interrelationships among the major business disciplines.

**Note:** This minor is not available to students in the B.S. in Business Administration, B.S. in Business Communication, or B.S. in Accounting programs.

**Required (30 cr.)**

Courses should be completed in the following order:

- BUSI 1002 - Introduction to Management and Leadership
- ACCT 1003 - Introduction to Accounting
- MRKT 3001 - Marketing
- HRMG 3001 - Human Resource Management
- FNCE 3001 - Financial Management
- ISYS 3001 - Information Systems in Enterprise

**Minor in Communication**

The Undergraduate Minor in Communication program is designed for non-business major students who are interesting in such communication industries as marketing, public relations, corporate communications, and advertising. With the minor, students can develop their analytical, theoretical, and practical communication skills required to identify and develop creative and strategic communication solutions using various forms of media. Areas of focus may include mass communication, interpersonal communication, persuasive speaking, group dynamics, crisis management, critical thinking, professional writing strategies, intercultural communications, and future trends in new and emerging media.
Note: This minor is not available to students in the B.S. in Communication or B.S. in Business Communication program.

**Required (30 cr.)**

Select six of the following:

- **COMM 1003 - Introduction to Mass Communication**
- **COMM 2001 - Dynamics of Group Communication**
- **COMM 2002 - Fundamentals of Public Speaking**
- **COMM 2003 - Writing for the Digital Age**
- **MEDC 3001 - Communicating Through Media and Technology**
- **COMM 3001 - Applied Interpersonal Communication**
- **COMM 3002 - Negotiation and Persuasion**
GRADUATE CERTIFICATE PROGRAMS

Graduate Certificate in Advanced Project Management

Project Management Certificates

Walden University's project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)® exam* from the Project Management Institute (PMI)®. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both certificate programs can be applied toward Walden's M.S. in Project Management program.

The Graduate Certificate in Advanced Project Management is designed for senior project managers. Aligned with the standards in the Project Management Institute's (PMI's)® A Guide to the Project Management Body of Knowledge (PMBOK® Guide), this certificate program leverages students' knowledge and experience to help them place project management in a strategic perspective within their organizations. Students who successfully complete this certificate program will have a demonstrable proficiency in advanced project management skills that they can show current and future employers.

*Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMP is a registered certification mark of the Project Management Institute, Inc.

Certificate Requirements

- 10 total semester credits
- Certificate courses (10 sem. cr.)

Curriculum
Certificate Courses (10 sem. cr.)

- MSPM 6101 - Foundations for Graduate Study in Project Management
- MSPM 6120 - Integrated Project Process Management♦
- MSPM 6160 - Stakeholder Management and Organizational Behavior♦
- MSPM 6170 - Sustainability in Project, Portfolio, and Program Management♦

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>MSPM 6101 - Foundations for Graduate Study in Project Management</td>
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</tr>
<tr>
<td></td>
<td>MSPM 6120 - Integrated Project Process Management♦</td>
<td>3</td>
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<tr>
<td>2</td>
<td>MSPM 6160 - Stakeholder Management and Organizational Behavior♦</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MSPM 6170 - Sustainability in Project, Portfolio, and Program Management♦</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Advanced Project Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Applied Project Management

Project Management Certificates

Walden University's project management certificate programs are geared toward students who want to learn the foundational skills for this field or those who want to build upon their existing senior-level experience to advance their career in project management. Each program positions students to take the Project Management Professional (PMP)® exam* from the Project Management Institute (PMI)®. Students who are already PMP-certified and are seeking recertification earn Professional Development Units (PDUs) that can be applied toward the 60 credits needed. Walden is also a PMI Registered Education Provider (R.E.P.) and, as such, has agreed to abide by PMI-established quality assurance criteria. Credits from all required courses in both certificate programs can be applied toward Walden's M.S. in Project Management program.

The Graduate Certificate in Applied Project Management introduces the required skills necessary for managing projects in today's work environment. Fully aligned with the standards in Project Management Institute's (PMI's)® A Guide to the Project Management Body of Knowledge (PMBOK® Guide), this certificate program covers the key process areas that every project manager must be able to address. Students who successfully complete this certificate program will have a demonstrable proficiency in essential project management skills that they can show current and future employers.
Eligibility for the PMP® credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam. For more information, visit the Project Management Institute (PMI) website at www.pmi.org.

Note: PMI is a registered trademark and service mark of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc.

Certificate Requirements

- 9 total semester credits
- Certificate courses (9 sem. cr.)

Curriculum

Note: Students take all courses in sequence.

Certificate Courses

- **MSPM 6102 - Practices in Project Management**
- **MSPM 6130 - Budgeting and Management of Operations**
- **MSPM 6140 - Enterprise and Project Risk Management**

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>1</td>
<td>MSPM 6102 - Practices in Project Management</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>MSPM 6130 - Budgeting and Management of Operations</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>MSPM 6140 - Enterprise and Project Risk Management</td>
<td>3 sem. cr.</td>
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</tbody>
</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Applied Project Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Business Management

Walden's Graduate Certificate in Business Management program explores common issues related to day-to-day business operations. Coursework provides leadership lessons and business fundamentals that prepare students to be more effective in the workplace. Career management
planning skills are integrated throughout the coursework, providing students with a blueprint for defining and achieving their professional goals. All credits earned in this certificate program may be applied to Walden's Master of Business Administration (M.B.A.) program.

**Certificate Requirements**

- 12 total semester credits

**Curriculum**

*Note: Students take all courses in sequence.*

- **WMBA 6000 - Dynamic Leadership**
- **WMBA 6010 - Managing People and Promoting Collaboration**
- **WMBA 6020 - Fostering a Culture of Innovation**
- **WMBA 6030 - Managing Business Information Systems**

**Course Sequence**

<table>
<thead>
<tr>
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<td></td>
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<td>WMBA 6020 - Fostering a Culture of Innovation</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>WMBA 6030 - Managing Business Information Systems</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Business Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Communication**

The Graduate Certificate in Communication is designed to help students communicate effectively via multiple channels and platforms. Coursework examines the five pillars of communication—written, oral, interpersonal and group, social media, and technology—as well as best practices for reaching audiences through traditional, digital, and social media. Students also learn how to craft engaging messages that inspire others to take action.

**Certificate Requirements**

- 12 total semester credits

**Curriculum**

*Note: Students take all courses in sequence.*

- **COMM 6100 - Communication Theory in Practice: Here and Now**
• COMM 6110 - Media Effects: Mass Media in Modern Society
• COMM 6120 - Persuasive Storytelling
• COMM 6130 - Communicating Using Social and Digital Media

Course Sequence

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<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Communication program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Digital Marketing

The Graduate Certificate in Digital Marketing focuses on developing skills essential to creating and implementing cohesive digital marketing strategies. Through their coursework, students explore the latest concepts and best practices for emerging media platforms and how they can be leveraged to maximize consumer reach and influence. Students also examine topics such as web design, assessing and interpreting online analytics, the elements of an effective social media strategy, and building customer loyalty and retention through relationship marketing.

Certificate Requirements

• 9 total semester credits

Curriculum

Note: Students take all courses in sequence.

Certificate Courses

• MRKT 6110 - Digital Marketing
• MRKT 6120 - Relationship Marketing
• MRKT 6130 - Communicating Using Social and Digital Media

Course Sequence
### Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Digital Marketing program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### Graduate Certificate in Human Resource Management

This human resources (HR) online certificate program helps students prepare to provide innovative HR solutions in an increasingly complex global economy. Students explore the dynamic field of HR and its role in business results and human capital development. The courses cover the current best practices in talent management, performance management, HR metrics, and other fundamental HR functions essential to organizational success. Credits earned from this certificate program may be applied toward Walden’s M.S. in Human Resource Management.

### Certificate Requirements

- 12 total semester credits
- Certificate courses (12 sem. cr.)

### Curriculum

#### Certificate Courses (12 sem. cr.)

- MHRM 6100 - Foundations of Human Capital Development
- MHRM 6110 - Talent Management
- MHRM 6120 - Human Resource Metrics
- MHRM 6600 - Performance Management

### Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
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<tbody>
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<td>MHRM 6600 - Performance Management</td>
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</tbody>
</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Human Resource Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Leadership

This online graduate certificate program helps students prepare to lead organizations and teams in an increasingly global environment. Students explore various concepts of leadership and assess their own leadership traits as they work toward becoming effective leaders and team members. Through these courses students examine approaches to interpreting and shaping organizational culture to maximize success and apply knowledge of group dynamics to create diverse, effective teams. Students also explore concepts of sustainable business strategies and crisis leadership as they relate to leading in a global environment. All credits in this program may be applied toward Walden's M.S. in Leadership degree.

Certificate Requirements

- 12 total semester credits

Curriculum

*Note: Students take all courses in sequence.*

Certificate Courses

- MMSL 6100 - The Character of Leadership
- MMSL 6110 - Building Organizational Culture: Leaders as Architects♦
- MMSL 6120 - Leading Vibrant and Diverse Teams♦
- MMSL 6130 - Leadership in a Global Landscape♦

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<td></td>
<td>Architects♦</td>
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<td>MMSL 6120 - Leading Vibrant and Diverse Teams♦</td>
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<td>MMSL 6130 - Leadership in a Global Landscape♦</td>
<td>3 sem. cr.</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate
Certificate in Leadership program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Managerial Accounting**

Students in this online graduate certificate program are prepared to effectively manage, analyze, and communicate complex financial data that drive business performance. Coursework focuses on financial management best practices and tools. Students learn to improve their communication skills within the organizational context. Courses also cover ethical and legal issues relevant to the field of accounting today. Credits from the certificate can be applied toward Walden's M.S. in Accounting program.

**Certificate Requirements**

- 12 total semester credits

**Curriculum**

*Note: Students take all courses in sequence.*

**Certificate Courses**

- **ACCT 6100 - Effective Communication for the Accountant**
- **ACCT 6110 - Legal and Ethical Issues in Accounting**
- **ACCT 6120 - Financial Management Tools for Decision Making**
- **ACCT 6130 - Managerial Accounting for Organizational Performance**

**Course Sequence**

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Managerial Accounting program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Master's Degree Programs

Executive Master of Business Administration (EMBA)

Students in Walden's Executive Master of Business Administration (EMBA) program learn how to become effective business leaders in today's global marketplace. The curriculum combines application-based coursework with real-world learning to prepare students with the skills they need to make executive-level decisions. Students study topics such as economic theory, stakeholder analysis, innovative marketing, and managing a global workforce. Courses feature online interviews and presentations with innovators and leaders in today's business, economic, and technology industries, offering students a diverse range of perspectives. By attending a U.S.-based residency with their cohort, students hone their leadership and team-building skills. An international residency provides them with a new understanding of cultures and global business practices.

Learning Outcomes

Students in the EMBA program will be able to:
1. Develop appropriate solutions to address problems that are common in a business environment.
2. Demonstrate professional communication skills necessary for the business environment.
3. Demonstrate the ability to make decisions that are ethical and socially responsible within a global business context.
4. Effectively collaborate with others from diverse perspectives in a business environment.
5. Use systems thinking in the evaluation of business operations, decisions, and processes.
6. Apply skills that are necessary to improve an organization's competitive position in a complex global marketplace.
7. Create a vision for positive change in one's self, organization, or broader community.
8. Evaluate how businesses operate in the U.S. and abroad.

Accreditation

Walden University's Executive Master of Business Administration (EMBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Degree Requirements

- 30 total semester credit hours
- Core courses (27 sem. cr.)
- Capstone (3 sem. cr.)
• Two residencies (one U.S. residency and one international residency)

Curriculum

Core Courses (27 cr.)

• EMBA 6010 - Leading in a Dynamic Era
• EMBA 6020 - Economic Decision Making
• EMBA 6030 - Creativity, Innovation, and Foresight
• EMBA 6040 - Accounting Measurement for Leaders
• EMBA 6050 - Managing People and Teams in Globally Diverse Organizations
• EMBA 6060 - Money and the Firm
• EMBA 6070 - Leveraging Systems and Operations for Performance
• EMBA 6080 - Competing in the Global Marketplace
• EMBA 6090 - Establishing and Cultivating Customer Markets

Capstone Course (3 cr.)

• EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage

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<td>EMBA 6030 - Creativity, Innovation, and Foresight</td>
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<td>EMBA 6040 - Accounting Measurement for Leaders</td>
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<td>EMBA 6050 - Managing People and Teams in Globally Diverse Organizations</td>
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<td>EMBA 6060 - Money and the Firm</td>
<td>3 sem. cr.</td>
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<td>4</td>
<td>EMBA 6070 - Leveraging Systems and Operations for Performance</td>
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<td>EMBA 6080 - Competing in the Global Marketplace</td>
<td>3 sem. cr.</td>
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<td>5</td>
<td>EMBA 6090 - Establishing and Cultivating Customer Markets</td>
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<td>EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Executive Master of Business Administration (EMBA) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

M.S. in Accounting

The M.S. in Accounting program is focused on advanced accounting principles as well as current topic analyses that form a basis for improved decision-making and analytical capability. This program is geared toward accounting professionals who desire to refine and increase their knowledge in accounting topics. These individuals may be working as public accountants, in private practice, in government, or in nonprofit organizations. The core courses in the M.S. in Accounting program focus on developing skills in accounting research and communication, legal and ethical analysis, and managerial accounting with a focus on organization-wide performance. This degree program also has content aligned with professional certifications such as CPA, CIA, CFE, CFA, and CMA.

The M.S. in Accounting program is results-oriented and extends beyond theories and conceptual understanding to practical application. Advanced learning outcomes are achieved through a live research and case study methodology that will provide learners with the skills necessary to thrive in a rapidly changing profession.

Learning Outcomes

At the end of this program, students will be able to:

1. Assess the impact of managerial decisions in organizational contexts using research techniques and results.
2. Communicate effectively about accounting and business practices, demonstrating knowledge of and respect for a variety of audiences.
3. Effectively employ quantitative and analytical skills essential in the accounting profession.
5. Evaluate accounting and business practices from ethical, legal, and regulatory perspectives, considering diverse stakeholders and competing interests.
6. Appraise the mission-critical role the accounting professional has as an active partner in supporting the goals and needs of the organization.
7. Evaluate opportunities accounting professionals have to promote sustainable, socially aware organizations.

Specializations

- Accounting for the Professional
- Accounting With CPA Emphasis
- Self-Designed
Degree Requirements

- 30 total semester credits
- Core courses (15 sem. cr.)
- Specialization courses (15 sem. cr.)

Core Curriculum

Core Courses (15 sem. cr.)

- ACCT 6100 - Effective Communication for the Accountant
- ACCT 6110 - Legal and Ethical Issues in Accounting
- ACCT 6120 - Financial Management Tools for Decision Making
- ACCT 6130 - Managerial Accounting for Organizational Performance
- ACCT 6140 - Current Trends in Accounting Standards

Course Sequence

The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Accounting program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The B.S. in Accounting offers 120-quarter (80-semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The M.S. in Accounting and the M.S. in Accounting and Management offer 30 semester (45 quarter) credit hours, while the M.B.A. Accounting for Managers specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency.
Walden enrollment advisors can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she wishes to practice. Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

**Accounting for the Professional**

In Accounting for the Professional, students will build on skills and knowledge gained as a result of the M.S. in Accounting general program with a focus on the challenges of today's accountant as a practitioner. The courses are designed for individuals with some background in accounting. Students will explore best practices in managing business risk and understand how regulatory compliance impacts an organization's accounting requirements. The student will also develop knowledge in promulgated international accounting standards, and techniques in forensic and auditing issues prevalent in organizations. As a result of their studies, students will realize their potential to inspire others and influence the future of their organizations.

**Specialization Curriculum (15 sem. cr.)**

- ACCT 6600 - Managing Operational and Financial Business Risks
- ACCT 6610 - Managing Regulatory Compliance
- ACCT 6620 - Accounting Theory and Application
- ACCT 6650 - Forensic and Advanced Auditing Topics
- ACCT 6660 - International Perspectives in Accounting

**Course Sequence**

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<td>ACCT 6130 Managerial Accounting for Organizational Performance</td>
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<td>3</td>
<td>ACCT 6140 Current Trends in Accounting Standards</td>
<td>3 sem. cr.</td>
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<td>ACCT 6600 Managing Operational and Financial Business Risks</td>
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<td>4</td>
<td>ACCT 6610 Managing Regulatory Compliance</td>
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<td>ACCT 6620 Accounting Theory and Application</td>
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<td>ACCT 6650 Forensic and Advanced Auditing Topics</td>
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**Accounting With CPA Emphasis**
In Accounting With CPA Emphasis, students will build on skills and knowledge gained as a result of the M.S. in Accounting general program with a focus on the challenges typical of today's CPA professional. The courses are designed to prepare the student for the CPA exam and profession. Students will explore best practices in managing business risk; come to understand how regulatory compliance impacts an organization's accounting requirements; and increase knowledge regarding the application of accounting practices and tax strategies in a dynamic business environment. Students will also gain knowledge about solving prior CPA exam problems.

**Specialization Curriculum (15 sem. cr.)**

- ACCT 6600 - Managing Operational and Financial Business Risks
- ACCT 6610 - Managing Regulatory Compliance
- ACCT 6620 - Accounting Theory and Application
- ACCT 6630 - Tax Analysis and Decision Making
- ACCT 6640 - Solving CPA Problems

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<td>ACCT 6640 Solving CPA Problems</td>
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**Self-Designed**

In the Self-Designed specialization, students will build on skills and knowledge gained as a result of the M.S. in Accounting general program. The focus will be on developing the professional accountant to allow them to participate in a number of industries and self-design technical accounting areas that may not be readily accessible otherwise. These areas include accounting courses in nonprofits and government, international business, or further studies in forensic and auditing applications. Students will have the ability to select specific courses to increase their knowledge base to help them realize their potential to inspire others and influence the future of their organizations.

**Specialization Curriculum (15 sem. cr.)**

Student will choose **a total of five** courses from the lists below:
Accounting Courses

Student may select up to five courses from this group:

- ACCT 6600 - Managing Operational and Financial Business Risks
- ACCT 6610 - Managing Regulatory Compliance
- ACCT 6620 - Accounting Theory and Application
- ACCT 6630 - Tax Analysis and Decision Making
- ACCT 6640 - Solving CPA Problems
- ACCT 6650 - Forensic and Advanced Auditing Topics
- ACCT 6660 - International Perspectives in Accounting
- ACCT 6670 - Not-for-Profit and Government Accounting
- ACCT 6781 - Information Security Governance

Management and Leadership Courses

Student may select up to two courses from this group:

- ACCT 6675 - Critical Thinking for Effective Management
- ACCT 6680 - Leadership in a Global Landscape
- ACCT 6685 - Creating Sustainable Solutions Through Systems Thinking
- ACCT 6691 - Practices in Project Management
- ACCT 6695 - Leading Strategic Initiatives for Growth and New Value
- ACCT 6621 - Global Information Systems Development
- ACCT 6665 - Initiating and Managing Change

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<td>3</td>
<td>ACCT 6140 - Current Trends in Accounting Standards</td>
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<td>Specialization Course 5</td>
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M.S. in Accounting and Management

The M.S. in Accounting and Management program is focused on providing managers with graduate-level core accounting analysis and advanced management principles as well as current topic analyses that form a basis for improved decision-making and analytical capability. This program is geared to both accounting professionals and managers who are looking to refine and
learn more about a variety of accounting and management topics. The core courses in the M.S. in Accounting and Management program focus on developing skills in accounting research and communication, legal and ethical analysis, and managerial accounting that focuses on organization-wide performance. This degree program also has content aligned with professional certifications such as CPA, CIA, CFE, CFA, and CMA.

The M.S. in Accounting and Management program is results-oriented and extends beyond theories and conceptual understanding to practical application. Advanced learning outcomes are achieved through a live research and case study methodology that will provide learners with the skills necessary to thrive in a rapidly changing profession.

**Learning Outcomes**

At the end of this program, students will be able to:
1. Communicate effectively about accounting and managerial practices, demonstrating knowledge of and respect for varied audiences.
2. Evaluate accounting and managerial practices from ethical, legal, and regulatory perspectives, considering diverse stakeholders and competing interests.
3. Appraise the mission-critical role the accounting professional has as an active partner in supporting the goals and needs of the organization.
4. Evaluate opportunities accounting professionals and managers have to promote sustainable, socially aware organizations.
5. Assess the impact of managerial decisions in organizational contexts using research techniques and results.
6. Assess opportunities to sustain and improve organizational performance through effective management and accounting decision making.
7. Propose systematic, sustainable solutions to complex business problems by applying critical-thinking and analysis skills.

**Specializations**

- Accountants as Strategic Managers
- Self-Designed

**Degree Requirements**

- 30 total semester credits
- Core courses (15 sem. cr.)
- Specialization courses (15 sem. cr.)

**Core Curriculum**

**Core Courses (15 sem. cr.)**

- ACMG 6100 - Effective Communication for the Accountant
- ACMG 6110 - Legal and Ethical Issues in Accounting
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Accounting and Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain a CPA license. Walden’s accounting programs can help graduates progress toward meeting those requirements. The B.S. in Accounting offers 120-quarter (80-semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The M.S. in Accounting and the M.S. in Accounting and Management offer 30 semester (45 quarter) credit hours, while the M.B.A. Accounting for Managers specialization offers nine semester (13.5 quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency. Walden enrollment advisors can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she wishes to practice.

Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

Accountants as Strategic Managers

In Accountants as Strategic Managers, students will build on the skills and knowledge gained as a result of the core accounting courses with a focus on developing proficiency as a strategic advisor to management. Students will also achieve an aptitude for creating growth and value through the implementation of effective strategies. In particular, students will use their decision-
making as well as their critical- and analytical-thinking skills from the accounting core to address challenges and opportunities organizations face, while exploring means to improve strategic goals and objectives such as supply chain, quality, innovation, and forecasting.

**Specialization Curriculum (15 sem. cr.)**

- ACMG 6675 - Critical Thinking for Effective Management♦
- ACMG 6680 - Leadership in a Global Landscape♦
- ACMG 6691 - Practices in Project Management
- ACMG 6685 - Creating Sustainable Solutions Through Systems Thinking♦
- ACMG 6695 - Leading Strategic Initiatives for Growth and New Value♦

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<td>ACMG 6130 - Managerial Accounting for Organizational Performance♦</td>
<td>3 sem. cr.</td>
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<tr>
<td>3</td>
<td>ACMG 6140 - Current Trends in Accounting Standards♦</td>
<td>3 sem. cr.</td>
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<td>ACMG 6675 - Critical Thinking for Effective Management♦</td>
<td>3 sem. cr.</td>
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<td>4</td>
<td>ACMG 6680 - Leadership in a Global Landscape♦</td>
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**Self-Designed**

In the Self-Designed specialization, students will build on skills and knowledge gained as a result of the core accounting program. Students will have the ability to select specific courses to increase their knowledge base to help them realize their potential to inspire others and influence the future of their organizations. The student will select courses in the Self-Designed specialization that focus on the areas of accounting and management that most closely match their personal and professional career aspirations. Student will choose a total of five courses from the courses below.

**Specialization Curriculum (15 sem. cr.)**

**Management and Leadership Courses**

Students may select up to five courses from this group:
- ACMG 6675 - Critical Thinking for Effective Management♦
• ACMG 6680 - Leadership in a Global Landscape
• ACMG 6685 - Creating Sustainable Solutions Through Systems Thinking
• ACMG 6691 - Practices in Project Management
• ACMG 6695 - Leading Strategic Initiatives for Growth and New Value
• ACMG 6665 - Initiating and Managing Change
• ACMG 6621 - Global Information Systems Development

Accounting Courses

Students may select up to two courses from this group:
• ACMG 6600 - Managing Operational and Financial Business Risks
• ACMG 6610 - Managing Regulatory Compliance
• ACMG 6620 - Accounting Theory and Application
• ACMG 6630 - Tax Analysis and Decision Making
• ACMG 6640 - Solving CPA Problems
• ACMG 6650 - Forensic and Advanced Auditing Topics
• ACMG 6660 - International Perspectives in Accounting
• ACMG 6670 - Not-for-Profit and Government Accounting

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>ACMG 6100 - Effective Communication for the Accountant</td>
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<tr>
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<td>ACMG 6110 - Legal and Ethical Issues in Accounting</td>
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<td>ACMG 6130 - Managerial Accounting for Organizational Performance</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>ACMG 6140 - Current Trends in Accounting Standards</td>
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<td>Specialization Course 5</td>
<td>3 sem. cr.</td>
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M.S. in Communication

Through a curriculum aligned with the latest communication practices and theories, the M.S. in Communication program prepares students for challenging careers in marketing, public relations, social media, and related fields. Coursework focuses on how to create engaging messages for local, national, and global audiences and translate that messaging into various media. Students
also explore how to strategize, execute, and measure integrated communication plans using both traditional and digital channels.

**Learning Outcomes**

Graduates of the M.S. in Communication program will be prepared to:
1. Apply communication theories and principles effectively.
2. Critically analyze media from producer and consumer perspectives.
3. Use appropriate traditional and digital media to attain desired results.
4. Demonstrate an understanding of how the regulatory environment impacts the communication field.
5. Evaluate communication plans and activities that will result in achievement of organizational goals.
6. Practice ethically in the field of communication.
7. Communicate professionally with stakeholders in oral and written modes.
8. Use the creative process to solve organizational issues.
9. Develop, implement, and measure integrated communication plans.

**Degree Requirements**

- 30 total credits
- Nine Core Courses (27 sem. cr.)
- Capstone Course (3 sem. cr.)

**Curriculum**

**Core Courses (27 sem. cr.)**

- COMM 6100 - Communication Theory in Practice: Here and Now
- COMM 6110 - Media Effects: Mass Media in Modern Society
- COMM 6120 - Persuasive Storytelling
- COMM 6130 - Communicating Using Social and Digital Media
- COMM 6140 - Message Design, Audience, and Evaluation
- COMM 6150 - Interpersonal Communication
- COMM 6160 - Creative Strategy and Execution: From Brief to Presentation
- COMM 6170 - Public Relations Concepts and Strategy
- COMM 6180 - Crisis Communication

**Capstone Course (3 sem. cr.)**

- COMM 6900 - Communication Capstone

**Program Data**
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Communication program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**M.S. in Human Resource Management**

The M.S. in Human Resource Management program was designed for students who want to enter the field or those who want to grow and expand their existing careers in human resources. The program applies a human capital development and management approach throughout all of its specializations and courses. Students prepare to oversee, develop, and manage the human capital of small to large organizations, thereby addressing the vital roles of the human resource professional within an operations and strategy setting. Students have the opportunity to develop and enhance critical management, strategic, organizational, and analytical skills through one of three specializations, which are based on industry needs and traditional curricula. Each specialization aligns with the recommended curriculum and skill development needs of human resource professionals as identified by the Society for Human Resource Management (SHRM).

**Learning Outcomes**

At the end of the program, students will be able to:

1. Apply the theoretical and practical aspects of human resource management to formulate strategies that will enable organizations to achieve both operational and strategic goals related to the organization's human capital.
2. Deploy appropriate HRM metrics and other HRM analytics to make informed decisions that enhance the effectiveness of the recruitment, training, development, and retention of human resources and align the HRM strategy with the overall organizational strategy and purpose.
3. Appraise and apply techniques in talent management that human resource professionals may use to facilitate effective position planning, talent selection, placement, compensation and rewards, as well as retention.
4. Propose mediation or negotiation strategies that lead to positive, ethical outcomes and demonstrate scrupulous consideration of perceived points of conflict; differences in values, beliefs, and cultures; or divergence of goals.
5. Assess opportunities to improve and sustain organizational performance through strategic thinking and management, the development of human capital, the allocation of physical and financial resources.
6. Exhibit the ability to make reasoned, ethical decisions based on professional standards and practices for ethical conduct, legal requirements, and regulatory guidelines in human resource management that are in the best interest of the individual, the organization, the environment, and society as a whole.
7. Propose systematic, systemic, and sustainable solutions to complex business problems related to human capital and human resource needs and issues by applying critical-thinking and analytical skills.
Specializations

- General Program
- Optional Specializations (6–9 additional sem. cr., depending on the specialization)
  - Functional Human Resource Management
  - Integrating Functional and Strategic Human Resource Management
  - Organizational Strategy

Degree Requirements

- General program (30 total sem. cr.)
- Core courses (27 sem. cr.)
- Capstone course (3 sem. cr.)
- Optional specializations, three courses (9 additional sem. cr. edits)

Core Curriculum

Core Courses (27 sem. cr.)

- MHRM 6100 - Foundations of Human Capital Development♦
- MHRM 6110 - Talent Management
- MHRM 6120 - Human Resource Metrics♦
- MHRM 6600 - Performance Management♦
- MHRM 6130 - Negotiation and Conflict Resolution♦
- MHRM 6140 - Budgeting and Resource Allocation♦
- MHRM 6605 - Strategic Human Resource Management♦
- MHRM 6635 - Managing Business Partner Relationships♦
- MHRM 6645 - Building Organizational Capacity Through Succession Planning♦

Course Sequence

<table>
<thead>
<tr>
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<tr>
<td>1</td>
<td>MHRM 6100 - Foundations of Human Capital Development♦</td>
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<tr>
<td></td>
<td>MHRM 6110 - Talent Management</td>
<td>3 sem. cr.</td>
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<tr>
<td>2</td>
<td>MHRM 6120 - Human Resource Metrics♦</td>
<td>3 sem. cr.</td>
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<td>MHRM 6600 - Performance Management♦</td>
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<td>3</td>
<td>MHRM 6130 - Negotiation and Conflict Resolution♦</td>
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<td></td>
<td>MHRM 6140 - Budgeting and Resource Allocation♦</td>
<td>3 sem. cr.</td>
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<tr>
<td>4</td>
<td>MHRM 6605 - Strategic Human Resource Management♦</td>
<td>3 sem. cr.</td>
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</table>
MHRM 6635 - Managing Business Partner Relationships♦  3 sem. cr.

5 MHRM 6645 - Building Organizational Capacity Through Succession Planning♦  3 sem. cr.

With Optional Specialization

6 Specialization Course 1  3 sem. cr.
Specialization Course 2  3 sem. cr.

7 Specialization Course 3  3 sem. cr.

Capstone Course (3 sem. cr.)

- MHRM 6900 - Capstone: Human Resource Planning in Action♦

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Human Resource Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General Program

Through the General specialization of the M.S. in Human Resource Management program, students prepare to help organizations manage their most valuable asset—their employees. The skills and strategies required to develop effective human resource management policies and programs that align with a company's organizational strategic goals are emphasized in the coursework. Students will learn how to develop and manage performance systems; negotiate and resolve conflict; attract, develop, and retain talent; build trust and achieve credibility; and budget and plan for future organizational needs.

Functional Human Resource Management

This specialization provides a solid foundation in human resources for students who want to begin or broaden their functional skills in the field. Students explore how to create an environment that nurtures productivity and growth. Students appraise techniques used to effect positive outcomes for an organization, including individual performance management, organizational capacity, benefits and compensation, training and development, and vendor
management. At the end of the program, the capstone course reviews functional decision making in the human resource environment.

**Specialization Curriculum (9 sem. cr.)**

- MHRM 6625 - Building Human Capital Through Training and Development●
- MHRM 6615 - Legal and Regulatory Environment of Human Resource Management
- MHRM 6630 - Benefits and Compensation●

**Integrating Functional and Strategic Human Resource Management**

This specialization combines the essentials of functional human resource management with elements of strategic human resources. This specialization is designed for students who are mid-career professionals and want to transition from human resource generalists or functional human resource specialists to roles with more strategic responsibilities. Students explore legal and regulatory issues used to facilitate effective decisions on behalf of the organization. Students also work to develop skills in leadership, team building, and diversity management. At the end of the program, the capstone course examines core management challenges faced by general human resource managers.

**Specialization Curriculum (9 sem. cr.)**

- MHRM 6620 - Leading Vibrant and Diverse Teams●
- MHRM 6510 - Personal Leadership: Mentoring and Coaching●
- MHRM 6615 - Legal and Regulatory Environment of Human Resource Management

**Organizational Strategy**

This specialization is designed to provide experienced human resource professionals with the skills and ability to move into senior-level or executive positions. Topics include issues in critical areas such as business operations, succession planning, workforce development, and mergers and acquisitions. Students explore approaches to becoming involved in executive-level decision making and policymaking. Students also assess various theoretical perspectives of strategic human resource management necessary to strategic planning and management. At the end of the program, the capstone course examines the strategic challenges faced by executives.

**Specialization Curriculum (9 sem. cr.)**

- MHRM 6530 - Leadership in a Global Landscape●
- MHRM 6610 - Aligning Human Resources With Business Operations●
- MHRM 6640 - The Role of Human Resources in Mergers and Acquisitions●
M.S. in Leadership

The M.S. in Leadership program is designed to build the necessary knowledge base and skills for leaders to excel in meeting the ever-evolving challenges of a complex world. The degree program will help prepare leaders to seek and find innovative answers to novel problems and challenges. Moreover, this program will help prepare students to create positive change at individual, organizational, local, regional, and international levels of engagement, where traditional approaches no longer suffice.

Learning Outcomes

At the end of the program:

1. Students will apply sound principles in the practice of innovative leadership in complex environments to achieve positive transformation of individuals and organizations.
2. Students will apply appropriate research and analysis techniques to investigate complex situations in order to develop formal research-based solutions rooted in leadership concepts and practice.
3. Students will demonstrate reasoned, ethical decision-making skills, recognizing the local and far-reaching implications and effects of complex decisions.
4. Students will formulate strategies for organizational or community growth and success that promote accountability, sustainability, mutual respect, and diversity among constituents.
5. Students will develop constructive approaches to change and innovation that manage risk, embrace ambiguity, and enable agility by responding and adapting to evolving circumstances.
6. Students will evaluate their own values, strengths, and weaknesses in order to further develop their own leadership styles and improve their leadership effectiveness.
7. Students will effectively and persuasively articulate challenges and opportunities facing leaders in the contemporary global setting, demonstrating an integrated, empirical perspective; an appreciation for the long term; and an understanding of changing expectations and roles of leaders.

Specializations

- General Program
- Human Resources Leadership
- Innovation and Technology
- Leader Development
- Self-Designed

Degree Requirements

- General program (30 total sem. cr.)*
  - Core courses (27 sem. cr.)
  - Capstone course (3 sem. cr.)
- Optional specializations: three specialization courses (9 additional sem. cr.)
*Note: Students who have earned a Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), Global Professional in Human Resources (GPHR), or Project Management Institute designation or certification may be eligible to accelerate their M.S. Leadership program.

Core Curriculum

Core Courses (27 sem. cr.)

- MMSL 6100 - The Character of Leadership
- MMSL 6110 - Building Organizational Culture: Leaders as Architects♦
- MMSL 6120 - Leading Vibrant and Diverse Teams♦
- MMSL 6130 - Leadership in a Global Landscape♦
- MMSL 6660 - Personal Leadership: Mentoring and Coaching♦
- MMSL 6661 - Leadership in Action: Change Management and Conflict Resolution♦
- MMSL 6140 - Framing and Analyzing Problems: Research Strategies for Leaders♦
- MMSL 6150 - Developing and Communicating Solutions: Tools and Strategies for Leaders♦
- MMSL 6160 - Taking the Long View: Systems Thinking and Tools for Sustainability♦

Capstone Course (3 sem. cr.)

- MMSL 6900 - Capstone in Leadership: The Social Impact Vision and Project

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>MMSL 6120 - Leading Vibrant and Diverse Teams♦</td>
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<td>MMSL 6130 - Leadership in a Global Landscape♦</td>
<td>3 sem. cr.</td>
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<td>3</td>
<td>MMSL 6660 - Personal Leadership: Mentoring and Coaching♦</td>
<td>3 sem. cr.</td>
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<td>MMSL 6661 - Leadership in Action: Change Management and Conflict Resolution♦</td>
<td>3 sem. cr.</td>
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<td>4</td>
<td>MMSL 6140 - Framing and Analyzing Problems: Research Strategies for Leaders♦</td>
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<td>MMSL 6150 - Developing and Communicating Solutions: Tools and Strategies for Leaders♦</td>
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<td>MMSL 6160 - Taking the Long View: Systems Thinking and Tools for Sustainability♦</td>
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<td>MMSL 6900 - Capstone in Leadership: The Social Impact Vision and Project</td>
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<td>Optional Specializations</td>
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<td>6</td>
<td>Specialization course 1</td>
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<tr>
<td>7</td>
<td>Specialization course 3</td>
<td>3 sem. cr.</td>
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</tbody>
</table>
*Note: Courses in specializations must be taken in the sequence specified. Students should refer to course descriptions for more information on prerequisite requirements.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Leadership program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General Program

With the General specialization in the M.S. in Leadership program, students prepare to create strategic initiatives, lead diverse teams, and better position companies for long-term growth and financial success. Students learn real-world business principles and communication strategies they can apply to build corporate culture, motivate key staff, make informed decisions, and apply conflict-resolution strategies at the individual and organizational level. The curriculum includes coursework in critical thinking, leadership, change management, and human resource management.

Specialization Curriculum (11 sem. cr.)

- MMSL 6570 - Leading Strategic Initiatives for Growth and New Value♦
- MMSL 6700 - Introduction to Human Resource Management♦
- MMSL 6661 - Leadership in Action: Change Management and Conflict Resolution♦

Human Resource Leadership

Through a specialization in Human Resource Leadership, students learn to develop a deeper awareness of leadership styles and how they affect individuals and teams. They study the tools needed to lead a high-functioning team and to counsel senior management on key personnel issues.

Specialization Curriculum (9 sem. cr.)

- MMSL 6550 - Strategic Human Resource Management♦
- MMSL 6560 - Managing Business Partner Relationships♦
- MMSL 6570 - Leading Strategic Initiatives for Growth and New Value♦

Innovation and Technology

Through a specialization in Innovation and Technology, students study the link between business strategy and innovation. They learn how to benchmark best practices employed by technology-
based organizations, identify emerging technologies, and foster an environment that encourages innovation to enhance their competitive advantage.

**Specialization Curriculum (11 sem. cr.)**

- MMSL 6540 - Innovation and Technology•
- MMSL 6730 - Strategies for Advancing Innovation and Technology•
- MMSL 6731 - Strategies for Implementing Innovation and Technology

**Leader Development**

Through a specialization in Leader Development, students learn to enhance their skills in communication and engagement in complex and changing decision environments and to develop capabilities to mentor, coach, and communicate more effectively with others.

**Specialization Curriculum (9 sem. cr.)**

- MMSL 6510 - Building Organizational Capacity Through Succession Planning•
- MMSL 6520 - Building Human Capital Through Training and Development•
- MMSL 6530 - Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments•

**Self-Designed**

In the Self-Designed specialization, students can customize their studies by choosing 9 credits from any of the M.S. in Leadership specialization courses.

**Specialization Curriculum (9 sem. cr.)**

Select three courses from the list below:

- MMSL 6510 - Building Organizational Capacity Through Succession Planning•
- MMSL 6520 - Building Human Capital Through Training and Development•
- MMSL 6530 - Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments•
- MMSL 6550 - Strategic Human Resource Management•
- MMSL 6560 - Managing Business Partner Relationships•
- MMSL 6570 - Leading Strategic Initiatives for Growth and New Value•

**M.S. in Management**
Walden's Master of Science in Management program focuses on building the essential managerial skills necessary to thrive in a rapidly changing world. Building on the fundamentals of quality management—sound, ethical decision making and solid communication—the program provides a relevant and real-world-oriented curriculum designed to enhance the learner's effectiveness as a manager within a wide range of organizations. Learners in the M.S. in Management program will have the option to add two to three additional courses to the end of the program, allowing them to expand and deepen their core management knowledge.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Demonstrate critical-thinking skills that lead to ethical and reasoned decision making within a management context.
2. Formulate sustainable solutions to practical management problems encountered in a complex global environment by synthesizing relevant data and information and applying systems thinking to problem-solving.
3. Assess opportunities to improve and sustain organizational performance through strategic thinking, the development of human capital, the allocation of physical resources, and the management of financial resources.
4. Evaluate methods to develop people and manage teams to obtain the best performance in order to achieve goals and positive environments despite potential challenges imposed by a diverse workforce, cross-cultural differences, and virtual work settings.
5. Propose negotiation strategies that will lead to positive, ethical outcomes and demonstrate scrupulous consideration of perceived points of conflict; differences in values, beliefs, and culture; or divergence of goals.
6. Appraise techniques managers may use to facilitate change, examining the implications of culture, inertia, and uncertainty as well as the importance of understanding motivation and devising effective communications.
7. Develop effective communications for various types of management scenarios, demonstrating awareness of audience needs, accepted standards of professional practice, correct grammar, and appropriate writing style.

**Specializations**

- General Program
- Communication
- Healthcare Management
- Human Resource Management
- International Business
- Leadership
- Marketing
- Project Management
- Strategy and Operations

**Degree Requirements**

- General Program: 30 total sem. cr.
• Optional specializations: 9 additional sem. cr.

Core Curriculum (General Program)

Core Courses (30 sem. cr.)

• MGMT 6100 - Managing and Leading: A Contemporary Approach
• MGMT 6110 - Critical Thinking for Effective Management
• MGMT 6120 - Negotiation and Conflict Resolution
• MGMT 6130 - Developing People and Managing Teams
• MGMT 6140 - Initiating and Managing Change
• MGMT 6150 - Creating Sustainable Solutions Through Systems Thinking
• MGMT 6160 - Using Data and Information to Solve Problems
• MGMT 6170 - Budgeting and Resource Allocation
• MGMT 6180 - Managing Organizational Performance
• MGMT 6900 - Capstone: Practicing Managerial Decision Making

Course Sequence
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<td>MGMT 6150 - Creating Sustainable Solutions Through Systems Thinking</td>
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<td>MGMT 6160 - Using Data and Information to Solve Problems</td>
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<td>MGMT 6170 - Budgeting and Resource Allocation</td>
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<td>MGMT 6180 - Managing Organizational Performance</td>
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**Program Data**

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**Communication**

In the Communication specialization, students can enhance their ability to communicate effectively with a variety of internal and external stakeholders. Coursework covers the process of selecting appropriate communication strategies for business initiatives and the elements of creating compelling messages in both the written and spoken forms. Students explore different communication channels, how to tailor messages for various channels and audiences, and the role of the manager in ensuring that organizational communications are accurate and impactful.

**Specialization Curriculum (9 sem. cr.)**

- MGMT 6689 - Message Design, Audience, and Evaluation
- MGMT 6693 - Interpersonal Communication
- MGMT 6697 - Creative Strategy and Execution: From Brief to Presentation

**Healthcare Management**

In the Healthcare Management specialization, students will build on skills and knowledge gained as a result of the M.S. in Management General Program with a focus on understanding the
structure and components of healthcare organizations in the United States. Students will examine the economic principles and decision making related to the amount, structure, and distribution of healthcare resources and services. In this specialization, students are introduced to the terminology, theory, and concepts used in the accounting and finance functions of healthcare organizations and will explore the techniques required to develop, manage, and control healthcare finances.

**Specialization Curriculum (9 sem. cr.)**

- MGMT 6690 - U.S. Healthcare Delivery System
- MGMT 6695 - Health Policy and Economics
- MGMT 6692 - Financial Management

**Human Resource Management**

In the Human Resource Management specialization, students will build on skills and knowledge gained as a result of the M.S. in Management General Program with a focus on the role of HR as a strategic resource within an organization. Students will learn to view employees as assets, formulating policies and programs that support high performance through balancing rewards, training, empowerment, and job design. Students will explore how economic, social, psychological, legal, and cultural forces influence employment relations and gain expertise in areas related to recruitment and selection, performance evaluation, compensation and benefits, job design, retention, and turnover.

**Specialization Curriculum (9 sem. cr.)**

- MGMT 6612 - Talent Management
- MGMT 6613 - Human Resource Metrics
- MGMT 6617 - Performance Management

**International Business**

Students who choose the International Business specialization in the M.S. in Management program develop knowledge and understanding of the international business climate and explore the challenges of working with different cultures. Students will investigate the political, financial, competitive, regulatory, operational, and social issues today's global managers face and how to evaluate the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration.

**Specialization Curriculum (9 sem. cr.)**
Leadership

Students in the Leadership specialization of the M.S. in Management program have the opportunity to develop their potential for becoming a valued and respected leader who can motivate change and inspire others. Students will learn about key qualities that today's successful leaders share and consider current viewpoints on the importance leadership plays in today's global economy. The curriculum includes the opportunity for students to evaluate their own leadership styles, develop effective mentoring skills, and learn how to use feedback to create interactive dialogues that positively impact individual and group behavior.

Specialization Curriculum (9 sem. cr.)

- MGMT 6640 - Leadership in a Global Landscape
- MGMT 6621 - Personal Leadership: Mentoring and Coaching
- MGMT 6637 - Leadership in Action: Change Management and Conflict Resolution

Managers as Leaders

In the Managers as Leaders specialization, students will build on skills and knowledge gained as a result of the M.S. in Management General Program with a focus on developing their own leadership abilities. Students will explore various perspectives of what makes a good leader and will evaluate their own leadership style. As a result of their studies, students will realize their potential to inspire others and influence the future of their organizations.

Specialization Curriculum (7 sem. cr.)

- MGMT 6620 - Leadership for the Contemporary Organization
- MGMT 6621 - Personal Leadership: Mentoring and Coaching

Marketing

Through the M.S. in Management program with a specialization in Marketing, students develop an in-depth understanding of marketing fundamentals and how they apply to today's global marketplace. Students will study the various ways that emerging media channels impact traditional marketing while they gain new knowledge and skills that can help them advance in areas that include integrated marketing, digital and social media marketing, strategic brand management, and new product development.

Specialization Curriculum (9 sem. cr.)
• MGMT 6659 - Marketing for Competitiveness
• MGMT 6662 - Developing an Integrated Marketing Strategy and Brand Management
• MGMT 6663 - Customer Loyalty and Buyer Behavior

Project Management

In the Project Management specialization, students will build on skills and knowledge gained as a result of the M.S. in Management General Program with a focus on successful management of projects of various scopes and sizes. Students will learn how to avoid the typical pitfalls of missed deadlines and mismanaged resources and will explore current theories and research, putting their newfound project management knowledge to work in real-world exercises. Students will benefit from gaining an understanding of the processes and concepts commonly addressed by managers evaluating challenges and opportunities related to projects.

Specialization Curriculum (9 sem. cr.)

• MGMT 6622 - Practices in Project Management
• MGMT 6623 - Enterprise and Project Risk Management
• MGMT 6627 - Stakeholder Management and Organizational Behavior

Strategy and Operations

In the Strategy and Operations specialization, students will build on the skills and knowledge gained as a result of the M.S. in Management General Program with a focus on developing proficiency in the ways that business and organizations operate in a global environment. Students also will achieve an aptitude for creating growth and value through the implementation of effective strategies. In particular, students will use decision-making as well as their critical- and systems-thinking skills to address challenges and opportunities organizations face, while exploring means to improve processes such as supply chain, quality, innovation, and forecasting. Note that in the Business Operations course, students will be expected to participate and contribute at a doctoral level.

Specialization Curriculum (9 sem. cr.)

• MGMT 6610 - Leading Strategic Initiatives for Growth and New Value
• MGMT 6611 - Business Operations: Systems Perspectives in Global Organizations
• MGMT 6677 - Competing in the Global Economy

M.S. in Marketing

Featuring coursework grounded in established theory and current best practices, the M.S. in Marketing program examines a variety of traditional and digital tools and platforms and how
they integrate into the marketing mix. Students explore customer understanding—the foundation for marketing planning and execution—and the importance of relationship marketing in customer retention. Other topics include the role of persuasion and storytelling in developing content, the creative process, leveraging the power of social media, and brand and product management. Students also examine marketing analytics as a way to inform strategic decision making. The program offers myriad hands-on project opportunities and culminates in the development of a strategic marketing plan.

Degree Requirements

- 30 semester credits

Learning Outcomes

Graduates of the M.S. in Marketing program will be prepared to:
1. Formulate statements of marketing opportunities to facilitate dialogue among stakeholders.
2. Make ethically and socially responsible decisions.
3. Collaborate with others from diverse perspectives in a business environment.
4. Apply current trends to analyze marketing problems.
5. Communicate professionally with stakeholders.
6. Evaluate marketing decisions in a business environment.

Curriculum

- MRKT 6100 - Integrated Marketing in the Digital Age
- MRKT 6110 - Digital Marketing
- MRKT 6120 - Relationship Marketing
- MRKT 6130 - Communicating Using Social and Digital Media
- MRKT 6140 - Market Research and Customer Insights
- MRKT 6150 - Marketing Communications, Storytelling, and Persuasion
- MRKT 6160 - Design Thinking: Strategy and the Creative Process
- MRKT 6170 - Brand and Product Management
- MRKT 6180 - Optimizing Marketing Performance
- MRKT 6900 - From Marketing Strategy to Execution

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MRKT 6100 - Integrated Marketing in the Digital Age</td>
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<td></td>
<td>MRKT 6110 - Digital Marketing</td>
<td>3 sem. cr.</td>
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<td>2</td>
<td>MRKT 6120 - Relationship Marketing</td>
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<td>MRKT 6130 - Communicating Using Social and Digital Media</td>
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<td>MRKT 6140 - Market Research and Customer Insights</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Marketing program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

M.S. in Project Management

Walden University's M.S. in Project Management can help equip students with the skills needed to manage projects while leading diverse teams to help their organizations achieve their strategic goals. In this program, students will explore ways to communicate effectively with all stakeholders and will control project risks as they successfully develop and implement projects for their organizations.

Learning Outcomes

At the end of the program, students will be able to:

1. Apply the theoretical and practical aspects of project management to formulate strategies enabling organizations to achieve strategic goals through projects.
2. Evaluate management by projects as an emerging business model in the context of managing complexity, managing change, and optimizing business performance in a dynamic environment.
3. Employ critical-thinking and analytical skills to investigate complex business problems to propose project-based solutions that are derived from project management theory and practice.
4. Articulate the value of project risk management in the broader context of enterprise risk management considering both threats and opportunities posed by environmental factors.
5. Exhibit the ability to make reasoned, ethical decisions that are based on professional standards for ethical conduct in project management as well as in the best interest of the project, the organization, the environment, and society as a whole.
6. Assess leadership styles from the perspectives of the role of the leader and leadership effectiveness in organizations that are managed by function, by matrix, and by projects.

Accreditation

Walden University's M.S. in Project Management program is accredited by the Project Management Institute (PMI)® Global Accreditation Center for Project Management Education Programs (GAC). PMI GAC accreditation is the gold standard for excellence in project
management education, affirming that Walden's curriculum meets rigorous quality standards established by the GAC.

**Degree Requirements**

- 30 total sem. cr.
- Core courses (27 sem. cr.)
- Capstone course (3 sem. cr.)

**Curriculum**

**Core Courses (27 sem. cr.)**

- **MSPM 6102 - Practices in Project Management**
- **MSPM 6111 - Leading Vibrant and Diverse Teams**
- **MSPM 6120 - Integrated Project Process Management**
- **MSPM 6130 - Budgeting and Management of Operations**
- **MSPM 6140 - Enterprise and Project Risk Management**
- **MSPM 6150 - Planning and Administering Project Contracts**
- **MSPM 6160 - Stakeholder Management and Organizational Behavior**
- **MSPM 6170 - Sustainability in Project, Portfolio, and Program Management**
- **MSPM 6180 - Business Process Management and Systems**

**Capstone Course (3 sem. cr.)**

- **MSPM 6900 - Capstone: Social Impact in Project Management**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>MSPM 6102 - Practices in Project Management</strong></td>
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<td><strong>MSPM 6111 - Leading Vibrant and Diverse Teams</strong></td>
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<td><strong>MSPM 6120 - Integrated Project Process Management</strong></td>
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<td><strong>MSPM 6130 - Budgeting and Management of Operations</strong></td>
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<td><strong>MSPM 6140 - Enterprise and Project Risk Management</strong></td>
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<td><strong>MSPM 6160 - Stakeholder Management and Organizational Behavior</strong></td>
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<td></td>
<td><strong>MSPM 6170 - Sustainability in Project, Portfolio, and Program</strong></td>
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</table>
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Master of Business Administration (M.B.A.)

Walden's M.B.A. curriculum connects students to real-world issues and trends, with coursework that emphasizes business skills and strategies to help them become more effective business communicators, successful collaborators, creative thinkers, and world-class managers who are well-equipped to work in today's global work environments. The curriculum touches upon all facets of business and integrates career development strategies throughout the coursework, providing an opportunity to gain skills they can use to effectively manage their careers. Students can customize the M.B.A. program by choosing a specialization or designing their own.

Learning Outcomes

At the end of this program, students will:

1. Evaluate the environment in which businesses operate with awareness of complexities, interdependencies, risks, consequences, and diverse stakeholder perspectives.
2. Make decisions within a business context that are effective, well-reasoned, ethical, and socially responsible.
3. Formulate statements of business problems or opportunities to facilitate insightful dialogue and critical thinking.
4. Generate solutions to complex business problems or opportunities through critical, creative, and systems thinking and applying appropriate theories, concepts, tools, skills, practices, and research.
5. Employ business-appropriate communication skills that enable effective exchange or transfer of information, promote mutual respect, encourage healthy discourse, and display an acute awareness of the needs of the intended audience.
6. Demonstrate the ability to work with others to meet goals in diverse and complex business environments.
7. Evaluate opportunities for business stakeholders, including oneself, to contribute to positive social change locally and globally.
Accreditation

Walden University's Master of Business Administration (M.B.A.) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Specializations

- Accounting
- Corporate Finance
- Communication
- Entrepreneurship and Small Business
- Healthcare Management
- Human Resource Management
- International Business
- Leadership
- Marketing
- Project Management
- Self-Designed

Degree Requirements

- 36 total semester credit hours
- Core courses (24 sem. cr.)
- Specialization courses (9 sem. cr.)
- Capstone course (3 sem. cr.)

*Note: Students who have earned a professional certification may be eligible to take an accelerated M.B.A. program. See the specialization curriculum descriptions for more information.

Core Curriculum

Core Courses (24 sem. cr.)

- WMBA 6000 - Dynamic Leadership
- WMBA 6010 - Managing People and Promoting Collaboration
- WMBA 6020 - Fostering a Culture of Innovation
- WMBA 6030 - Managing Business Information Systems
- WMBA 6040 - Improving Business Performance
- WMBA 6050 - Accounting for Management Decision Making
- WMBA 6060 - Marketing for Competitiveness
- WMBA 6070 - Managerial Finance

Capstone Course (3 sem. cr.)

- WMBA 6990 - Capstone: Sustainable Business Practices and Strategies
Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>1</td>
<td>WMBA 6000 - Dynamic Leadership</td>
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<td>WMBA 6010 - Managing People and Promoting Collaboration</td>
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<td>WMBA 6020 - Fostering a Culture of Innovation</td>
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<td>WMBA 6030 - Managing Business Information Systems</td>
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<td>3</td>
<td>WMBA 6040 - Improving Business Performance</td>
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<td>WMBA 6050 - Accounting for Management Decision Making</td>
<td>3 sem. cr.</td>
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<td>WMBA 6060 - Marketing for Competitiveness</td>
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<td>WMBA 6070 - Managerial Finance</td>
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<td>6</td>
<td>Specialization course 3</td>
<td>3 sem. cr.</td>
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Accounting

The Accounting specialization provides students with an opportunity to learn auditing, reporting, documenting, and decision-making skills and explore financial decision-making tools that will help them analyze and optimize organizational performance. Coursework examines forecasting, cost analysis, and assessment methods as well as budgeting and financial procedures. Students can broaden their cross-functional business knowledge and discover how to more effectively manage resources and reduce business risks.

Specialization Curriculum (9 sem. cr.)

- WMBA 6680 - Financial Management Tools for Decision Making
- WMBA 6683 - Managerial Accounting for Organizational Performance
- WMBA 6687 - Managing Operational and Financial Business Risks

Note on Licensure

Most states require individuals to complete 150 semester (225 quarter) hours in certain subject areas in order to be eligible to sit for the Certified Public Accountant (CPA) exam and/or obtain
a CPA license. Walden's accounting programs can help graduates progress toward meeting those requirements. The B.S. in Accounting offers 120-quarter (80-semester) credit hours that include upper-level courses in topics such as financial accounting, auditing, taxation, and management accounting. The M.S. in Accounting and the M.S. in Accounting and Management offer 30 semester (45-quarter) credit hours, while the M.B.A. Accounting for Managers specialization offers nine semester (13.5-quarter) credit hours. These programs include graduate courses in topics such as financial accounting, managerial accounting, and legal and ethical accounting practices. This will require students to complete additional coursework to meet state requirements.

In each state, there are specific policies that must be followed when an individual is seeking to become a licensed accountant. Some states will not allow individuals who complete the Walden accounting programs to sit for the CPA licensing exams due to state-specific issues such as professional accreditation or face-to-face instruction. For information on the educational requirements for your state, refer to the state's Board of Accountancy or related agency. Walden enrollment advisors can provide guidance about accountant licensure; however, it remains the responsibility of the individual enrolling in the program to read, understand, and comply with the licensure requirements in the state where he or she wishes to practice. Walden University can make no representation, warranty, guarantee, or commitment that successful completion of a Walden program, or coursework for credit within a program, will make a graduate eligible to sit for a licensure exam or to obtain state licensure.

**Corporate Finance**

The Corporate Finance specialization explores the broad range of financial issues today's global corporations face, enabling them to make more informed and profitable business decisions. Students participate in a comprehensive overview of financial principles and accepted practices in financial markets, thrift institutions, and commercial and investment banking. They analyze legal and ethical issues across a broad spectrum of companies and industries to support their decision-making processes and complete the program with real-world case studies in financial modeling and analysis.

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6640 - Advanced Managerial Finance
- WMBA 6643 - Theories of Corporate Finance
- WMBA 6647 - Applied Corporate Finance

**Communication**

The Communication specialization is designed to help students communicate more effectively with internal and external stakeholders in a variety of scenarios. Coursework explores the elements of compelling interpersonal and organizational communication as well as the manager's role in ensuring that communications achieve desired goals. Students examine the art and science of creating persuasive written and oral messages, how to tailor communications to various
audiences and purposes, and the process of selecting, planning, executing, and evaluating communication strategies.

Specialization Curriculum (9 sem. cr.)

- WMBA 6690 - Message Design, Audience, and Evaluation
- WMBA 6693 - Interpersonal Communication
- WMBA 6697 - Creative Strategy and Execution: From Brief to Presentation

Entrepreneurship and Small Business

The Entrepreneurship specialization provides students with hands-on experience in launching a new business. Coursework covers a broad spectrum of topics, including new venture creation, the emergence of "glocalities," and sustainable strategies for managing small businesses. Students learn how to identify opportunities and confidently navigate the challenges associated with becoming an entrepreneur and become prepared to jump-start a new or existing business.

Specialization Curriculum (9 sem. cr.)

- WMBA 6650 - The Impact of Entrepreneurship
- WMBA 6653 - New Venture Creation and Entrepreneurship
- WMBA 6657 - Managing a Sustainable Small Business

Healthcare Management

The Healthcare Management specialization provides students with an understanding of the structure and components of health services and the health services delivery system in the United States. Coursework offers an opportunity to closely examine the techniques required to develop, manage, and control healthcare finances. Students are also introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions of healthcare organizations.

Specialization Curriculum (9 sem. cr.)

- WMBA 6600 - U.S. Healthcare Delivery System
- WMBA 6603 - Health Policy and Economics
- WMBA 6607 - Financial Management

Human Resource Management

The Human Resource Management specialization encourages students to adopt a strategic view of human resource management policies and programs and to evaluate their alignment with organizational strategic goals. Coursework emphasizes the skills and strategies required to
confidently develop, manage, recruit, and lead departments and staff members. Students explore how economic, social, psychological, legal, and cultural forces influence employment relations and gain expertise in areas related to recruitment and selection, performance evaluation, compensation and benefits, job design, retention, and turnover.

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6610 - Talent Management
- WMBA 6613 - Human Resource Metrics
- WMBA 6617 - Performance Management

**International Business**

The International Business specialization emphasizes the management and leadership needs of complex organizations whose operations and interests cross over multiple markets, cultures, and geography. Students will study how global organizations operate and adopt and explore the critical challenges that global managers face, including the political, financial, competitive, regulatory, operational, and social dimensions of international business.

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6670 - Applications in Global Business
- WMBA 6673 - Case Studies in Global Business
- WMBA 6677 - Competing in the Global Economy

**Leadership**

The Leadership specialization helps students realize their potential to become effective and respected leaders who can build culture, motivate others, and confidently guide companies and departments through organizational change. Students explore various perspectives of what makes a good leader and evaluate their own leadership style. Through an ongoing process of self-reflection, new knowledge, and hands-on experience, students build upon their existing leadership strengths and enhance their expertise in areas that include communication, change management, organizational culture, ethics, and global business.

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6630 - Leadership in a Global Landscape
- WMBA 6633 - Personal Leadership: Mentoring and Coaching
- WMBA 6637 - Leadership in Action: Change Management and Conflict Resolution

**Marketing**

The Marketing specialization provides students with an in-depth understanding of consumer behaviors, brand positioning, and how emerging media channels are transforming traditional
marketing. Students solidify their knowledge of marketing fundamentals, including market analysis and product positioning, while learning new strategies for integrated marketing, customer relationship management, new product development, and brand management.

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6660 - Communicating Using Social and Digital Media
- WMBA 6663 - Market Research and Customer Insights
- WMBA 6667 - From Marketing Strategy to Execution

**Project Management**

The Project Management specialization helps students develop the skills and strategies needed to manage projects of all scopes and sizes. Students learn how to avoid typical pitfalls of missed deadlines and mismanaged resources and explore current theories and research, putting their new-found project management skills to work in real-world exercises. Walden is an approved provider of project management training by the Project Management Institute (PMI®).

**Specialization Curriculum (9 sem. cr.)**

- WMBA 6620 - Practices in Project Management
- WMBA 6623 - Enterprise and Risk Management
- WMBA 6627 - Stakeholder Management and Organizational Behavior

**Self-Designed**

The Self-Designed specialization allows students to customize their studies by choosing 9 elective credits from a preselected list of available courses. Students may also apply transfer credits toward their elective courses.

**Specialization Curriculum (9 sem. cr.)**

Students may use Transfer of Credit from prior graduate work or choose three courses from any of the Walden M.B.A. specializations to equal 9 semester credits.
DOCTORAL DEGREE
PROGRAMS

Doctor of Business Administration (D.B.A.)

The Doctor of Business Administration (D.B.A.) is a practitioner-scholar doctoral degree in business administration and management. It is targeted to business executives who have a master's degree in a discipline or field related to the program/specialization for which application is made and who have practical business management experience. The program helps students enhance their career profile with real-time knowledge—in preparation for expanded roles with their current employer or with another organization, or for roles as consultants or university-level teachers.

Learning Outcomes

At the end of the program, students will be able to:
1. Assess the relevance of current and emerging business theory and practice from an interdisciplinary perspective.
2. Formulate and execute effective solutions to complex, real-world problems common to the practice of business and management.
3. Apply the current research literature from business and management to practical problems found in business and management.
4. Design and conduct rigorous research that contributes to the professional body of knowledge on business and management.
5. Clearly communicate to stakeholders about problem statements, research approaches and results, solutions, and assessment.
6. Explain their ethical responsibilities as members of the business community and citizens in society.

Accreditation

Walden University's Doctor of Business Administration (D.B.A.) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education.

Specializations

- Accounting
- Entrepreneurship
- Finance
- Global Supply Chain Management
• Healthcare Management
• Homeland Security
• Human Resource Management
• Information Systems Management
• International Business
• Leadership
• Marketing
• Project Management
• Social Impact Management
• Technology Entrepreneurship
• Self-Designed

Degree Requirements

• 60 total semester credit hours*
• Foundation course (3 sem. cr.)
• Core courses (18 sem. cr.)
• Research methods courses (10 sem. cr.)
• Specialization courses (9 sem. cr.)
• Doctoral studies sequence (20 sem. cr.)
• 8 days of academic residency (two 4-day residencies)

*Note: Students who have earned a Chartered Property Casualty Underwriter (CPCU), Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), Global Professional in Human Resources (GPHR), Chartered Financial Analyst, or Project Management Institute designation or certification may be eligible to accelerate their D.B.A. program. For information, contact the Academic Advising Team.

Core Curriculum

Foundation Course (3 sem. cr.)

• DDBA 8006 - Contemporary Challenges in Business

Core, Business Strategy, and Research Courses (18 sem. cr.)

• DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice
• DDBA 8120 - Information Systems: Global Management Strategies and Technologies♦
• DDBA 8130 - Marketing: Strategic Innovation in Globally Diverse Markets♦
• DDBA 8140 - Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities♦
• DDBA 8110 - Business Operations: Systems Perspectives in Global Organizations♦
• DDBA 8161 - Business Strategy and Innovation for Competitive Advantage

Research Methods Courses (10 sem. cr.)

• DDBA 8427 - Applied Research Methods—Qualitative and Quantitative
• DDBA 8991 - Qualitative and Case Study Research for Business Analysis
- **DDBA 8438 - Quantitative Decision Making for Business Analysis**

**Doctoral Studies Sequence (20 sem. cr.)**

- **DDBA 8100 - Doctoral Study Mentoring**
- **DDBA 9000 - Doctoral Study Completion**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
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<th>Credits</th>
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<tr>
<td>1</td>
<td>DDBA 8006 - Contemporary Challenges in Business</td>
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<td>DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice</td>
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</tr>
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<td></td>
<td>DDBA 8130 - Marketing: Strategic Innovation in Globally Diverse Markets♦</td>
<td>3 sem. cr.</td>
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<td>DDBA 8140 - Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities♦</td>
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<td>DDBA 8110 - Business Operations: Systems Perspectives in Global Organizations♦</td>
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<td>DDBA 8161 - Business Strategy and Innovation for Competitive Advantage</td>
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<td>DDBA 8427 - Applied Research Methods—Qualitative and Quantitative</td>
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<td>DDBA 8100 - Doctoral Study Mentoring</td>
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</tr>
<tr>
<td>8–12</td>
<td>DDBA 9000 - Doctoral Study Completion</td>
<td>4 sem. cr. (each semester)</td>
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Accounting

The Accounting specialization explores the principles and methods used in managerial accounting, including revenue forecasting and cost-volume-profit analyses. Students examine applied research methods in the context of decision-making and performance-evaluation systems. Theories of managerial decision making from both domestic and global perspectives are used to develop solutions for real-world business problems. Students can learn to communicate financial results clearly to finance executives within their organizations.

Specialization Curriculum (9 sem. cr.)

- **DDBA 8550 - Seminar in Managerial Accounting**
- **DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems**
- **DDBA 8552 - Seminar in International Aspects of Managerial Accounting**

Entrepreneurship

Students in the Entrepreneurship specialization explore the entrepreneurial concepts and processes that are found in both established companies with a pioneering spirit and start-ups. They build entrepreneurial skills and knowledge with a learning experience that combines theory with practical strategies drawn from real-world situations, such as identifying market opportunities, managing risk and change, encouraging innovation, and raising capital. In addition, they analyze how an entrepreneurial organization can make a greater contribution in today's society. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Curriculum (9 sem. cr.)

- **DDBA 8511 - Seminar in Innovation Management**
- **DDBA 8541 - Seminar in Entrepreneurial Finance**
- **DDBA 8531 - Seminar in B2B Marketing**

Finance

Students gain the finance tools that help managers maximize their firm's value, including valuation, capital budgeting and structure, working capital management, multinational concepts, and Capital Asset Pricing Model (CAPM). As they develop their expertise in finance, students
explore more advanced theories such as option pricing, derivatives, and hedging. Throughout the program, students will be encouraged to combine practice and theory in order to apply their new knowledge to organizational problems. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8540 - Seminar in International Finance
- DDBA 8541 - Seminar in Entrepreneurial Finance
- DDBA 8523 - Seminar in Law and Compliance

**Global Supply Chain Management**

Whether students work as manufacturers, retailers, or service providers, if they conduct business globally, they need to understand how products and services move from concept to delivery. Students learn the systems required to identify sources of personnel and material, and how to ensure that supply chains conform to the highest global standards. In addition, they will explore new ways of applying technology to help cut costs, increase customer satisfaction, and find new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8510 - Seminar in Global Supply Chain Management
- DDBA 8512 - Seminar in IT for Competitive Advantage
- DDBA 8524 - Seminar in Multicultural Management

**Healthcare Management**

The Healthcare Management specialization focuses on healthcare policy development and its effect on organizational operations, the analysis of healthcare delivery systems, and an investigation of the regulatory and ethical dynamics that exist within the U.S. healthcare industry. Students can learn to apply managerial decision-making skills to the healthcare policy development and implementation process that guides the operation of healthcare organizations. The curriculum explores solutions for real-world management challenges that can affect delivery systems and the continuum of health services.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8560 - Seminar in Healthcare Managerial Decision Making
- DDBA 8561 - Seminar in Managing Healthcare Delivery Systems
- DDBA 8562 - Seminar in Law and Ethics in Healthcare Management
Homeland Security

Designed for leaders in the private and public sectors interested in analyzing the impact of homeland security policies and crisis planning from a business perspective, the students in the Doctor of Business Administration (D.B.A.) with a specialization in Homeland Security explore how the field has evolved and how it shapes the practice of business continuity. Using a seminar discussion delivery format, students have the opportunity to study the principles of global terrorism from a historical and contemporary perspective, as well as discuss key issues and global challenges facing the U.S. intelligence community. Students can also develop the skills and critical thinking necessary to assess and implement various risk tools, business strategies, and policies designed to mitigate risk and protect their organization from terrorist attacks, natural disasters, or other crisis that threaten critical business infrastructure.

Specialization Curriculum (9 sem. cr.)

- DDBA 8590 - Impact of Homeland Security Policies on Business Continuity
- DDBA 8591 - Homeland Security—Business Planning
- DDBA 8592 - Business Infrastructure Vulnerability Analysis

Human Resource Management

The Human Resource Management specialization enables students to gain an understanding of how human and knowledge capital can be leveraged to create and drive an organization's agility, growth, and success. Coursework examines contemporary organizational issues that human resource (HR) professionals must address as strategic partners to executive leadership, such as succession planning for the organization's long-term success, creating and managing external strategic partnerships, and comprehensive planning from an HR perspective for the organization's overall business goals. Students in this specialization have the opportunity to research and address issues relevant to their interests and organization. This specialization culminates with the creation of an annual HR operating plan (AHROP), which allows students to apply their knowledge to a tangible action plan that can be implemented immediately.

Specialization Curriculum (9 sem. cr.)

- DDBA 8580 - The New HR: The Savvy Strategic Partner
- DDBA 8581 - Succession Planning: A Survival Tool of the Fittest
- DDBA 8582 - An HR Plan for Organizational Agility

Information Systems Management
With this specialization, students develop expertise in information systems management with a focus on addressing the management challenges facing technology-based businesses. They gain the knowledge and skills to help align business needs with technological solutions, identify new applications for technology, and leverage technological solutions in order to enhance their organization's competitive position in the marketplace. They examine how technological solutions can be affected in a global environment. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8510 - Seminar in Global Supply Chain Management
- DDBA 8511 - Seminar in Innovation Management
- DDBA 8512 - Seminar in IT for Competitive Advantage

**International Business**

Students learn the skills necessary to manage and lead a spectrum of workers, managers, and teams in a global marketplace. They examine the financial implications of conducting business internationally, including how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. They gain an overview of the effect the world's financial institutions—such as the World Bank, International Monetary Fund, and World Trade Organization (WTO)—have on trade, new markets, and exchange and interest rates. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8510 - Seminar in Global Supply Chain Management
- DDBA 8540 - Seminar in International Finance
- DDBA 8524 - Seminar in Multicultural Management

**Leadership**

Globalization, advances in technology, and rapid changes in the marketplace all contribute to the need for business professionals to continually develop their leadership skills. Students explore new frameworks and perspectives that will help them lead and manage change effectively. They will investigate a variety of current leadership principles and practices to determine which work best in any given situation. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

**Specialization Curriculum (9 sem. cr.)**

- DDBA 8521 - Seminar in Change Management
- DDBA 8522 - Seminar in Sustainability
- DDBA 8524 - Seminar in Multicultural Management
Marketing

This specialization investigates marketing challenges and opportunities from a real-world context. Students study key marketing concepts, including market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, and consumer behavior. They learn the skills and knowledge needed to succeed in an international marketplace, including leveraging strategies in global marketing and international pricing. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Curriculum (9 sem. cr.)

- DDBA 8533 - Seminar in Marketing Research
- DDBA 8531 - Seminar in B2B Marketing
- DDBA 8532 - Seminar in Consumer Behavior

Project Management

The Project Management specialization focuses on achieving organizational effectiveness objectives through project, program, and portfolio management. Students can study the principles of project-based strategic leadership, learn to assess portfolio risk, and analyze opportunities for portfolio performance improvement. Students can develop the skills to engage in dynamic project portfolio management and to address real-world project management challenges.

Specialization Curriculum (9 sem. cr.)

- DDBA 8570 - Seminar in Program and Portfolio Management
- DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness
- DDBA 8572 - Seminar in Project-Based Strategic Leadership

Social Impact Management

As more companies move from a profit-only outlook to one that focuses on communities and society as a whole, the ability to manage and improve an organization's social impact is in high demand. Students examine key issues in corporate responsibility, such as how to achieve greater transparency while protecting proprietary information, leverage social involvement in branding, improve operational efficiency through environmental initiatives, and strengthen stakeholder relationships. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Curriculum (9 sem. cr.)

- DDBA 8521 - Seminar in Change Management
Technology Entrepreneurship

Students examine what innovation is and what it is not. They learn how to design the concepts, processes, and tools to increase the rate and extent of innovation in their company, thereby enhancing the company's competitive edge. Students discover new ways of applying technology to cut costs, increase customer satisfaction, and create new business opportunities. Coursework focuses on the development of writing and critical-thinking skills at the doctoral level.

Specialization Curriculum (9 sem. cr.)

- DDBA 8511 - Seminar in Innovation Management
- DDBA 8541 - Seminar in Entrepreneurial Finance
- DDBA 8512 - Seminar in IT for Competitive Advantage

Self-Designed

Students create their own specialization based on their individual goals and interests in business administration. They choose seminars from the program's other nine specializations under the guidance of a Walden faculty mentor. Assignments will focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

Specialization Curriculum (9 sem. cr.)

Choose any three seminars from any of the other D.B.A. specializations.

Ph.D. in Management

Walden's Ph.D. in Management, formerly the Ph.D. in Applied Management and Decision Sciences, is one of the few Ph.D. programs in management offered online. The program takes an interdisciplinary approach to the field of management and its influence on the development of individuals and society. Students will conduct original research in a specific area of interest as they have the opportunity to learn theories, concepts, and techniques that provide the foundation for sound management decision making. Students will help prepare to meet the challenges and opportunities in their profession and their organization; study ways to facilitate positive social change; and help enhance their capabilities as a researcher, scholar, manager, or consultant. The curriculum for the Ph.D. in Management offers an interdisciplinary approach to the study of management. Students may choose a specialization that fits a personal and/or career objective.
Learning Outcomes

At the end of the program, students will be able to:

1. Articulate the evolution of the field of management and its relationship to human and societal development.
2. Analyze various theories, concepts, and tools that seek to explain and provide the basis for management decision making.
3. Evaluate management and systems-thinking principles at the core of the design and evolution of organizational and social systems.
4. Appraise the relevance of seminal, current, and emerging management theories and practices from an interdisciplinary and social-change perspective.
5. Assess identified gaps in the current research literature in the field of management and in their chosen areas of specialization.
6. Design efficacious and ethical research that addresses identified gaps in the body of knowledge in management and related sub-fields.
7. Advance the body of knowledge through original research in the field of management and chosen areas of specialization via the application of a variety of appropriate methodology, design, and analysis methods.
8. Communicate effectively to academic and general stakeholders the results of original research that advances the field of knowledge in management and chosen specializations and contributes to positive social change.

Accreditation

Walden University's Ph.D. in Management program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading, specialized accreditation association that identifies and supports excellence in business education.

Specializations

- Finance
- Human Resource Management
- Information Systems Management
- Leadership and Organizational Change

Degree Requirements

- Professional Development Plan and program of study
- Core coursework (20 cr.)
- Foundation Research Sequence (12 cr.)
- Specialization coursework (20 cr.)
- Advanced Research course (4 cr.)
- Proposal, dissertation, and oral presentation (26 cr.)
- Four 4-day residencies

Course Sequence
Course-Based Specializations
The sequence of courses for this program is dependent upon the specialization. Please see the course sequence chart on each specialization page.

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Finance
This specialization integrates foundations in management and decision sciences with topics in financial theory, systems, and practices. The curriculum examines the development of financial market cultures and financial decision-making techniques. Students study financial models and examine how their structures influence social, political, and economic systems. With a focus on research and applied theory related to corporate, investment, and international finance, students consider case-study analysis and principles of social and behavioral research.

Curriculum

Core Courses (20 cr.)
- MGMT 8015 - Gateway to Doctoral Studies
- MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders
- MGMT 8035 - Complexity and Applied Systems Thinking
- MGMT 8045 - Mechanics of Individual and Group Decision Making

Specialization Courses (20 cr.)
- MGMT 8610 - Financial Decision Making for Individuals and Firms
- MGMT 8620 - Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance
- MGMT 8630 - Corporate Financial Management
- MGMT 8640 - Valuation of Assets, Entities, and Opportunities
- MGMT 8650 - Financial Analysis, Planning, and Forecasting

Foundation Research Sequence (12 cr.)
Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8101Z must be completed during the third term (second term for KAM-based and mixed-model students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8201Z and RSCH 8301Z must be completed prior to registering for Residency 3 and for the dissertation.
- RSCH 8101Z - Research Theory, Design, and Methods
Advanced Research Course (4 cr.)
Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.
One of the following three courses is required:
- RSCH 8251Z - Advanced Quantitative Reasoning and Analysis
- RSCH 8351Z - Advanced Qualitative Reasoning and Analysis
- RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis

Mentoring (0 cr.)
All course-based students will be enrolled in MGMT 8100 each term following the completion of RSCH 8201Z until beginning the dissertation in MGMT 9000.
- MGMT 8100 - Dissertation Mentoring

Dissertation (26 cr.)
- MGMT 8990 - Developing a Prospectus
- MGMT 8991 - Writing a Proposal
- MGMT 9000 - Doctoral Dissertation

Recommended Course Sequence

<table>
<thead>
<tr>
<th>Recommended Timing</th>
<th>Course Code and Title</th>
<th>Course Length (In Weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: Qtr. 1</td>
<td>MGMT 8015 Gateway to Doctoral Studies</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 2</td>
<td>MGMT 8025 Perspectives on Organizations and Their Implications for Leaders</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 3</td>
<td>MGMT 8035 Complexity and Applied Systems Thinking</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 4</td>
<td>MGMT 8045 Mechanics of Individual and Group Decision Making</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 1</td>
<td>RSCH 8101Z Research Theory, Design, and Methods</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 2 (first half)</td>
<td>MGMT 8610 Financial Decision Making for Individuals and Firms</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr. 2 (second half)</td>
<td>MGMT 8620 Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr 3</td>
<td>RSCH 8301Z Qualitative Reasoning and Analysis</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 4 (first half)</td>
<td>MGMT 8630 Corporate Financial Management</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr. 4 (second half)</td>
<td>MGMT 8640 Valuation of Assets, Entities, and Opportunities</td>
<td>6</td>
</tr>
</tbody>
</table>
| Year 3: Qtr. 1 | MGMT 8990 Developing a Prospectus  
RSCH 8201Z Quantitative Reasoning and Analysis | 6 |
| Year 3: Qtr. 2 | Student selects one Advanced Research course:  
RSCH 8251Z Advanced Quantitative Reasoning and Analysis  
RSCH 8351Z Advanced Qualitative Reasoning and Analysis  
RSCH 8451Z Advanced Mixed-Methods Reasoning and Analysis | 11 |
| Year 3: Qtr. 3 (first half) | MGMT 8650 Financial Analysis, Planning, and Forecasting | 6 |
| Year 3: Qtr. 3 (second half) | MGMT 8991 Writing a Proposal | 6 |
| Year 3: Qtr. 4 | MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of 4 quarters) | 12 (each quarter until complete) |
| Year 4: Qtrs. 1-3 | MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of 4 quarters) | 12 (each quarter until complete) |

**2.75 years of courses + dissertation: Total 82 cr.**

*Note:* Following the completion of RSCH 8201Z - Quantitative Reasoning and Analysis, students will be continuously registered in MGMT 8100 until the completion of MGMT 8991. This course will be 0 credits and $0 per credit, and is designed to allow time for the student to work with their mentor through the early stages of the dissertation process.

**Residency Requirement: 16 units**
- Residency 1: Within 90 days following MGMT 8015
- Residency 2: During first Research Sequence course
- Residency 3: Before writing the proposal after third specialization course
- Residency 4: During dissertation, to prepare completion and defense of dissertation and for facilitating future publications (Prerequisite: Completion of MGMT 8991.)

**General Management (KAM-Based)**

**Foundation Course (6 cr.)**

All beginning KAM-based/mixed-model track Ph.D. in Management students are required to successfully complete this course and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

- **AMDS 8008 - Foundations for Doctoral Study**

**Core KAMs I–III (36 cr.)**
Core KAM I: Principles of Social Change (12 cr.)
Perspectives in social and behavioral sciences as they influence human values and lifestyles, communication, social networks, and forecasting alternative futures are addressed. Students begin to integrate theoretical constructs into practical applications for their own interest areas.
- **Breadth:** SBSF 8110 - Theories of Social Change
- **Depth:** SBSF 8120 - Current Research in Social Change
- **Application:** SBSF 8130 - Professional Practice and Social Change

Core KAM II: Principles of Human Development (12 cr.)
This KAM covers basic theories and current research on biological, psychosocial, cognitive, and affective human development, including normal developmental patterns and crises that may occur. Students explore developmental questions in the context of both chronological time and underlying physical, social, and psychological experiences.
- **Breadth:** SBSF 8210 - Theories of Human Development
- **Depth:** SBSF 8220 - Current Research in Human Development
- **Application:** SBSF 8230 - Professional Practice and Human Development

Core KAM III: Principles of Organizational and Social Systems (12 cr.)
This is an introduction to systems theories from various disciplines. The primary models of structured system theories are presented as a background and theoretical framework for the other knowledge areas. Also considered are theories that impact micro and macro levels of social, political, and economic systems.
- **Breadth:** SBSF 8310 - Theories of Organizational and Social Systems
- **Depth:** SBSF 8320 - Current Research in Organizational and Social Systems
- **Application:** SBSF 8330 - Professional Practice and Organizational and Social Systems

Foundation Research Sequence (12 cr.)
Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100Z must be completed during the second term (third term for course-based students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8200Z and RSCH 8300Z must be completed prior to registering for Residency 3 and for the dissertation.
- **RSCH 8100Z - Research Theory, Design, and Methods**
- **RSCH 8200Z - Quantitative Reasoning and Analysis**
- **RSCH 8300Z - Qualitative Reasoning and Analysis**

Advanced Research Course (4 cr.)
Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.
One of the following three courses is required:
- **RSCH 8250Z - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350Z** - Advanced Qualitative Reasoning and Analysis
- **RSCH 8450Z** - Advanced Mixed-Methods Reasoning and Analysis

**Specialized KAMs (24 cr.)**

Students may choose between writing KAM V or VI. KAM VII is required.

**Specialized KAM V: Organizational Dynamics and Development (12 cr.)**

- **Breadth:** AMDS 8510 - Theories of Organizational Dynamics and Development
- **Depth:** AMDS 8520 - Contemporary Research and Issues in Theories of Organizational Dynamics and Development
- **Application:** AMDS 8530 - Professional Practice Application of a Theory of Organizational Dynamics and Development

**Specialized KAM VI: Decision Sciences (12 cr.)**

- **Breadth:** AMDS 8610 - Decision Theory and Analysis
- **Depth:** AMDS 8620 - Current Research in Decision Sciences
- **Application:** AMDS 8630 - Models for Decision-Making

**Specialized KAM VII: Research (12 cr.)**

- **Breadth:** AMDS 8710 - Research Methods
- **Depth:** AMDS 8720 - Selected Research Methods
- **Application:** AMDS 8730 - Research Design

**Dissertation (20 cr.)**

- AMDS 9000 - Dissertation

**Human Resource Management**

The Human Resource Management specialization integrates foundational study in management with specialized topics in human resource management that extend the research boundaries in areas such as strategic human resource management; the role of human resource management in organizational effectiveness and performance; human capital development and maintenance; the regulatory, ethical, and cultural environment of human resource management; conflict resolution; and labor relations and human resource metrics. Special emphasis on the global and multidisciplinary aspects of human resource management is provided throughout the specialization, which is composed of five research seminar courses in which learners seek to identify gaps in understanding in the field of human resource management, and where they explore specific topics for potential dissertation research.

**Curriculum**
Core Courses (20 cr.)

- MGMT 8015 - Gateway to Doctoral Studies
- MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders
- MGMT 8035 - Complexity and Applied Systems Thinking
- MGMT 8045 - Mechanics of Individual and Group Decision Making

Specialization Courses (20 cr.)

- MGMT 8710 - Organizational Behavior and Effective Human Resource Management
- MGMT 8720 - Strategic Thinking for Effective Human Resource Management
- MGMT 8730 - The Development of Human Capital Within Organizations
- MGMT 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management
- MGMT 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution

Foundation Research Sequence (12 cr.)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8101Z must be completed during the third term (second term for KAM-based and mixed-model students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8201Z and RSCH 8301Z must be completed prior to registering for Residency 3 and for the dissertation.

- RSCH 8101Z - Research Theory, Design, and Methods
- RSCH 8201Z - Quantitative Reasoning and Analysis
- RSCH 8301Z - Qualitative Reasoning and Analysis

Advanced Research Course (4 cr.)

Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8251Z - Advanced Quantitative Reasoning and Analysis
- RSCH 8351Z - Advanced Qualitative Reasoning and Analysis
- RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis

Mentoring (0 cr.)

All course-based students will be enrolled in MGMT 8100 each term following the completion of RSCH 8201Z until beginning the dissertation in MGMT 9000.

- MGMT 8100 - Dissertation Mentoring

Dissertation (26 cr.)
## Recommended Course Sequence

<table>
<thead>
<tr>
<th>Recommended Timing</th>
<th>Course</th>
<th>Course Length (In Weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: Qtr. 1</td>
<td>MGMT 8015 Gateway to Doctoral Studies</td>
<td>11</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Year 1: Qtr. 2</td>
<td>MGMT 8025 Perspectives on Organizations and Their Implications for Leaders</td>
<td>11</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Year 1: Qtr. 3</td>
<td>MGMT 8035 Complexity and Applied Systems Thinking</td>
<td>11</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Year 1: Qtr. 4</td>
<td>MGMT 8045 Mechanics of Individual and Group Decision Making</td>
<td>11</td>
<td>5 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 1</td>
<td>RSCH 8101Z Research Theory, Design, and Methods</td>
<td>11</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 2</td>
<td>MGMT 8710 Organizational Behavior and Effective Human Resource Management</td>
<td>6</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 2</td>
<td>MGMT 8720 Strategic Thinking for Effective Human Resource Management</td>
<td>6</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 3</td>
<td>RSCH 8301Z Qualitative Reasoning and Analysis</td>
<td>11</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 4</td>
<td>MGMT 8730 The Development of Human Capital Within Organizations</td>
<td>6</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 2: Qtr. 4</td>
<td>MGMT 8740 The Legal, Ethical, and Cultural Environment of Human Resource Management</td>
<td>6</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 3: Qtr. 1</td>
<td>MGMT 8990 Developing a Prospectus</td>
<td>6</td>
<td>2 cr.</td>
</tr>
<tr>
<td>Year 3: Qtr. 2</td>
<td>Student selects one Advanced Research course: RSCH 8201Z Quantitative Reasoning and Analysis OR RSCH 8251Z Advanced Quantitative Reasoning and Analysis OR RSCH 8351Z Advanced Qualitative Reasoning and Analysis OR RSCH 8451Z Advanced Mixed-Methods Reasoning and Analysis</td>
<td>11</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Year 3: Qtr. 3</td>
<td>MGMT 8750 Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict</td>
<td>6</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>
### Resolution

<table>
<thead>
<tr>
<th>Year 3: Qtr. 3 (second half)</th>
<th>MGMT 8991 Writing a Proposal</th>
<th>6</th>
<th>4 cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3: Qtr. 4</td>
<td>MGMT 9000 Doctoral Dissertation</td>
<td>12</td>
<td>5 cr. each quarter for a minimum of four quarters</td>
</tr>
<tr>
<td>Year 4: Qtrs. 1–3</td>
<td>MGMT 9000 Doctoral Dissertation</td>
<td>12 (each quarter until complete)</td>
<td>5 cr. each quarter for a minimum of four quarters</td>
</tr>
</tbody>
</table>

#### 2.75 years of courses + dissertation: Total 82 cr.

### Note:
Following the completion of RSCH 8201Z - Quantitative Reasoning and Analysis, students will be continuously registered in MGMT 8100 until the completion of MGMT 8991. This course will be 0 credits and $0 per credit, and is designed to allow time for the student to work with their mentor through the early stages of the dissertation process.

### Residency Requirement: 16 units
- Residency 1: Within 90 days following MGMT 8015
- Residency 2: During first Foundation Research Sequence course
- Residency 3: Before writing the proposal after third specialization course
- Residency 4: During dissertation, to prepare completion and defense of dissertation and for facilitating future publications (Prerequisite: Completion of MGMT 8991.)

### Information Systems Management

This specialization provides an integrative approach to managing information systems in today's data-rich environment. Students will study ways to derive maximum value and innovation from investing in organizational systems and will help build the leadership skills that successful technology executives have found essential. Students will take the opportunity to broaden their understanding of all aspects of e-commerce systems, security management and risk assessment, and system design. They will study ways to develop expertise in leading and managing people, processes, and systems, and contribute to positive social change by helping to improve organizational performance through information systems management.

### Curriculum

#### Core Courses (20 cr.)
- MGMT 8015 - Gateway to Doctoral Studies
- MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders
- MGMT 8035 - Complexity and Applied Systems Thinking
- MGMT 8045 - Mechanics of Individual and Group Decision Making
Specialization Courses (20 cr.)

- MGMT 8510 - Managing E-Commerce Management Information Systems
- MGMT 8520 - Organizational Performance Improvement
- MGMT 8530 - Managing Projects in Complex Environments
- MGMT 8540 - Systems Analysis, Design, and Implementation
- MGMT 8550 - Security Management and Risk Assessment

Foundation Research Sequence (12 cr.)

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8101Z must be completed during the third term (second term for KAM-based and mixed-model students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8201Z and RSCH 8301Z must be completed prior to registering for Residency 3 and for the dissertation.

- RSCH 8101Z - Research Theory, Design, and Methods
- RSCH 8201Z - Quantitative Reasoning and Analysis
- RSCH 8301Z - Qualitative Reasoning and Analysis

Advanced Research Course (4 cr.)

Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8251Z - Advanced Quantitative Reasoning and Analysis
- RSCH 8351Z - Advanced Qualitative Reasoning and Analysis
- RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis

Mentoring (0 cr.)

All course-based students will be enrolled in MGMT 8100 each term following the completion of RSCH 8201Z until beginning the dissertation in MGMT 9000.

- MGMT 8100 - Dissertation Mentoring

Dissertation (26 cr.)

- MGMT 8990 - Developing a Prospectus
- MGMT 8991 - Writing a Proposal
- MGMT 9000 - Doctoral Dissertation

Recommended Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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</tr>
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<tbody>
<tr>
<td>Year 1: Qtr. 1</td>
<td>MGMT 8015 Gateway to Doctoral Studies</td>
<td>5 cr.</td>
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<td>Year 1: Qtr. 2</td>
<td>MGMT 8025 Perspectives on Organizations and</td>
<td>5 cr.</td>
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</tr>
<tr>
<td>Year 1: Qtr. 3</td>
<td>MGMT 8035 Complexity and Applied Systems Thinking</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>Year 1: Qtr. 4</td>
<td>MGMT 8045 Mechanics of Individual and Group Decision Making</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 1</td>
<td>RSCH 8101Z Research Theory, Design, and Methods</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 2 (first half)</td>
<td>MGMT 8510 Managing E-Commerce Management Information Systems</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr. 2 (second half)</td>
<td>MGMT 8520 Organizational Performance Improvement</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr. 3</td>
<td>RSCH 8301Z Qualitative Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 4 (first half)</td>
<td>MGMT 8530 Managing Projects in Complex Environments</td>
<td>4 cr.</td>
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<tr>
<td>Year 2: Qtr. 4 (second half)</td>
<td>MGMT 8540 Systems Analysis, Design, and Implementation</td>
<td>4 cr.</td>
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<tr>
<td>Year 3: Qtr. 1</td>
<td>MGMT 8990 Developing a Prospectus RSCH 8201Z Quantitative Reasoning and Analysis</td>
<td>2 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 2</td>
<td>Student selects one Advanced Research course: RSCH 8251Z Advanced Quantitative Reasoning and Analysis RSCH 8351Z Advanced Qualitative Reasoning and Analysis RSCH 8451Z Advanced Mixed-Methods Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 3: Qtr. 3 (first half)</td>
<td>MGMT 8550 Security Management and Risk Assessment</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 3 (second half)</td>
<td>MGMT 8991 Writing a Proposal</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 4</td>
<td>MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of four quarters)</td>
<td>5 cr.</td>
<td>12</td>
</tr>
<tr>
<td>Year 4: Qtrs. 1-3</td>
<td>MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of four quarters)</td>
<td>5 cr.</td>
<td>12 (each quarter until complete)</td>
</tr>
</tbody>
</table>
Note: Following the completion of RSCH 8201Z - Quantitative Reasoning and Analysis, students will be continuously registered in MGMT 8100 until the completion of MGMT 8991. This course will be 0 credits and $0 per credit, and is designed to allow time for the student to work with their mentor through the early stages of the dissertation process.

**Residency Requirement: 16 units**
- Residency 1: Within 90 days following MGMT 8015
- Residency 2: During first Foundation Research Sequence course
- Residency 3: Before writing the proposal after third specialization course
- Residency 4: During dissertation, to prepare completion and defense of dissertation and for facilitating future publications (Prerequisite: Completion of MGMT 8991

**Leadership and Organizational Change**

In this specialization, students will examine leading-edge as well as traditional models of leadership and organizational structures. Students will study ways to promote effective leadership development, strengthened interpersonal relationships, and successful group and organizational dynamics, all of which can lead to improved performance in organizations. Students will also explore ways to mobilize change and work effectively in cross-cultural environments.

**Curriculum**

**Core Courses (20 cr.)**
- MGMT 8015 - Gateway to Doctoral Studies
- MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders
- MGMT 8035 - Complexity and Applied Systems Thinking
- MGMT 8045 - Mechanics of Individual and Group Decision Making

**Specialization Courses (20 cr.)**
- MGMT 8410 - Leadership, Influence, and Power♦
- MGMT 8420 - Challenging Conventional Leadership♦
- MGMT 8430 - The Changing Face of Leadership—Diverse Perspectives♦
- MGMT 8440 - The Socially Conscious Leader♦
- MGMT 8450 - Crafting and Responding to Change♦

**Foundation Research Sequence (12 cr.)**

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8101Z must be completed during the third term (second term for KAM-based and mixed-model students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8201Z and RSCH 8301Z must be completed prior to registering for Residency 3 and for the dissertation.
Advanced Research Course (4 cr.)

Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:
- **RSCH 8251Z - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8351Z - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis**

Mentoring (0 cr.)

All course-based students will be enrolled in MGMT 8100 each term following the completion of RSCH 8201Z until beginning the dissertation in MGMT 9000.
- **MGMT 8100 - Dissertation Mentoring**

Dissertation (26 cr.)

- **MGMT 8990 - Developing a Prospectus**
- **MGMT 8991 - Writing a Proposal**
- **MGMT 9000 - Doctoral Dissertation**

Recommended Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
<th>Course Length (In weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: Qtr. 1</td>
<td>MGMT 8015 Gateway to Doctoral Studies</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 2</td>
<td>MGMT 8025 Perspectives on Organizations and Their Implications for Leaders</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 3</td>
<td>MGMT 8035 Complexity and Applied Systems Thinking</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 1: Qtr. 4</td>
<td>MGMT 8045 Mechanics of Individual and Group Decision Making</td>
<td>5 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 1</td>
<td>RSCH 8101Z Research Theory, Design, and Methods</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 2</td>
<td>MGMT 8410 Leadership, Influence, and Power</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>(first half)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2: Qtr. 2</td>
<td>MGMT 8420 Challenging Conventional Leadership</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>(second half)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2: Qtr. 3</td>
<td>RSCH 8301Z Qualitative Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 2: Qtr. 4 (first half)</td>
<td>MGMT 8430 The Changing Face of Leadership—Diverse Perspectives</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 2: Qtr. 4 (second half)</td>
<td>MGMT 8440 The Socially Conscious Leader</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 1</td>
<td>MGMT 8990 Developing a Prospectus</td>
<td>2 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 1</td>
<td>RSCH 8201Z Quantitative Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 3: Qtr. 2</td>
<td><strong>Student selects one Advanced Research course:</strong> RSCH 8251Z Advanced Quantitative Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 3: Qtr. 2</td>
<td>RSCH 8351Z Advanced Qualitative Reasoning and Analysis</td>
<td>4 cr.</td>
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</tr>
<tr>
<td>Year 3: Qtr. 2</td>
<td>RSCH 8451Z Advanced Mixed-Methods Reasoning and Analysis</td>
<td>4 cr.</td>
<td>11</td>
</tr>
<tr>
<td>Year 3: Qtr. 3 (first half)</td>
<td>MGMT 8450 Crafting and Responding to Change</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 3 (second half)</td>
<td>MGMT 8991 Writing a Proposal</td>
<td>4 cr.</td>
<td>6</td>
</tr>
<tr>
<td>Year 3: Qtr. 4</td>
<td>MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of four quarters)</td>
<td>5 cr.</td>
<td>12 (each quarter until complete)</td>
</tr>
<tr>
<td>Year 4: Qtrs. 1-3</td>
<td>MGMT 9000 Doctoral Dissertation (5 credits each quarter for a minimum of four quarters)</td>
<td>5 cr.</td>
<td>12 (each quarter until complete)</td>
</tr>
</tbody>
</table>

**2.75 years of courses + dissertation: Total 82 cr.**

**Note:** Following the completion of RSCH 8201Z – Qualitative Reasoning and Analysis, students will be continuously registered in MGMT 8100 until the completion of MGMT 8991. This course will be 0 credits and $0 per credit, and is designed to allow time for the student to work with their mentor through the early stages of the dissertation process.

**Residency Requirement: 16 units**
- Residency 1: Within 90 days following MGMT 8015
- Residency 2: During first Research Sequence course
- Residency 3: Before writing the proposal after third specialization course
- Residency 4: During dissertation, to prepare completion and defense of dissertation and for facilitating future publications (Prerequisite: Completion of MGMT 8991.)

**Learning Management Specialization (Mixed-Model)**
The Knowledge Management and Learning Management specializations prepare students to develop innovative solutions to their organizations’ most critical challenges through the comprehensive creation, sharing, and use of knowledge, and the effective education of adult learners. The specializations focus on the effective use of knowledge, organizational change (e.g., total quality, Six Sigma, re-engineering, Malcolm Baldrige National Quality Award), and organizational learning, including the deployment of corporate universities.

**Foundation Course (6 cr.)**
All beginning KAM-based/mixed-model track Ph.D. in Management students are required to successfully complete this course and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

- **AMDS 8008 - Foundations for Doctoral Study**

**Core Courses (12 cr.)**

- **AMDS 8335 - Principles of Knowledge Management**
- **AMDS 8800 - Epistemology and the Practice of Knowledge and Learning Management**
- **AMDS 8801 - Principles of Learning Management**

**Foundation Research Sequence (12 cr.)**
Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100Z must be completed during the second term (third term for course-based students) and is a prerequisite for Residency 2 of the academic residencies. RSCH 8200Z and RSCH 8300Z must be completed prior to registering for Residency 3 and for the dissertation.

- **RSCH 8100Z - Research Theory, Design, and Methods**
- **RSCH 8200Z - Quantitative Reasoning and Analysis**
- **RSCH 8300Z - Qualitative Reasoning and Analysis**

**Advanced Research Course (4 cr.)**
Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- **RSCH 8250Z - Advanced Quantitative Reasoning and Analysis**
- **RSCH 8350Z - Advanced Qualitative Reasoning and Analysis**
- **RSCH 8450Z - Advanced Mixed-Methods Reasoning and Analysis**

**Specialization Courses (16 cr.)**

*Students complete all four courses under Learning Management.*

**Learning Management**
• AMDS 8830 - Adult Learning
• AMDS 8831 - Lifelong Learning
• AMDS 8832 - Education Design for Adult Learners
• AMDS 8833 - Integration of Knowledge and Learning Management With Strategic Educational Initiatives

Two Appropriate KAMs (24 cr.)

Capstone Course (6 cr.)

• AMDS 8899 - Capstone Seminar

Dissertation (20 cr.)

• AMDS 9000 - Dissertation
POST-DOCTORAL CERTIFICATE PROGRAMS

Post-Doctoral Bridge to Business Administration Certificate

The Post-Doctoral Bridge to Business Administration Certificate program is designed to provide students who hold a doctoral degree in business or a non-business field with core knowledge in a business discipline outside their previous doctoral studies. Students explore such topics as marketing, business strategy, supply chain management, and compliance. This certificate program emphasizes business aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of DDBA 8006 and DDBA 8161, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

- Hold a recognized terminal degree in a business or non-business field
- 15 total semester credit hours
- Foundation course (3 sem. cr.)
- Core course (3 sem. cr.)
- Specialization courses (9 sem. cr.)

Curriculum

Foundation Course (3 sem. cr.)

- DDBA 8006 - Contemporary Challenges in Business

Core Course (3 sem. cr.)

- DDBA 8161 - Business Strategy and Innovation for Competitive Advantage

Specialization Courses (9 sem. cr.)

Choose from one of the following three-course specialization sequences:

Accounting

- DDBA 8550 - Seminar in Managerial Accounting
- DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems
• DDBA 8552 - Seminar in International Aspects of Managerial Accounting

Entrepreneurship

• DDBA 8511 - Seminar in Innovation Management
• DDBA 8541 - Seminar in Entrepreneurial Finance
• DDBA 8531 - Seminar in B2B Marketing

Finance

• DDBA 8540 - Seminar in International Finance
• DDBA 8541 - Seminar in Entrepreneurial Finance
• DDBA 8523 - Seminar in Law and Compliance

Global Supply Chain Management

• DDBA 8510 - Seminar in Global Supply Chain Management
• DDBA 8512 - Seminar in IT for Competitive Advantage
• DDBA 8524 - Seminar in Multicultural Management

Healthcare Management

• DDBA 8560 - Seminar in Healthcare Managerial Decision Making
• DDBA 8561 - Seminar in Managing Healthcare Delivery Systems
• DDBA 8562 - Seminar in Law and Ethics in Healthcare Management

Homeland Security

• DDBA 8590 - Impact of Homeland Security Policies on Business Continuity
• DDBA 8591 - Homeland Security—Business Planning
• DDBA 8592 - Business Infrastructure Vulnerability Analysis

Human Resource Management

• DDBA 8580 - The New HR: The Savvy Strategic Partner
• DDBA 8581 - Succession Planning: A Survival Tool of the Fittest
• DDBA 8582 - An HR Plan for Organizational Agility

Information Systems Management

• DDBA 8510 - Seminar in Global Supply Chain Management
• DDBA 8511 - Seminar in Innovation Management
• DDBA 8512 - Seminar in IT for Competitive Advantage

International Business

• DDBA 8510 - Seminar in Global Supply Chain Management
• DDBA 8540 - Seminar in International Finance
• DDBA 8524 - Seminar in Multicultural Management

Leadership

• DDBA 8521 - Seminar in Change Management
- **DDBA 8522 - Seminar in Sustainability**
- **DDBA 8524 - Seminar in Multicultural Management**

**Marketing**

- **DDBA 8533 - Seminar in Marketing Research**
- **DDBA 8531 - Seminar in B2B Marketing**
- **DDBA 8532 - Seminar in Consumer Behavior**

**Project Management**

- **DDBA 8570 - Seminar in Program and Portfolio Management**
- **DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness**
- **DDBA 8572 - Seminar in Project-Based Strategic Leadership**

**Social Impact Management**

- **DDBA 8521 - Seminar in Change Management**
- **DDBA 8522 - Seminar in Sustainability**
- **DDBA 8523 - Seminar in Law and Compliance**

**Technology Entrepreneurship**

- **DDBA 8511 - Seminar in Innovation Management**
- **DDBA 8541 - Seminar in Entrepreneurial Finance**
- **DDBA 8512 - Seminar in IT for Competitive Advantage**

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DDBA 8006 - Contemporary Challenges in Business</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td></td>
<td>DDBA 8161 - Business Strategy and Innovation for Competitive Advantage</td>
<td>3 sem. cr.</td>
</tr>
<tr>
<td>2</td>
<td>Specialization courses (2)</td>
<td>6 sem. cr.</td>
</tr>
<tr>
<td>3</td>
<td>Specialization course (1)</td>
<td>3 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: Students take courses in the sequence they are listed.*

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Doctoral Bridge to Business Administration Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Post-Doctoral Bridge to Management Certificate**

The Post-Doctoral Bridge to Management Certificate program is designed to provide students who hold a doctoral degree in management or a non-management field with core knowledge in a
management discipline outside their previous doctoral studies. Students explore such topics as ethical leadership, information systems management, financial decision making, and performance improvement implementation. This certificate program emphasizes management aspects in a global context and explores relevant trends students can apply in settings that include postsecondary education, research, and consulting.

With the exception of MGMT 8000, any courses used toward the completion of a doctoral program cannot be applied toward the completion of the post-doctoral bridge certificate.

Certificate Requirements

- Hold a recognized terminal degree in a business or non-business field
- 25 total quarter credit hours
- Foundation course (5 cr.)
- Specialization courses (20 sem. cr.)

Curriculum

Foundation Course (5 cr.)
- MGMT 8015 - Gateway to Doctoral Studies

Specialization Courses (20 cr.)
Choose from one of the following five-course specialization sequences:

Leadership and Organizational Change

- MGMT 8410 - Leadership, Influence, and Power
- MGMT 8420 - Challenging Conventional Leadership
- MGMT 8430 - The Changing Face of Leadership—Diverse Perspectives
- MGMT 8440 - The Socially Conscious Leader
- MGMT 8450 - Crafting and Responding to Change

Information Systems Management

- MGMT 8510 - Managing E-Commerce Management Information Systems
- MGMT 8520 - Organizational Performance Improvement
- MGMT 8530 - Managing Projects in Complex Environments
- MGMT 8540 - Systems Analysis, Design, and Implementation
- MGMT 8550 - Security Management and Risk Assessment

Finance

- MGMT 8610 - Financial Decision Making for Individuals and Firms
- MGMT 8620 - Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance
- MGMT 8630 - Corporate Financial Management
- MGMT 8640 - Valuation of Assets, Entities, and Opportunities
- MGMT 8650 - Financial Analysis, Planning, and Forecasting
Human Resource Management

- MGMT 8710 - Organizational Behavior and Effective Human Resource Management
- MGMT 8720 - Strategic Thinking for Effective Human Resource Management
- MGMT 8730 - The Development of Human Capital Within Organizations
- MGMT 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management
- MGMT 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MGMT 8015 - Gateway to Doctoral Studies</td>
<td>5 sem. cr.</td>
</tr>
<tr>
<td>2+</td>
<td>Specialization courses</td>
<td>20 sem. cr.</td>
</tr>
</tbody>
</table>

*Note: Students take courses in the sequence they are listed.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Doctoral Bridge to Management Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
   c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   • Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td></td>
</tr>
<tr>
<td>M.S. in Early Childhood Studies</td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5160 - Early Childhood Development</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
<tr>
<td></td>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
</tr>
<tr>
<td></td>
<td>Note: These courses are 8 weeks in length.</td>
</tr>
<tr>
<td>M.S. in Instructional Design and Technology</td>
<td>• EDUC 5105 - Organizations, Innovation, and Change</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5115 - Learning Theories and Instruction</td>
</tr>
<tr>
<td></td>
<td>• EIDT 5100 - Instructional Design</td>
</tr>
<tr>
<td></td>
<td>• EIDT 5110 - Advanced Instruction Design</td>
</tr>
<tr>
<td></td>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
</tr>
<tr>
<td></td>
<td>Note: These courses are 8 weeks in length.</td>
</tr>
</tbody>
</table>

College of Health Sciences
### School of Health Sciences

**Master of Public Health (MPH)**
*Students may select any or all of these courses. Individual course prerequisites apply.*
*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*
*Note:* These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

**Master of Healthcare Administration (MHA)**
*Students may select any or all of these courses. Individual course prerequisites apply.*
*Note:* These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics

### School of Nursing

**Master of Science in Nursing (MSN)**
*Note:* These courses are 11 weeks in length.

- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 5052 - Essentials of Evidence-Based Practice

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

#### School of Public Policy and Administration

**Master of Public Administration (MPA)**
*Students may select up to five of these courses. Individual course prerequisites apply.*
*Note:* These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
<table>
<thead>
<tr>
<th>Master of Public Policy (MPP)</th>
<th></th>
<th>Master of Public Policy (MPP)</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<th>MMPA 5420 - Organizational Management and Leadership</th>
<th>MMPP 5280 - Policy and Politics in American Political Institutions</th>
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<tbody>
<tr>
<td>MMPA 5431 - Finance and Budgeting for the Public Sector</td>
<td>MMPP 5405 - Ethics and Social Justice</td>
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<td>MMPA 5435 - Human Resource Management: Building a Capable Workforce</td>
<td>MMPP 5111 - Leadership and Organizational Change</td>
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<td>MMPA 5451 - Public Policy Analysis</td>
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<td>MMPA 5480 - Applied Research and Evaluation Methods</td>
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<th>M.S. in Emergency Management</th>
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<tr>
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\[2014–2015 Walden University Catalog (September 2014) \]
### M.S. in Criminal Justice

**Students may select any or all of these courses. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.

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<tr>
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<td>Controversies in Criminal Justice</td>
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<td>CRJS 5511</td>
<td>Special Populations</td>
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<td>CRJS 5217</td>
<td>Technological Solutions and 21st-Century Crime</td>
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<td>CRJS 5203</td>
<td>Victimology</td>
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### M.S. in Criminal Justice Leadership and Executive Management

**Students may select any or all of these courses. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.

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<tr>
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### School of Psychology

**M.S. in Psychology**

**Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.**

**Note:** These courses are 11 weeks in length.

<table>
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<td>PSYC 5245 - Social Psychology</td>
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<tr>
<td>PSYC 5781 - Psychopathology From a Clinical Perspective</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
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<td>PSYC 5765 - Educational Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5220 - Psychology of</td>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5745 - Health Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<td>PSYC 5701 - Culture and Psychology</td>
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<th>Terrorism and Security</th>
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<td>PSYC 5741 - Psychology of Terrorism</td>
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<td>FPSY 5101 - Introduction to Forensic Psychology</td>
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<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
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<td>FPSY 5125 - Assessment in Forensic Psychology Settings</td>
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<td>FPSY 5135 - Criminal Behavior</td>
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<td>FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology</td>
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<td>FPSY 5720 - Abnormal Behavior</td>
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<tr>
<td>HUMN 5100 - Introduction to Mental Health Counseling</td>
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M.S. in Forensic Psychology
Students may select up to five of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.
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<table>
<thead>
<tr>
<th>M.S. in Addiction Counseling</th>
<th>HUMN 5722 - Counseling and Psychotherapy Theories♦</th>
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<tbody>
<tr>
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<td>HUMN 5316 - Techniques of Counseling♦</td>
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<td>HUMN 5723 - Multicultural Counseling♦</td>
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<td>HUMN 5103 - Introduction to Addiction</td>
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<td>HUMN 5204 - Assessment in Counseling and Addiction</td>
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<td>HUMN 5202 - Theories, Treatment, and Case Management of Addiction</td>
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<tr>
<td></td>
<td>HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations</td>
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<tr>
<td></td>
<td>HUMN 5215 - Lifespan Development♦</td>
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</table>

**Undergraduate Minors**

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
MASTER’S DEGREE PROGRAMS

M.S. in Addiction Counseling

The focus of the M.S. in Addiction Counseling program is on the skills students need to support people who are dealing with substance abuse and addictive behaviors related to gambling, exercising, technology, and pornography. Coursework provides an overview of history, theories, and trends in the addiction counseling field. Students examine the factors that put individuals at risk for developing addictions, and they study how to treat addictions that may coexist with other mental health issues, such as anxiety, depression, and obsessive-compulsive behavior. By analyzing various diagnostic and assessment tools, students learn best practices for conducting clinical evaluations to identify and address addictive disorders.

Learning Outcomes

Graduates of this program will be prepared to:
1. Develop a professional orientation and identity as a counselor.
2. Effectively address the social and cultural diversity issues that impact the counseling process.
3. Utilize the major counseling theories to develop an empirically based personal theoretical orientation that integrates theory and best practices.
4. Apply theories and models of career development to related life factors which affect an individual's lifestyle and mental health.
5. Utilize major counseling theories to develop an empirically based personal theoretical orientation that integrates theory and best practices.
6. Apply theoretical and experiential principles of group work to develop targeted interventions within group contexts.
7. Evaluate and interpret individual and group assessment in a multicultural society.
8. Utilize research methods commonly used in the counseling profession.
9. Demonstrate skills in applying principles of advocacy toward promoting cultural understanding and positive social change in individuals, communities, and society.
10. Achieve personal growth and sustainability in the profession.

Students will also be able to:
1. Apply sound ethical, legal, and business practices in the work of an addiction counselor.
2. Implement counseling/prevention/intervention services related to addiction counseling.
3. Promote diversity and advocacy as related to addiction counseling.
4. Employ various assessment techniques to appropriately intervene in meeting the needs of diverse addiction clientele.
5. Use evidence-based research literature to inform practice in meeting the needs of diverse addiction clientele.
6. Use diagnostic tools to diagnose addiction and other disorders in diverse clientele.
Note on Requirements to Practice as an Addiction Counselor

Walden University's M.S. in Addiction Counseling program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) which is a requirement to practice addiction counseling in some states. The M.S. in Addiction Counseling program is designed to prepare graduates to qualify to sit for national and state addiction counseling certification exams, to sit for counseling licensure exams, and to practice as addiction counselors. Because no program can guarantee licensure or certification upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. However, each state board responsible for regulating the practice of addiction counseling has its own academic, licensure, and certification requirements and issues its own credential for an individual to practice as an addiction counselor in that state. Walden enrollment advisors can provide information relating to national and state certification exams and guidance relating to the state-by-state requirements for counseling licensure and practice as an addiction counselor; however, it remains the individual's responsibility to understand, evaluate, and comply with all requirements relating to certification exams and licensing requirements for the state in which he or she intends to practice. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to obtain certification or to obtain state licensure, authorization, endorsement, or other state credential.

Degree Requirements

- 90 total credits for General Program (100 cr. with optional 10-credit specialization)
- Foundation course (1 cr.)
- Core courses (80 cr.)

Optional Specialization Courses (10 cr.)

- Field experience (9 cr.: Practicum, 100 hours; Internship, 600 hours)
- Professional development plan, program of study, licensure plan
- 12 days of residency (two 6-day residencies)

Specializations

- General Program
- Addictions and Public Health
- Child and Adolescent Counseling
- Family Studies and Interventions
- Forensic Counseling
- Military Families and Culture
- Trauma and Crisis Counseling
Core Curriculum

Foundation Course (1 cr.)
- COUN 6101A - Foundations for Graduate Study in Counseling

Core Courses (80 cr.)
- COUN 6103 - Introduction to Addiction
- COUN 6316A - Techniques in Counseling
- COUN 6722A - Counseling and Psychotherapy Theories
- COUN 6306A - Ethics and Legal Issues in Counseling
- COUN 6215A - Lifespan Development
- COUN 6728A - Substance Abuse Counseling
- COUN 6723A - Multicultural Counseling
- COUN 6720A - Diagnosis and Assessment
- COUN 6202 - Theories, Treatment, and Case Management of Addiction
- COUN 6203 - Psychopharmacology and Biopsychosocial Considerations
- COUN 6250A - Group Process and Dynamics
- COUN 6326A - Research and Program Evaluation
- COUN 6753A - Career Counseling
- COUN 6336A - Crisis, Trauma, and Disaster Response
- COUN 6360A - Assessment in Counseling and Education
- COUN 6785A - Prevention, Intervention, and Consultation

Field Experience (9 cr.)
- COUN 6671 - Counseling Practicum
- COUN 6682a - Internship I
- COUN 6682b - Internship II

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
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<tbody>
<tr>
<td>1</td>
<td>COUN 6101A - Foundations for Graduate Study in Counseling♦</td>
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<tr>
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<td>COUN 6103 - Introduction to Addiction</td>
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<td>COUN 6722A - Counseling and Psychotherapy Theories</td>
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<td>COUN 6728A - Substance Abuse Counseling</td>
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<td>Residency 1 (attend during or immediately after quarter 4)</td>
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COUN 6720A - Diagnosis and Assessment 5 cr.
COUN 6202 - Theories, Treatment, and Case Management of Addiction 5 cr.

COUN 6203 - Psychopharmacology and Biopsychosocial Considerations 5 cr.
COUN 6250A - Group Process and Dynamics 5 cr.

COUN 6326A - Research and Program Evaluation 5 cr.
COUN 6753A - Career Counseling 5 cr.

Residency 2

COUN 6360A - Assessment in Counseling and Education 5 cr.
COUN 6785A - Prevention, Intervention, and Consultation 5 cr.
COUN 6671 - Counseling Practicum 3 cr.

COUN 6682a - Internship I 3 cr.
COUN 6682b - Internship II 3 cr.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Addiction program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Addictions and Public Health

Students in this specialization gain an understanding of health promotion and its role in creating positive social change in communities. Students focus on developing skills they can apply in agencies that organize culturally and contextually relevant prevention and treatment plans. They can use these plans to address today’s most pressing public health issues concerning addictions and other mental health disorders.

Specialization Courses (10 cr.)
- COUN 6777A - Essentials of Public Health: A Case Study Approach
- COUN 6778A - Social, Behavioral, and Cultural Factors in Public Health

Course Sequence

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<td>COUN 6316A - Techniques in Counseling</td>
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<td>COUN 6778A - Social, Behavioral, and Cultural Factors in Public Health</td>
<td>5 cr.</td>
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**Child and Adolescent Counseling**

In this specialization, students focus on the specific counseling needs of children and adolescents in the general population, as well as those in the juvenile justice system. Courses provide a foundation in juvenile delinquency and development and general child and adolescent counseling. Students analyze theories and techniques for working with children and adolescents in the counseling process.

**Specialization Courses (10 cr.)**

- COUN 6346A - Child and Adolescent Counseling
- COUN 6512A - Juvenile Justice, Delinquency, and Development
## Course Sequence

<table>
<thead>
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<tbody>
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### Family Studies and Interventions

In this specialization, students focus on the specific counseling needs of children and adolescents in the general population, as well as those in the juvenile justice system. Courses provide a foundation in juvenile delinquency and development and general child and adolescent
Students analyze theories and techniques for working with children and adolescents in the counseling process.

**Specialization Courses (10 cr.)**
- COUN 6201A - Introduction to Marriage, Couple, and Family Counseling
- COUN 6356A - Theories and Techniques in Marriage, Couple, and Family Counseling

### Course Sequence

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Forensic Counseling

This specialization prepares students to provide addiction counseling and mental health services to individuals and groups served by the legal system. Coursework provides a solid foundation in mental health law and the treatment of forensic populations. Through conceptual and application-based assignments, students gain practical insight into the role that counselors and case management specialists serve in various forensic settings, including juvenile courts, correctional facilities, group rehabilitation homes, and agencies that offer conflict mediation services.

Specialization Courses (10 cr.)
- COUN 6511A - Treatment of Forensic Populations
- COUN 6912A - Mental Health Law

Course Sequence

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Military Families and Culture

This specialization can prepare students to provide addiction counseling to military personnel and their families. Students examine the nuances of military culture along with the unique stressors inherent to military life, such as the strain of combat, debilitating injuries, and long and painful separations from loved ones. Students in this specialization explore current approaches for working with military personnel, veterans, and their spouses and children and can gain the skills needed to support these individuals through a number of challenges.

**Specialization Courses (10 cr.)**

- COUN 6400 - Military Culture
- COUN 6402 - Working with Military Spouses, Families, and Children

Trauma and Crisis Counseling

With this specialization, students acquire knowledge and techniques in crisis intervention as it relates to families and individuals who are experiencing mental health crises and addictions of varying kinds. Courses in crisis intervention and vicarious trauma explore the most current theories and models for working with adults, children, and adolescents. The specialization prepares students to provide counseling and interventions with individuals, families, suicidal clients, and victims of abuse.

**Specialization Courses (10 cr.)**

- COUN 6333A - Vicarious Trauma and Compassion Fatigue
- COUN 6145A - Crisis Management

Course Sequence

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**M.S. in Career Counseling**

The M.S. in Career Counseling is designed to prepare students to serve effectively in their roles as career development counselors, specialists, and consultants in a variety of settings including, community agencies, schools, colleges, universities, private practice, business, and government. Students gain the opportunity to use their specialized counseling training to foster the development of individuals and groups around issues of career decision making, career transitions, and career development.

This program responds to an economic climate that calls for professionals who can support and assist clients around issues of initial career decisions and marketability and viability in the
workplace. Students will be able to use their knowledge of human growth and development, career development, counseling theories, and research as well as their clinical training to provide ethical and contextually-relevant career services to diverse populations reflective of individuals' personal and social values.

**Learning Outcomes**

1. At the end of the program, students will be able to:
2. Apply sound ethical, legal, and business practices in the work of a career counselor.
3. Implement counseling/prevention/intervention services related to career counseling.
4. Promote diversity and advocacy as related to career counseling.
5. Employ various assessment techniques to appropriately meet the career-related needs of diverse clientele.
6. Use evidence-based research literature to inform practice in meeting the career-related needs of diverse clientele.
7. Demonstrate the promotion, management, and implementation of career-related services.
8. Disseminate information resources related to career counseling.

Students will also be able to:
1. Develop a professional orientation and identity as a counselor.
2. Effectively address the social and cultural diversity issues that impact the counseling process.
3. Synthesize theories of human growth and development to develop culturally responsive counseling practices.
4. Apply theories and models of career development to related life factors, which affect an individual's lifestyle and mental health.
5. Utilize major counseling theories to develop an empirically based, personal theoretical orientation that integrates theory and best practices.
6. Apply theoretical and experiential principles of group work to develop targeted interventions within group contexts.
7. Evaluate and interpret individual and group assessment in a multicultural society.
8. Utilize research methods commonly used in the counseling profession.
9. Demonstrate skills in applying principles of advocacy toward promoting cultural understanding and positive social change in individuals, communities, and society.
10. Achieve personal growth and sustainability in the profession.

**Professional Accreditation**

The M.S. in Career Counseling is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, the program was developed to reflect the professional criteria set forth by leading counseling organizations. Since Walden's M.S. in Career Counseling is a new program, the university is not yet able to apply for CACREP accreditation. Students will be notified if the program becomes accredited in the future.
Degree Requirements

- 75 total credits
- Foundation course (1 cr.)
- Core courses (65 cr.)
- Field experience (9 cr.: 3 cr. practicum, 6 cr. internship)
- 12 days of residency (two 6-day residencies)

Curriculum

Foundation Course (1 cr.)
- COUN 6101 - Foundations for Graduate Study in Counseling

Core Courses (65 cr.)
- COUN 6102 - Introduction to Career Counseling
- COUN 6306 - Ethics and Legal Issues in Counseling
- COUN 6722 - Counseling and Psychotherapy Theories
- COUN 6316 - Techniques in Counseling
- COUN 6345 - Career, Consultation, and Assessment
- COUN 6360 - Assessment in Counseling and Education
- COUN 6723 - Multicultural Counseling
- COUN 6215 - Lifespan Development
- COUN 6753 - Career Counseling
- COUN 6336 - Crisis, Trauma, and Disaster Response
- COUN 6250 - Group Process and Dynamics
- COUN 6355 - Academic and Career Counseling
- COUN 6326 - Research and Program Evaluation

Field Experience (9 cr.)
- COUN 6671 - Counseling Practicum
- COUN 6682a - Internship I
- COUN 6682b - Internship II

Course Sequence

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Career Counseling program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Note on Licensure**

The M.S. in Career Counseling is not a licensure program and does not prepare an individual to become a licensed counseling professional.

**M.S. in Marriage, Couple, and Family Counseling**

The M.S. in Marriage, Couple, and Family Counseling program at Walden University is designed to provide students with all the educational competencies and skill development as entry-level professional counselors who specialize in preventing and remediating conflicts or crises in and fostering the development of individuals, marriages, couples, and families and to provide students with the advantage of quality distance education and training. With an emphasis on systems theory and evidence-based practice, the program trains individuals to work in a culturally and contextually appropriate way in a variety of settings, including community agencies, county and state agencies, hospitals, and private practice, and to provide consultation to businesses and agencies.

**Learning Outcomes**

At the end of the program, students will be able to:
1. Engage in ethical and legal practices as a marriage, couple, and family (MCF) counselor.
2. Work successfully with couples and families from multicultural and diverse backgrounds.
3. Promote diversity and advocacy as related to the work of a marriage, couple, and family counselor.
4. Employ various assessment techniques to appropriately intervene in meeting the needs of diverse clientele.
5. Evaluate evidence-based research to inform practice in meeting the needs of couples and families from multicultural and diverse backgrounds.
6. Apply preventive, developmental, and wellness strategies to strengthen couples and family systems.

Students will also be able to:
1. Develop a professional orientation and identity as a counselor.
2. Effectively address the social and cultural diversity issues that impact the counseling process.
3. Synthesize theories of human growth and development to develop culturally responsive counseling practices.
4. Apply theories and models of career development to related life factors, which affect an individual's lifestyle and mental health.
5. Utilize major counseling theories to develop an empirically based, personal theoretical orientation that integrates theory and best practices.
6. Apply theoretical and experiential principles of group work to develop targeted interventions within group contexts.
7. Evaluate and interpret individual and group assessment in a multicultural society.
8. Utilize research methods commonly used in the counseling profession.
9. Demonstrate skills in applying principles of advocacy toward promoting cultural understanding and positive social change in individuals, communities, and society.
10. Achieve personal growth and sustainability in the profession.

**Specializations**

- General Program
- Addiction Counseling
- Career Counseling
- Forensic Counseling
- Trauma and Crisis Counseling
- Military Families and Culture

**Degree Requirements**

- 90 total credits for General Program (100 cr. with optional 10-credit specialization)
- Core courses (81 cr.)
Optional Specialization Courses (10 cr.)

- Field experience (9 cr.: 100-hour practicum; 600-hour internship)
- Professional Development Plan, program of study, licensure plan
- 12 days of academic residency (two 6-day residencies)

Curriculum

The M.S. in Marriage, Couple, and Family Counseling consists of core coursework, a practicum, an internship, and two 6-day residencies. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 cr.)

- COUN 6101 - Foundations for Graduate Study in Counseling♦

Core Courses (80 cr.)

- COUN 6201 - Introduction to Marriage, Couple, and Family Counseling
- COUN 6722 - Counseling and Psychotherapy Theories♦
- COUN 6316 - Techniques in Counseling♦
- COUN 6306 - Ethics and Legal Issues in Counseling♦
- COUN 6356 - Theories and Techniques in Marriage, Couple, and Family Counseling♦
- COUN 6215 - Lifespan Development♦
- COUN 6723 - Multicultural Counseling♦
- COUN 6336 - Crisis, Trauma, and Disaster Response♦
- COUN 6250 - Group Process and Dynamics♦
- COUN 6346 - Child and Adolescent Counseling♦
- COUN 6326 - Research and Program Evaluation♦
- COUN 6753 - Career Counseling♦
- COUN 6728 - Substance Abuse Counseling♦
- COUN 6360 - Assessment in Counseling and Education♦
- COUN 6361 - Human Sexuality♦
- COUN 6785 - Prevention, Intervention, and Consultation♦

Field Experience (9 cr.)

- COUN 6671 - Counseling Practicum
- COUN 6682a - Internship I
- COUN 6682b - Internship II

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<td><strong>TOTAL</strong></td>
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<td><strong>90 cr.</strong></td>
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</table>

**Note on Licensure**

Walden University’s M.S. in Marriage, Couple, and Family Counseling is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), specialized accrediting bodies recognized by the Council for Higher Education Accreditation (CHEA), which is a requirement for licensure in some states. The M.S. in Marriage, Couple, and Family Counseling program is designed to prepare graduates to qualify to sit for licensing exams and to meet the academic licensure requirements of many state counseling boards. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. Walden enrollment advisors can provide guidance on licensure issues; however, it remains the individual’s responsibility to understand and comply with all state licensure requirements. Walden makes no representations or guarantee that completion of Walden coursework or programs will permit an individual to obtain state licensure or endorsement. For more information about licensure, students should visit the National Board for Certified Counselors at http://www.nbcc.org/stateboardmap and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

**Professional Accreditation**

The M.S. in Marriage, Couple, and Family Counseling is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, the program was developed to be in line with CACREP national standards for preparing professional counselors with expertise in working with couples and families. Since Walden’s M.S. in Marriage, Couple, and Family Counseling is a new program, the university is in the process of applying for CACREP accreditation. Students will be notified at such time if the program becomes accredited in the future.
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Marriage, Couple, and Family Counseling program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Addiction Counseling

In this specialization, students explore the various types of addiction, the multifaceted impact of addictive behavior, and the variety of treatment and intervention models currently employed to address addiction. The focus of the coursework is on preparing students to provide addiction-related counseling to both individuals and families in a number of settings, including schools, businesses, and community agencies.

Specialization Courses (10 cr.)

- COUN 6202 - Theories, Treatment, and Case Management of Addiction
- COUN 6204 - Assessment in Counseling and Addiction

Career Counseling

In addition to exploring the history, theories, and approaches behind career counseling, students in this specialization examine the qualities of an effective career counselor. Various modern approaches to counseling and assessment are also studied. Additionally, students can gain insight into academic and career development from elementary school through higher education and develop the skills necessary to guide youths and adults toward successful vocations.

Specialization Courses (10 cr.)

- COUN 6345 - Career, Consultation, and Assessment
- COUN 6355 - Academic and Career Counseling

Forensic Counseling

The expert advice and skills of forensic counselors are in constant demand within the legal system. Through this specialization, students can build their knowledge of mental health law and enhance their competencies in conflict management and negotiation. Students will also learn how those skills can be applied to resolve marriage and family conflicts in the criminal justice system, from parental mediation services and divorce adjustment counseling for families to court-ordered parenting skills training and anger management sessions.

Specialization Curriculum (10 cr.)

- COUN 6511 - Treatment of Forensic Populations
- COUN 6912 - Mental Health Law
## Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>COUN 6101 - Foundations for Graduate Study in Counseling</td>
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<td>COUN 6201 - Introduction to Marriage, Couple, and Family Counseling</td>
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<td>COUN 6306 - Ethics and Legal Issues in Counseling</td>
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<td>COUN 6722 - Counseling and Psychotherapy Theories</td>
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<td>3</td>
<td>COUN 6316 - Techniques in Counseling</td>
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<td>COUN 6360 - Assessment in Counseling and Education</td>
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<td>COUN 6723 - Multicultural Counseling</td>
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<td>COUN 6336 - Crisis, Trauma, and Disaster Response</td>
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<td>COUN 6356 - Theories and Techniques in Marriage, Couple, and Family Counseling</td>
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<td>COUN 6785 - Prevention, Intervention, and Consultation</td>
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<td>COUN 6326 - Research and Program Evaluation</td>
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<td>COUN 6511 - Treatment of Forensic Populations♦</td>
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<td>COUN 6912 - Mental Health Law♦</td>
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</table>

### Military Families and Culture

This specialization can prepare students to provide essential emotional support to military personnel and their families. Students examine the intricacies of military culture and develop skills essential to helping military personnel and their spouses and children cope with a variety of challenges, including long-term deployments, frequent relocation, and post-traumatic stress disorder (PTSD). Students also study modern approaches for working with active and former military personnel and their families in a counseling context.
**Specialization Courses (10 cr.)**

- COUN 6400 - Military Culture
- COUN 6402 - Working with Military Spouses, Families, and Children

**Trauma and Crisis Counseling**

If traumas or crises are not resolved in healthy ways, the experiences can lead to lasting psychological, social, and medical problems for couples, families, and children. Through this specialization, students will gain the knowledge, skills, and practices specific to crisis counseling, including theories of crisis intervention and models for working with children and adolescents. Students will also learn to help couples and families address health-related, school, and mental health crises, including intervention with suicidal clients and victims of abuse.

**Specialization Courses (10 cr.)**

- COUN 6333 - Vicarious Trauma and Compassion Fatigue
- COUN 6145 - Crisis Management

**Course Sequence**

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</table>
M.S. in Clinical Mental Health Counseling

The Master of Science in Clinical Mental Health Counseling program prepares students to identify and address the need for culturally and contextually relevant counseling and social change for individuals, communities, and society.

Learning Outcomes

Through the use of technology, experiential practice, and collaboration, M.S. in Clinical Mental Health Counseling students will be able to:

1. Apply sound ethical, legal, and business practices in the work of a mental health counselor.
2. Implement counseling/prevention/intervention services related to mental health counseling.
3. Promote diversity and advocacy as related to mental health counseling.
4. Employ various assessment techniques to appropriately intervene in meeting the needs of diverse clients.
5. Use evidence-based research literature to inform practice in meeting the needs of diverse clientele.
6. Use diagnostic tools to diagnose disorders in diverse clientele.

Students will also be able to:

1. Develop a professional orientation and identity as a counselor.
2. Effectively address the social and cultural diversity issues that impact the counseling process.
3. Synthesize theories of human growth and development to develop culturally responsive counseling practices.
4. Apply theories and models of career development to related life factors, which affect an individual's lifestyle and mental health.
5. Utilize major counseling theories to develop an empirically based, personal theoretical orientation that integrates theory and best practices.
6. Apply theoretical and experiential principles of group work to develop targeted interventions within group contexts.
7. Evaluate and interpret individual and group assessment in a multicultural society.
8. Utilize research methods commonly used in the counseling profession.
9. Demonstrate skills in applying principles of advocacy toward promoting cultural understanding and positive social change in individuals, communities, and society.
10. Achieve personal growth and sustainability in the profession.

Accreditation
Walden's M.S. in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation attests to the quality and relevancy of Walden's program—a program that helps provide students with the skills and credibility to maximize their impact on the profession. In addition, earning a degree that is CACREP-accredited helps to streamline the licensing application process and provides students with an advantage when applying to doctoral programs.

Specialization (Optional)
- General Program
- Addiction Counseling
- Career Counseling
- Forensic Counseling
- Military Families and Culture
- Trauma and Crisis

Degree Requirements
- 90 total quarter credit hours for General Program (100 cr. with optional 10-credit specialization)
- Foundation course (1 cr.)
- Core courses (80 cr.)

Optional Specialization Courses (10 cr.)
- Field experience: 100-hour practicum (3 cr.); 600-hour internship (6 cr.)
- 12 days of academic residency (two 6-day residencies)

Core Curriculum (General Program)
The M.S. in Clinical Mental Health Counseling consists of core coursework, a practicum, an internship, two 6-day residencies, and the completion of a capstone or thesis. Core courses must be taken in the order presented. Additional courses may be taken at the end of the program of study to provide breadth and depth of learning.

Foundation Course (1 cr.)
- COUN 6101 - Foundations for Graduate Study in Counseling
**Core Courses (80 cr.)**

- COUN 6100 - Introduction to Mental Health Counseling♦
- COUN 6306 - Ethics and Legal Issues in Counseling♦
- COUN 6722 - Counseling and Psychotherapy Theories♦
- COUN 6316 - Techniques in Counseling♦
- COUN 6723 - Multicultural Counseling♦
- COUN 6360 - Assessment in Counseling and Education♦
- COUN 6215 - Lifespan Development♦
- COUN 6720 - Diagnosis and Assessment♦
- COUN 6250 - Group Process and Dynamics♦
- COUN 6326 - Research and Program Evaluation♦
- COUN 6726 - Couples and Family Counseling♦
- COUN 6753 - Career Counseling♦
- COUN 6785 - Prevention, Intervention, and Consultation♦
- COUN 6728 - Substance Abuse Counseling♦
- COUN 6743 - Psychopharmacology♦
- COUN 6336 - Crisis, Trauma, and Disaster Response♦

**Field Experience (9 cr.)**

- COUN 6671 - Counseling Practicum
- COUN 6682a - Internship I
- COUN 6682b - Internship II

**Course Sequence**

<table>
<thead>
<tr>
<th>Quarter</th>
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<td>COUN 6100 - Introduction to Mental Health Counseling♦</td>
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### Note on Licensure

Walden University's M.S. in Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which is a requirement for licensure in many states. The M.S. in Mental Health Counseling program is designed to prepare graduates to qualify to sit for licensing exams and to meet the academic licensure requirements of many state counseling boards. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the National Board for Certified Counselors at www.nbcc.org/stateboardmap, the American Association of State Counseling Boards at www.aascb.org, and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

### Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Mental Health Counseling program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

### Addiction Counseling

In this specialization, students can gain skills to address the unique emotional challenges facing individuals and families affected by addictive behaviors such as compulsive hoarding, substance abuse, or gambling. In addition to examining the various types of addiction, students explore contemporary treatment and intervention models used to promote recovery. This specialization...
can prepare students to provide addiction counseling services to various clients in schools, businesses, community agencies, and other settings.

**Specialization Courses (10 cr.)**
- COUN 6202 - Theories, Treatment, and Case Management of Addiction
- COUN 6204 - Assessment in Counseling and Addiction

**Career Counseling**
This specialization can prepare students to help individuals achieve professional and personal fulfillment. Through their coursework, students explore the history, theories, and methods of career counseling and assessment; the skill set required of an effective career counselor; and the various counseling and assessment techniques used in clinical and organizational settings. Students also examine career counseling approaches that are applicable in academic environments.

**Specialization Courses (10 cr.)**
- COUN 6345 - Career, Consultation, and Assessment
- COUN 6355 - Academic and Career Counseling

**Forensic Counseling**
This specialization prepares graduates to apply their skills in and knowledge of counseling to various forensic populations in need of mental health services. Examples of the various forensic settings would be family courts, drug courts, prisons, juvenile courts, group homes, and agencies offering dispute resolution services. This specialization would be most applicable to the student interested in the delivery of traditional mental health services to populations served by the legal system.

**Specialization Curriculum (10 cr.)**
- COUN 6511 - Treatment of Forensic Populations

Choose one:
- COUN 6912 - Mental Health Law
- COUN 6512 - Juvenile Justice, Delinquency, and Development
- COUN 6742 - Conflict, Conflict Resolution, and Peace

**Military Families and Culture**
In this specialization, students can acquire the advanced skills needed to help families cope with the complex emotional challenges of military life. Students explore the nuances of military culture as well as common hardships associated with the military lifestyle—from prolonged separation and combat-related injuries to post-traumatic stress disorder (PTSD). Students are also
introduced to considerations and best practices for counseling active military personnel, veterans, and their spouses and children.

**Specialization Courses (10 cr.)**
- COUN 6404 - Military Culture
- COUN 6406 - Working with Military Spouses, Families, and Children

**Trauma and Crisis**
If traumas or crises are not resolved in healthy ways, the experiences can lead to lasting psychological, social, and medical problems for couples, families, and children. Through this specialization, students learn the skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with children and adolescents. Students develop the skills needed to help couples and families address health-related, school, and mental health crises, including interventions with suicidal clients and victims of abuse.

**Specialization Curriculum**
- COUN 6333 - Vicarious Trauma and Compassion Fatigue
- COUN 6145 - Crisis Management

**M.S. in School Counseling**
The M.S. in School Counseling program is offered by Walden University, an institution accredited by the National Council for Accreditation of Teacher Education (NCATE). The Master of Science in School Counseling degree is designed to prepare students to serve as certified or licensed school counselors in pre-kindergarten through high school (PreK–12) school settings. The M.S. in School Counseling program will include curricular experiences, residency experiences, and fieldwork experiences all designed to best prepare students to serve as professional school counselors in the field. Walden graduates will be prepared to support PreK–12 students in diverse school settings to be emotionally, socially, and academically successful.

**Learning Outcomes**
After graduating from the M.S. in School Counseling program, students will be able to:
1. Develop a professional orientation as a school counselor.
2. Apply legal and ethical standards and serve as an advocate and agent of social change.
3. Demonstrate multicultural competencies in relation to diversity, equity, and opportunity.
4. Use evidence-based research to inform the development of prevention and intervention strategies in schools.
5. Serve as a leader in the school environment who collaborates and consults with key stakeholders to promote academic success of all students.
6. Work to promote academic success and to close the achievement gap for all students.
7. Demonstrate knowledge and skills in the areas of assessment, and evaluation to develop comprehensive school counseling programs.
Specializations (Optional)

- Addiction Counseling
- Career Counseling
- Crisis and Trauma
- Military Families and Culture

Degree Requirements

General Program Requirements

- Total credits 75 cr.
- Core Courses (66 cr.)
- Practicum—100 hours (3 cr.)
- Internship I—300 hours (3 cr.)
- Internship II—300 hours (3 cr.)
- General Program
- Optional Specialization (10 cr.)
- Optional Accelerated track allows completion in 21 months (three courses per quarter).

Core Curriculum

Foundation Course (1 cr.)

- COUN 6101 - Foundations for Graduate Study in Counseling

Core Courses (65 cr.)

- COUN 6111 - Introduction to School Counseling
- COUN 6210 - Ethics and Legal Issues in School Counseling
- COUN 6301 - Counseling Theories for School Counselors
- COUN 6302 - Counseling Techniques in the Schools
- COUN 6311 - Leadership, Advocacy, and Consultation in the Schools
- COUN 6214 - Lifespan Development
- COUN 6312 - Multicultural Counseling in the Schools
- COUN 6317 - Child and Adolescent Counseling
- COUN 6320 - Group Counseling and Guidance in the Schools
- COUN 6322 - Crisis, Trauma, and Disaster Response
- COUN 6324 - Assessment in Counseling and Education
- COUN 6354 - Academic and Career Counseling
- COUN 6328 - Research and School Counseling Program Evaluation
Field Experience (9 cr.)
- COUN 6401 - School Counseling Practicum
- COUN 6500 - School Counseling Internship I
- COUN 6501 - School Counseling Internship II

M.S. in School Counseling--General Program Option
- General—This is the traditional track in which students either complete one or two courses per quarter.
- Accelerated—This is the track where students can complete three courses per quarter.

Course Sequence

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<th>Quarter</th>
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<td>COUN 6500 - School Counseling Internship I</td>
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Program Data

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Career Counseling

In this specialization, students can gain skills to help teens discover their talents and attain their full potentials. In their coursework, students examine the fundamentals of the career counseling profession, including its history, philosophy, and theoretical foundations. Students in this specialization can prepare to help youths make smart decisions about their educations and ensure successful futures.

**Specialization Courses (10 cr.)**

- COUN 6102 - Introduction to Career Counseling
- COUN 6345 - Career, Consultation, and Assessment

Crisis and Trauma

In this specialization, students prepare to assist children, adolescents, and their families in the wake of a crisis or emergency, such as an act of terror or natural disaster. Through the curriculum, students examine the actions and behaviors that follow a disaster, how to address related emotional difficulties, and psychological disorders, such as post-traumatic stress disorder. Students also have the opportunity to learn how to develop a crisis plan to prepare for future emergencies.

**Specialization Courses (10 cr.)**

- COUN 6145 - Crisis Management
- COUN 6333 - Vicarious Trauma and Compassion Fatigue

Addiction Counseling

In this specialization, students gain the skills needed to help children and adolescents cope with the emotional challenges of having a family member who is struggling with addiction. Through their coursework, students explore the various types of addiction, current theories around treatment, and best practices for counseling children and adolescents who are dealing with addictive behavior in the home.

**Specialization Courses (10 cr.)**

- COUN 6103 - Introduction to Addiction
Military Families and Culture

In this specialization, students gain insight into military culture as well as the unique emotional needs of children of active military personnel or veterans. Through their coursework, students explore military culture and the considerations and best practices for working with military spouses, families, and children. Students develop skills to support children and family members through a variety of hardships, from long-term separation to combat-related injuries.

Specialization Courses

- COUN 6400 - Military Culture
- COUN 6405 - Working With Military Spouses, Families, and Children
DOCTORAL DEGREE PROGRAMS

Ph.D. in Counselor Education and Supervision

The doctoral program in Counselor Education and Supervision is designed to evaluate the theory and practice of counseling through quantitative and qualitative research and to prepare educators and leaders in the profession of counseling.

Learning Outcomes

Through the use of technology, experiential practice, collaboration, and a culturally and contextually relevant curriculum designed to meet the nationally recommended counseling standards, Counselor Education and Supervision students will be able to:

1. Demonstrate knowledge, skills, and effective practice of clinical supervision.
2. Demonstrate knowledge, skills, and effective practice related to leadership, advocacy, and social change.
3. Demonstrate knowledge and skills related to legal, ethical, and multicultural issues.
4. Demonstrate knowledge, skills, and effective practice related to research and scholarship.
5. Demonstrate advanced knowledge, skills, and effective practice related to professional counseling.
6. Demonstrate knowledge, skills, and effective practice related to effective teaching in counselor education.

Specializations

- General Program
- Advanced Research Methods
- Consultation
- Counseling and Social Change
- Forensic Mental Health Counseling
- Leadership and Program Evaluation
- Trauma and Crisis

Degree Requirements

- 93–98 total quarter credits, depending on the specialization
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Foundation Research Sequence (12 cr.)
• Advanced Research course (4 cr.)

**Elective and/or Specialization Courses (10–15 cr., depending on the specialization)**

• Field experience courses (9 cr.)
• Proposal, dissertation, and oral presentation (12 cr.)
• Professional Development Plan and program of study (included in COUN 8001)
• Minimum 11 quarters enrollment, depending on the transfer of credit
• 20 days of residency

**Core Curriculum**

**Foundation Course (1 cr.)**

• COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision

**Core Courses (45 cr.)**

• COUN 8110 - Professional Orientation, Ethics, and Identity
• COUN 8125 - Teaching in Counselor Education
• COUN 8115 - Advanced Counseling Theories
• COUN 8203 - Survey Research Methods
• COUN 8135 - Clinical Supervision
• COUN 8120 - Professional Consultation, Program Evaluation, and Leadership
• COUN 8146 - Crisis Management
• COUN 8551 - Preparing for Dissertation
• COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals

**Foundation Research Sequence (12 cr.)**

Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8101 must be completed during the second term and is linked to Residency 2 of the academic residencies. RSCH 8201 and RSCH 8301 must be completed prior to registering for the dissertation. Students are required to complete their first residency before enrolling in RSCH 8101.

• RSCH 8101 - Research Theory, Design, and Methods
• RSCH 8201 - Quantitative Reasoning and Analysis
• RSCH 8301 - Qualitative Reasoning and Analysis

**Advanced Research Course (4 cr.)**

All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements. One of the following three courses is required:

• RSCH 8251 - Advanced Quantitative Reasoning and Analysis
Field Experience Courses (9 cr.)

- COUN 8890 - Doctoral Practicum
- COUN 8895 - Doctoral Internship A
- COUN 8896 - Doctoral Internship B

Dissertation (12 cr.)

- COUN 8560 - Dissertation

Course Sequence

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<tr>
<th>Quarter</th>
<th>Course</th>
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<tbody>
<tr>
<td>1</td>
<td>COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision</td>
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<td></td>
<td>COUN 8110 - Professional Orientation, Ethics, and Identity</td>
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<td></td>
<td>RESI 8401</td>
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<tr>
<td>2</td>
<td>COUN 8125 - Teaching in Counselor Education♦</td>
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<td>RSCH 8101 - Research Theory, Design, and Methods</td>
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<td>3</td>
<td>COUN 8115 - Advanced Counseling Theories♦</td>
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<td>RSCH 8201 - Quantitative Reasoning and Analysis</td>
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<td>4</td>
<td>COUN 8203 - Survey Research Methods</td>
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<td>RESI 8802</td>
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<td>RSCH 8301 - Qualitative Reasoning and Analysis</td>
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<td></td>
<td>COUN 8120 - Professional Consultation, Program Evaluation, and Leadership♦</td>
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<td>COUN 8146 - Crisis Management</td>
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<td>RESI 8803</td>
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<td>7</td>
<td>COUN 8551 - Preparing for Dissertation</td>
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<td>Doctoral Practicum (can be taken after Residency 2)</td>
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<td>COUN 8895</td>
<td>Doctoral Internship A</td>
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<td>COUN 8896</td>
<td>Doctoral Internship B</td>
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<td>COUN 8560</td>
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**Timing of Residencies**

Residency 1: Within the first two semesters of program
Residency 2: After completion of COUN 8125 and RSCH 8100
Residency 3: After completion of COUN 8135, RSCH 8200, and RSCH 8300

*Students take 2 or 3 Specialization Courses, depending on the specialization chosen.*

**Prerequisites for Counselor Education and Supervision**

Students accepted into Walden University’s Ph.D. in Counselor Education and Supervision program who have not graduated from a CACREP-accredited or CACREP-equivalent master’s program are required to demonstrate curricular experiences equivalent of CACREP entry-level standards and curricular requirements of a specific program area. To fulfill these requirements, students will complete the following courses prior to beginning doctoral-level counselor education coursework:

**Prerequisites**

- COUN 8215 - Lifespan Development
- COUN 8723 - Multicultural Counseling
- COUN 8316 - Techniques of Counseling
- COUN 8722 - Counseling and Psychotherapy Theories
- COUN 8250 - Group Process and Dynamics
- COUN 8753 - Vocational Psychology and Counseling
- COUN 8360 - Assessment in Counseling and Education
- COUN 8326 - Research and Program Evaluation
- COUN 8320 - Counseling Practicum
- COUN 8682 - Counseling Internship

Choose one of the following two courses to complete the core requirement:

- COUN 8726 - Couples and Family Counseling
- COUN 8728 - Substance Abuse Counseling
**Accreditation**

Walden University's Ph.D. in Counselor Education and Supervision; M.S. in Marriage, Couple, and Family Counseling; and M.S. in Mental Health Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), which is a requirement for licensure in many states.

**Note on Licensure**

The Ph.D. in Counselor Education and Supervision is not a licensure program and does not prepare an individual to become a licensed counseling professional.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Counselor Education and Supervision program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

This specialization prepares graduates for various roles related to counseling, research, teaching, leadership, and supervision. Graduates will be able to effectively evaluate theory and practice of counseling through quantitative and qualitative research and use it effectively as counselor educators and scholar-practitioners. This specialization gives students the opportunity to complete two electives, allowing them diversity of knowledge.

**Specialization Courses (10 cr.)**

Students choose two electives from any COUN-prefix course at Walden.

**Advanced Research Methods**

Designed for students interested in serving as methodologists and conducting research as counselor educators or supervisors, this specialization introduces the various research methodologies used in the field. Through their coursework, students focus on developing critical competencies in quantitative, qualitative, and mixed-methods approaches used in social science research. Students also have the opportunity to apply their knowledge and skills by developing qualitative, quantitative, and mixed-methods research plans.

**Specialization Courses (8 cr.)**

Select two courses from this list to add to the previously chosen advanced course option:

- RSCH 8251 - Advanced Quantitative Reasoning and Analysis
- RSCH 8351 - Advanced Qualitative Reasoning and Analysis
- RSCH 8451 - Advanced Mixed-Methods Reasoning and Analysis
Consultation

This specialization prepares graduates for various roles related to consultation. Graduates will be able to effectively apply consultation skills designed to improve individual, group, and organizational performance. The specialization is most applicable to graduates interested in providing consultation in schools, mental health agencies, universities, and business and industry.

Specialization Courses (10 cr.)
- COUN 8671 - Consulting for Organizational Change
- COUN 8672 - Psychological Consultation

Counseling and Social Change

In this specialization, students have the opportunity to develop their capabilities as professional advocates for social change. Through their coursework, students explore the theories of social and personal change and the effect of these theories on children, families, and society. Through a variety of practical learning assignments, students can address real-world topics, such as gender inequality, and propose solutions designed to drive transformative social change.

Specialization Courses (10 cr.)
- COUN 8140 - Professional Counselor as Scholar-Practitioner
- COUN 8662 - Psychology and Social Change

Forensic Mental Health Counseling

This specialization is designed for students interested in pursuing practitioner, leader, or educator roles within the legal and criminal justice systems. Through their coursework, students explore the various assessment tools and techniques used in forensic psychology and how research findings can be applied to forensic clinical settings. Students are also introduced to the history, theories, and approaches of program evaluation and how to choose the most appropriate research models to perform evaluations. The Forensic Mental Health Counseling specialization can prepare students to work in family courts, drug courts, group homes, and agencies that offer dispute resolution.

Specialization Courses (15 cr.)
- COUN 8116 - Understanding Forensic Psychology
- COUN 8126 - Assessment in Forensic Psychology
- COUN 8317 - Program Evaluation

Trauma and Crisis

This specialization is for students who are licensed professional counselors with a master's degree in counseling or who have graduated from a CACREP-accredited master's program.* Students will apply theory and best practices related to trauma and crisis management, working
with individuals and groups recovering from the effects of trauma and crisis, such as natural disasters, violence, terrorism, or war. Students will broaden their understanding of the models, leadership roles, and effective strategies to respond to crises as counseling leaders or managers. They also learn the appropriate ethical and legal responses to individual, community, national, and international crises.

*Learn more about completion requirements for students who are not licensed professional counselors with a master's degree in counseling or who have not graduated from a CACREP-accredited master's program.

**Specialization Courses (10 cr.)**
- COUN 8333 - Vicarious Trauma and Compassion Fatigue♦
- COUN 8336 - Crisis, Trauma, and Disaster Response

**Leadership and Program Evaluation**

This focus of this specialization is on helping students build leadership skills as counseling educators and supervisors. Through their coursework, students explore the qualities inherent in qualified leaders as well as strategies for leading diverse organizations through major change initiatives. Students are introduced to the specific skills required for assessing research. They also explore the history, theory, and approaches of program evaluation. Students in this specialization can prepare to serve organizations directly as program leaders, researchers, educators, counselors, supervisors, consultants, volunteers, or board members.

**Specialization Courses (10 cr.)**
- COUN 8111 - Leadership and Organizational Change
- COUN 8317 - Program Evaluation♦
BACHELOR’S DEGREE PROGRAMS

B.S. in Forensic Psychology

The B.S. in Forensic Psychology program provides a broad background in general psychology with an additional strong foundation aimed specifically at forensic psychology. To further the students' opportunities, four concentrations are offered. Graduates of the program will be prepared to work effectively and ethically with diverse populations (victims, criminals, families, children, adults, etc.) in a wide range of settings (government, courts, business, community, and correctional institutions).

Learning Outcomes

At the end of this course, students will be able to:
1. Describe current issues, problems, and trends in the field of forensic psychology.
2. Apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Use forensic assessment strategies, including interviews and observations, to solve problems related to forensic psychology.
4. Apply psychological theory and research to provide successful interventions for personal, social, and organizational issues in the realm of forensic psychology.
5. Describe the role of ethical behavior in promoting social change in a variety of settings.
6. Demonstrate the ability to use guidelines and standards of the profession to communicate information about psychological processes in various forensic settings.
7. Discuss the importance of diversity and multicultural issues when evaluating and intervening with forensic psychology populations.
8. Develop a strategy for personal and career development in the field of forensic psychology.

Note on Licensure

The M.S. in Forensic Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Concentrations

- Forensics and the Law
- Victims and Justice
- Leadership and Management
- Self-Designed
Degree Requirements

- 181 total quarter credits
- General education courses (46 cr.)
- Core courses (50 cr.)
- Concentration courses (15 cr.)
- Elective courses (65 cr.)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)
See the General Education section of this Walden University Catalog.
Note: At least three general education courses taken must be taken at the 3000 level or higher, including SOCI 4080.

Core Courses (50 cr.)

- PSYC 2001 - Cross-Cultural Psychology
- PSYC 2002 - Human Development: Childhood and Adolescence
- OR
- PSYC 2003 - Human Development: Adulthood
- PSYC 2005 - Social Influences on Behavior
- PSYC 2009 - Theories of Personality
- PSYC 3003 - Methods in Psychological Inquiry
- PSYC 3004 - Psychological Disorders
- FPSY 2009 - Personality
- FPSY 2101 - Introduction to Forensic Psychology
- CRJS 4102 - The Criminal Mind
- FPSY 4111 - Forensic Interviewing and Investigation
- FPSY 4112 - Forensic Assessment

Elective Courses (65 cr.)
Students are to select 13 additional courses to fulfill the elective requirement. Students may choose courses from either general education courses, B.S. in Forensic Psychology concentration courses, or courses from any of Walden's bachelor's degree programs. At least four (20 cr.) elective courses must be at the 3000 level or above. These 65 credits of electives are in addition to the five-credit general education elective. Students may also be eligible to transfer previous credit to meet their elective requirements.
Note: Electives can also be used to complete a six-course minor. RN-BSN courses are not available to students outside the RN-BSN program.

Capstone Course

- FPSY 4920 - Capstone
**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Forensic Psychology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Forensics and the Law**

**Concentration Curriculum (15 cr.)**

- CRJS 2003 - Criminal Law
- CRJS 3002 - Courts and Judicial Process
- CRJS 1001 - Contemporary Criminal Justice Systems

**Victims and Justice**

**Concentration Curriculum (15 cr.)**

- PSPA 3040 - Global Social Justice
- CRJS 4201 - Restorative Justice
- CRJS 4203 - Victimology

**Leadership and Management**

**Concentration Curriculum (15 cr.)**

- PSYC 3009 - Psychology of Leadership
- PSPA 3020 - Principles of Public Personnel Management and Human Resources
- CRJS 4402 - Planning and Budgeting

**Self-Designed**

**Concentration Curriculum (15 cr.)**

Select three courses from any of the following B.S. in Forensic Psychology concentration courses:

- CRJS 1001 - Contemporary Criminal Justice Systems
- CRJS 2003 - Criminal Law
- CRJS 3002 - Courts and Judicial Process
- CRJS 4201 - Restorative Justice
- CRJS 4203 - Victimology
- CRJS 4402 - Planning and Budgeting
- PSPA 3020 - Principles of Public Personnel Management and Human Resources
- PSPA 3040 - Global Social Justice
- PSYC 3009 - Psychology of Leadership
B.S. in Psychology

The Walden University Bachelor of Science in Psychology program provides students with a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories and methodology to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision-making in an information-rich world.

Students participate in courses that stimulate critical thinking through the use of applied learning methods that facilitate applications of psychological theories, principles, and methodology to the solution of contemporary personal, interpersonal, and societal problems. The scientific nature of psychology is embedded throughout the program. The program of study provides maximum flexibility as students meet Walden University general education, major, and elective requirements.

Learning Outcomes

At the end of this course, students will be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design and data analysis and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science serving a global society.
6. Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

Concentrations

- Addiction
- Applied Psychology
- Child and Adolescent Development
- Criminal Justice
- General Psychology
- Human Services
- Infant and Toddler Development
- Preparation for Graduate Studies
- Preschool Child Development
- Workplace Psychology
Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (35 cr.)
- Concentration courses (25–35 cr., depending on concentration)
- Psychology elective courses (10–20 cr., depending on concentration)
- Elective courses (45–70 cr., depending on concentration)

Core Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (35 cr.)

- PSYC 1002 - Psychology as a Natural Science
- PSYC 1003 - Psychology as a Social Science
- PSYC 2001 - Cross-Cultural Psychology
- PSYC 2009 - Theories of Personality
- PSYC 3002 - Data Analysis and Presentation
- PSYC 3003 - Methods in Psychological Inquiry
- PSYC 4010 - Capstone: Professional Issues and Ethics in Psychology

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Psychology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General Psychology

In this concentration, students will gain a solid foundation and knowledge of psychological principles and practices that relate to many different occupations. The curriculum helps students build on the ability to relate to all types of people, while increasing understanding of life in a complex world.
Concentration Curriculum

Concentration Courses (25 cr.)
For the General Psychology concentration, choose any five courses from B.S. in Psychology concentrations in Applied Psychology, Workplace Psychology, and Preparation for Graduate Studies.

Psychology Elective Courses (10 cr.)
Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology.
- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Elective Courses (65 cr.)
Choose 13 courses from General Education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Addiction
Addiction can take many forms. Individuals today are coping with addictions to a variety of substances and activities, including alcohol, drugs, gambling, pornography, shopping, and self-injury. Managing addiction involves more than just identifying available treatment options. Uncovering the internal and external behaviors that cause these disorders is critical to helping individuals who suffer from them.
Through the Addiction concentration, students can explore current theories about what causes individuals to develop addictive behavior and what can be done to prevent it. They focus on substance abuse education, study prevention and treatment methods, and discover the factors that put some people at a higher risk of addiction. This concentration can also help students earn some of the hours they need to pursue an addiction counselor certification.

Concentration Curriculum

Concentration Courses (35 cr.)
- PSYC 2003 - Human Development: Adulthood
- PSYC 2008 - Learning
- PSYC 2006 - Introduction to Addiction
- PSYC 3011 - Addictions Assessment
- PSYC 3012 - Prevention and Treatment of Addictions
- PSYC 4002 - Brain and Behavior
• PSYC 4003 - Case Management and Addictions

**Psychology Elective Courses (20 cr.)**
Choose all four courses listed below or any four 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

**Electives Courses (45 cr.)**
Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Applied Psychology**
For individuals in the helping professions who want to gain knowledge in psychology or help prepare themselves for an advanced degree, the Applied Psychology concentration provides a foundation. Students will learn about psychological development at all stages of life, study the most common psychological disorders and keys to effective diagnoses, and improve their abilities in research, statistics, and data analysis.

**Concentration Curriculum**

**Electives (65 cr.)**
Choose 13 courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Concentration Courses (25 cr.)**

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2003 - Human Development: Adulthood
- PSYC 3004 - Psychological Disorders

Choose two:

- PSYC 2007 - Adjustment in the 21st Century
- PSYC 2008 - Learning
- PSYC 4001 - Cultural Perspectives in Health Psychology
• PSYC 4002 - Brain and Behavior♦

**Psychology Elective Courses (10 cr.)**
Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology.
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 3007 - Influence and Persuasion♦
- PSYC 4006 - Global Perspectives in Psychology♦

**Child and Adolescent Development**
Every day, children and adolescents deal with tough situations that can have a critical impact on their lives and development. This age group often faces serious issues, such as bullying, drug and alcohol abuse, eating disorders, strained relationships with parents, and school pressures. The Child and Adolescent Development concentration explores the cognitive, physical, and socioemotional development of school-age children and adolescents. By focusing on childhood and adolescence in psychology, students can learn strategies for working with these age groups in a variety of settings to address the challenging issues they face today.

**Concentration Curriculum**

**Concentration Courses (35 cr.)**
- PSYC 2002 - Human Development: Childhood and Adolescence♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 2008 - Learning♦
- EDUC 3301 - School-Age and Adolescent Development♦
- EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents♦
- EDUC 4303 - Trends and Issues in School-Age Children♦
- EDUC 4304 - Trends and Issues in Adolescence♦

**Psychology Elective Courses (20 cr.)**
Choose all four courses listed below or any four 3000-level, 4000-level, or 5000-level courses in the School of Psychology.
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 3007 - Influence and Persuasion♦
- PSYC 4006 - Global Perspectives in Psychology♦

**Elective Courses (45 cr.)**
Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.
Criminal Justice

Through the Criminal Justice concentration, students will explore the criminal mind and theories of criminal behavior from the serial killer to the terrorist. They will learn the cognitive, behavioral and psychological explanations of criminal behavior. Students will also discover and analyze the types of victimization and how to work with victims of crime.

Concentration Curriculum

Concentration Courses (35 cr.)

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2005 - Social Influences on Behavior
- PSYC 3004 - Psychological Disorders

Choose four:

- CRJS 2001 - Criminology and Social Control
- CRJS 3010 - Profiling Serial and Mass Murderers
- CRJS 4102 - The Criminal Mind
- CRJS 4201 - Restorative Justice
- CRJS 4202 - Mobilizing and Coordinating Community Response
- CRJS 4203 - Victimology

Psychology Elective Courses (20 cr.)

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Elective Courses (45 cr.)

Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Human Services

The focus of the Human Services concentration is on building the skills that students need to create meaningful and positive changes in their communities. By understanding and applying the latest psychological principles and research findings, students learn ways to address many of the challenges—including poverty, drug addiction, and domestic violence—facing individuals today. Students have an opportunity to learn how to work effectively with families, social services agencies, and nonprofit organizations to implement solutions that improve the quality of life for
others. Through their coursework, students examine best practices for crisis intervention, conflict mediation, and case management. This concentration prepares students for settings that promote the well-being of individuals and serve clients through advocacy and policymaking.

**Concentration Curriculum**

**Concentration Courses (35 cr.)**

- PSYC 4008 - Intergroup Conflict and Peace Building
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination
- CRJS 4402 - Planning and Budgeting
- IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City
- PSYC 2010 - Introduction to Human Services
- PSYC 3010 - Crisis and Intervention

**Choose one:**

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2003 - Human Development: Adulthood

**Psychology Elective Courses (20 cr.)**

Choose all four courses listed below or any four 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

**Electives (45 cr.)**

Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Infant and Toddler Development**

The Infant and Toddler Development concentration examines the development of infants and the importance of quality relationships to their emotional and social well being. Students will learn to assess developmental delays at an early age and identify treatment alternatives. And they will explore healthy living and learning environments that foster infant/toddler growth socially, emotionally, cognitively and physically.
Concentration Curriculum

Concentration Courses (35 cr.)

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2005 - Social Influences on Behavior
- PSYC 2008 - Learning
- EDUC 3203 - Infant/Toddler Mental Health
- EDUC 3204 - Family Cultures of Infants and Toddlers
- EDUC 4205 - Developmentally Appropriate Practices in Infant Settings
- EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings

Psychology Elective Courses (20 cr.)

Choose all four courses listed below or any four 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Electives (45 cr.)

Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

Preschool Child Development

The Preschool Child Development concentration explores the cognitive, language, social, emotional and physical development of the preschool child. Students will observe and assess the learning needs of preschool children. They will learn to foster and enhance child development and identify best practices for playing and learning. And they will acquire the skills to work collaboratively with families.

Concentration Curriculum

Concentration Courses (35 cr.)

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2005 - Social Influences on Behavior
- PSYC 2008 - Learning
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 3103 - Guiding Young Children's Behavior
- EDUC 4004 - Children With Special Needs
- EDUC 4102 - Play and Learning for the Preschool Child
Psychology Elective Courses (20 cr.)
Choose all four courses listed below or any four 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Electives (45 cr.)
Choose nine courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 45 to meet the program requirements. Statements may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Preparation for Graduate Studies
For students who are considering an advanced degree in psychology in the future, the Preparation for Graduate Studies concentration can help with preparations now. Students will expand their knowledge across all major areas from human development to professional ethics. They will learn to conduct research, analyze data, and present their findings. Students will also increase their understanding of what influences social behavior as they develop the quantitative and qualitative analytical skills needed for graduate study.

Concentration Curriculum

Concentration Courses (25 cr.)

- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2003 - Human Development: Adulthood
- PSYC 2005 - Social Influences on Behavior
- PSYC 4002 - Brain and Behavior
- PSYC 4007 - Judgment, Choice, and Decision Making

Psychology Elective Courses (10 cr.)
Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3006 - Psychology of Gender
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Electives (65 cr.)
Choose 13 courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should
total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

**Workplace Psychology**

For individuals who want to apply knowledge of psychology in a nonprofit, government, or business environment, the Workplace Psychology concentration provides students with an opportunity to handle all types of work situations as they identify various influences on behavior. Students can learn the basic principles of decision making and factors that affect it. They can also apply principles of conflict management and peace building as solutions for individual and group issues.

**Concentration Curriculum**

**Concentration Courses (25 cr.)**

- PSYC 2005 - Social Influences on Behavior♦
- PSYC 4007 - Judgment, Choice, and Decision Making♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦

Choose two:

- PSYC 2004 - Motivation and Emotion♦
- PSYC 2008 - Learning♦
- PSYC 3009 - Psychology of Leadership♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦

**Psychology Elective Courses (10 cr.)**

Choose two of the four courses listed below or any two 3000-level, 4000-level, or 5000-level courses in the School of Psychology.

- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 3007 - Influence and Persuasion♦
- PSYC 4006 - Global Perspectives in Psychology♦

**Electives (65 cr.)**

Choose 13 courses from general education, B.S. in Psychology, or other Walden bachelor's degree programs. At least four courses must be at the 3000–4000 level. Elective credits should total 65 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
   c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
- Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an *Intent to Graduate* form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a *B* or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note:* Graduate students cannot register for AIM courses.

### AIM Program Chart

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Richard W. Riley College of Education and Leadership</strong></td>
<td></td>
</tr>
<tr>
<td><strong>M.S. in Early Childhood Studies</strong></td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td><em>Students may select any or all of these courses. Individual course prerequisites</em></td>
<td>• EDUC 5160 - Early Childhood Development</td>
</tr>
<tr>
<td><em>Note:</em> These courses are 8 weeks in length.</td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
<tr>
<td><strong>M.S. in Instructional Design and Technology</strong></td>
<td>• EDUC 5105 - Organizations, Innovation, and Change</td>
</tr>
<tr>
<td><em>Students may select any or all of these courses. Individual course prerequisites</em></td>
<td>• EDUC 5115 - Learning Theories and Instruction</td>
</tr>
<tr>
<td><em>Note:</em> These courses are 8 weeks in length.</td>
<td>• EIDT 5100 - Instructional Design</td>
</tr>
<tr>
<td></td>
<td>• EIDT 5110 - Advanced Instruction Design</td>
</tr>
<tr>
<td><strong>College of Health Sciences</strong></td>
<td></td>
</tr>
</tbody>
</table>
### School of Health Sciences

#### Master of Public Health (MPH)

*Students may select any or all of these courses. Individual course prerequisites apply. It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*

*Note:* These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

#### Master of Healthcare Administration (MHA)

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics

### School of Nursing

#### Master of Science in Nursing (MSN)

*Note:* These courses are 11 weeks in length.

- NURS 5050 - Policy and Advocacy for Improving Population Health
- NURS 5051 - Transforming Nursing and Healthcare Through Technology
- NURS 5052 - Essentials of Evidence-Based Practice

Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.

### College of Social and Behavioral Sciences

#### School of Public Policy and Administration

#### Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
| Master of Public Policy (MPP) | • MMPP 5280 - Policy and Politics in American Political Institutions  
• MMPP 5405 - Ethics and Social Justice  
• MMPP 5111 - Leadership and Organizational Change |
| --- | --- |
| Students may select any or all of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length. |  |
| M.S. in Emergency Management | • MSEM 5364 - Managing Public Safety Organizations♦  
• MSEM 5100 - Critical Issues in Emergency Management  
• MSEM 5480 - Applied Research and Evaluation Methods♦  
• MSEM 5363 - Public Safety Issues♦ |
| Students may select any or all of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length. |  |
| M.S. in Nonprofit Management and Leadership | • NPMG 5200 - Introduction to the Nonprofit Sector  
• NPMG 5405 - Ethics and Social Justice  
• NPMG 5420 - Organizational Management and Leadership  
• NPMG 5431 - Finance and Budgeting for the Nonprofit Sector  
• NPMG 5435 - Human Resource Management: Building a Capable Workforce  
• NPMG 5480 - Applied Research and Evaluation Methods |
| Students may select up to five of these courses. Individual course prerequisites apply.  
**Note:** These courses are 11 weeks in length. |  |
### M.S. in Criminal Justice

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

### M.S. in Criminal Justice Leadership and Executive Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice

### School of Psychology

### Applied Psychology

- PSYC 5215 - Lifespan Development
- PSYC 5245 - Social Psychology
- PSYC 5781 - Psychopathology From a Clinical Perspective

### Crisis Management and Response

- PSYC 5701 - Culture and Psychology
- PSYC 5740 - Disaster, Crisis, and Trauma

### Educational Psychology

- PSYC 5215 - Lifespan Development
- PSYC 5765 - Educational Psychology
- PSYC 5701 - Culture and Psychology

### General Psychology

- PSYC 5215 - Lifespan Development
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology
- PSYC 5220 - Psychology of...
<table>
<thead>
<tr>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Psychology</td>
</tr>
<tr>
<td>- PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td>- PSYC 5745 - Health Psychology</td>
</tr>
<tr>
<td>Psychology of Culture</td>
</tr>
<tr>
<td>- PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>- PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td>Psychology, Public Administration, and Social Change</td>
</tr>
<tr>
<td>- PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>- PSYC 5701 - Culture and Psychology</td>
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<tr>
<td>- PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>- PSYC 5701 - Culture and Psychology</td>
</tr>
<tr>
<td>Terrorism and Security</td>
</tr>
<tr>
<td>- PSYC 5245 - Social Psychology</td>
</tr>
<tr>
<td>- PSYC 5741 - Psychology of Terrorism</td>
</tr>
</tbody>
</table>

**M.S. in Forensic Psychology**

Students may select up to five of these courses. Individual course prerequisites apply.

*Note:* These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Psychology</td>
</tr>
<tr>
<td>- FPSY 5101 - Introduction to Forensic Psychology</td>
</tr>
<tr>
<td>- FPSY 5115 - Understanding Forensic Psychology Research</td>
</tr>
<tr>
<td>- FPSY 5125 - Assessment in Forensic Psychology Settings</td>
</tr>
<tr>
<td>- FPSY 5135 - Criminal Behavior</td>
</tr>
<tr>
<td>- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology</td>
</tr>
<tr>
<td>- FPSY 5720 - Abnormal Behavior</td>
</tr>
</tbody>
</table>

**School of Social Work and Human Services**

**M.S. in Clinical Mental Health Counseling**

These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply

<table>
<thead>
<tr>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Psychology</td>
</tr>
<tr>
<td>- HUMN 5100 - Introduction to Mental Health Counseling</td>
</tr>
</tbody>
</table>

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### M.S. in Addiction Counseling

These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.

**Note:** These courses are 11 weeks in length.

- HUMN 5722 - Counseling and Psychotherapy Theories♦
- HUMN 5316 - Techniques of Counseling♦
- HUMN 5723 - Multicultural Counseling♦
- HUMN 5103 - Introduction to Addiction
- HUMN 5204 - Assessment in Counseling and Addiction
- HUMN 5202 - Theories, Treatment, and Case Management of Addiction
- HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations
- HUMN 5215 - Lifespan Development♦

### Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
**Minor in Forensic Psychology**

With this minor, students can gain knowledge and skills regarding psychological assessments in court, issues of criminal responsibility, criminal profiling, predicting dangerousness, eyewitness testimony, jury processes, and decision making. Students also explore the use of psychological knowledge in prisons and the psychology of criminal behavior. The courses in this undergraduate minor cover the basic procedures for interviewing both witnesses and suspects and how to select appropriate assessment instruments used in the field of forensic psychology with children and adults.

*Note:* This minor is open to all bachelor's degree students except those enrolled in the B.S. in Forensic Psychology program.

**Required Courses (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPSY 2101 - Introduction to Forensic Psychology♦</td>
<td>5</td>
<td>None</td>
<td>Required</td>
</tr>
<tr>
<td>FPSY 4111 - Forensic Interviewing and Investigation♦</td>
<td>5</td>
<td>None</td>
<td>Required</td>
</tr>
<tr>
<td>FPSY 4112 - Forensic Assessment♦</td>
<td>5</td>
<td>PSYC 1001 or PSYC 1002 and PSYC 1003 or FPSY 2101</td>
<td>Required</td>
</tr>
</tbody>
</table>

Choose three of the following courses; two must be at the 3xxx or 4xxx level (15 credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJS 2003 - Criminal Law♦</td>
<td>5</td>
<td>CRJS 1001 or PSYC 1002 or PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
<tr>
<td>PSYC 2002 - Human Development: Childhood and Adolescence♦ or PSYC 2003 - Human Development: Adulthood♦</td>
<td>5</td>
<td>PSYC 1001 or PSYC 1002 and PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
<tr>
<td>PSYC 2005 - Social Influences on Behavior♦</td>
<td>5</td>
<td>PSYC 1001 or PSYC 1002 and PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
<tr>
<td>CRJS 3002 - Courts and Judicial Process♦</td>
<td>5</td>
<td>CRJS 1001 or PSYC 1002 or PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
<tr>
<td>PSYC 3004 - Psychological Disorders♦</td>
<td>5</td>
<td>PSYC 1001 or PSYC 1002 and PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
<tr>
<td>CRJS 4102 - The Criminal Mind♦</td>
<td>5</td>
<td>CRJS 1001 or PSYC 1002 or PSYC 1003 or FPSY 2101</td>
<td>Optional: Choose three, two must be 3xxx or 4xxx level</td>
</tr>
</tbody>
</table>
Minor in Psychology

The Undergraduate Minor in Psychology is for the non-psychology major student who wants a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision making in an information-rich world.

**Note:** This minor is not available to students in the B.S. in Forensic Psychology or B.S. in Psychology programs.

**Required (30 cr.)**

- PSYC 1001 - Introduction to Psychology♦
- PSYC 3002 - Data Analysis and Presentation♦

*And students choose four of the following:*
- PSYC 2002 - Human Development: Childhood and Adolescence♦
- PSYC 2005 - Social Influences on Behavior♦
- PSYC 2009 - Theories of Personality♦
- PSYC 3004 - Psychological Disorders♦
- PSYC 3005 - Racial and Ethnic Identities♦
- PSYC 3006 - Psychology of Gender♦
- PSYC 3007 - Influence and Persuasion♦
- PSYC 4001 - Cultural Perspectives in Health Psychology♦
- PSYC 4002 - Brain and Behavior♦
- PSYC 4007 - Judgment, Choice, and Decision Making♦
- PSYC 4006 - Global Perspectives in Psychology♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦

Articulations

**B.S. in Forensic Psychology to M.S. in Criminal Justice Articulation**

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Criminal Justice or M.S. in Criminal Justice Leadership and Executive Management.
Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Forensic Psychology.

*Note:* Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below. *Note:* The courses outlined in the Accelerate into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Criminal Justice program in specific specializations:

- CRJS 5136 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the B.S. in Forensic Psychology program, are invited to apply to the M.S. in Criminal Justice program. Upon acceptance to Walden's M.S. in Criminal Justice program, up to five courses can be applied to degree completion requirements.

- CRJS 6136 - Criminal Behavior Students who successfully complete CRJS 5136 - Criminal Behavior (5 cr.) with a B or better can have this course waived.
- CRJS 6215 - Controversies in Criminal Justice Students who successfully complete CRJS 5215 - Controversies in Criminal Justice (5 cr.) with a B or better can have this course waived.
- CRJS 6420 - Organizational Management and Leadership Required
- CRJS 6216 - Criminal Justice Research Required
- CRJS 6405 - Ethics and Social Justice Required
- CRJS 6511 - Special Populations Required
- CRJS 6217 - Technological Solutions and 21st-Century Crime Students who successfully complete CRJS 5217 - Technological Solutions and 21st-Century Crime (5 cr.) with a B or better can have this course waived.
- CRJS 6203 - Victimology Required
- CRJS 6218 - Applied Communications Required
B.S. in Forensic Psychology to M.S. in Criminal Justice Leadership and Executive Management Articulation

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Criminal Justice Leadership and Executive Management.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Criminal Justice Leadership and Executive Management program in specific specializations:

- CRJS 5136 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the B.S. in Forensic Psychology program, are invited to apply to the M.S. in Criminal Justice Leadership and Executive Management program. Upon acceptance to Walden's M.S. Criminal Justice Leadership and Executive Management program, up to five courses can be applied to degree completion requirements.

- CRJS 6136 - Criminal Behavior Students who successfully complete CRJS 5136 - Criminal Behavior (5 cr.) with a B or better can have this course waived.
- CRJS 6215 - Controversies in Criminal Justice Students who successfully complete CRJS 5215 - Controversies in Criminal Justice (5 cr.) with a B or better can have this course waived.
- CRJS 6216 - Criminal Justice Research Required
- CRJS 6405 - Ethics and Social Justice Required
- CRJS 6511 - Special Populations Required
• CRJS 6217 - Technological Solutions and 21st-Century Crime♦ Students who successfully complete CRJS 5217 - Technological Solutions and 21st-Century Crime (5 cr.) with a B or better can have this course waived.
• CRJS 6203 - Victimology Required
• CRJS 6218 - Applied Communications Required

B.S. in Forensic Psychology to M.S. in Forensic Psychology Articulation

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Forensic Psychology.

Requirements

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.
• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
• The student must have completed all general education and core requirements of the Bachelor of Science in Forensic Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Forensic Psychology program:

• FPSY 5101 - Introduction to Forensic Psychology
• FPSY 5720 - Abnormal Behavior
• FPSY 5115 - Understanding Forensic Psychology Research
• FPSY 5125 - Assessment in Forensic Psychology Settings
• FPSY 5135 - Criminal Behavior
• FPS FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the B.S. in Psychology program are invited to apply to the M.S. in Forensic Psychology program. Upon acceptance to Walden's M.S. in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

• PSYC 6001 - Foundations for Graduate Study in Psychology Required
• FPSY 6101 - Introduction to Forensic Psychology♦ Students who successfully complete FPSY 5101 - Introduction to Forensic Psychology (5 cr.) with a B or better can have this course waived.

• FPSY 6720 - Abnormal Behavior♦ Students who successfully complete FPSY 5720 - Abnormal Psychology (5 cr.) with a B or better can have this course waived.

• FPSY 6115 - Understanding Forensic Psychology Research♦ Students who successfully complete FPSY 5115 - Understanding Forensic Psychology Research (5 cr.) with a B or better can have this course waived.

• FPSY 6125 - Assessment in Forensic Psychology Settings Students who successfully complete FPSY 5125 - Assessment in Forensic Psychology (5 cr.) with a B or better can have this course waived.

• FPSY 6135 - Criminal Behavior♦ Students who successfully complete FPSY 5135 - Criminal Behavior (5 cr.) with a B or better can have this course waived.

• FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology♦ Students who successfully complete FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a B or better can have this course waived.

• PSYC 6393 - M.S. in Psychology Capstone

OR

• FPSY 6915 - Field Experience

**B.S. in Forensic Psychology to Master of Public Administration**

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's or Master of Public Administration (MPA) programs.

**Requirements**

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.

• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.

• The student must have completed all general education and core requirements of the Bachelor of Science in Forensic Psychology.

*Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate into Master's (AIM) program.*

**Curriculum**

All graduate courses are taken as electives and must be selected from the list below.
Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the Master of Public Administration (M.P.A.) program:

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
- MMPA 5420 - Organizational Management and Leadership
- MMPA 5431 - Finance and Budgeting for the Public Sector
- MMPA 5435 - Human Resource Management: Building a Capable Workforce
- MMPA 5451 - Public Policy Analysis
- MMPA 5480 - Applied Research and Evaluation Methods

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Forensic Psychology program are invited to apply to the Master of Public Administration program. Upon acceptance to Walden’s Master of Public Administration (M.P.A.) program, up to five courses can be applied to degree completion requirements.

- MMPA 6115 - Foundations for Graduate Study **Required**
- MMPA 6200 - Principles of Public Administration
  - Students who successfully complete MMPA 5200 - Introduction to Public Administration (5 cr.) with a B or better can have this course waived.
- MMPA 6405 - Ethics and Social Justice
  - Students who successfully complete MMPA 5405 - Ethics and Social Justice (5 cr.) with a B or better can have this course waived.
- MMPA 6420 - Organizational Management and Leadership
  - Students who successfully complete MMPA 5420 - Organizational Management and Leadership (5 cr.) with a B or better can have this course waived.
- MMPA 6431 - Finance and Budgeting for the Public Sector
  - Students who successfully complete MMPA 5431 - Finance and Budgeting for the Public Sector (5 cr.) with a B or better can have this course waived.
- MMPA 6435 - Human Resource Management: Building a Capable Workforce
  - Students who successfully complete MMPA 5435 - Human Resource Management: Building a Capable Workforce (5 cr.) with a B or better can have this course waived.
- MMPA 6461 - Public Sector Economics
  - **Required**
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
  - **Required**
- MMPA 6451 - Public Policy Analysis
  - Students who successfully complete MMPA 5451 - Public Policy Analysis (5 cr.) with a B or better can have this course waived.
- MMPA 6480 - Applied Research and Evaluation Methods
  - Students who successfully complete MMPA 5480 - Applied Research and Evaluation Methods (5 cr.) with a B or better can have this course waived.
- MMPA 6910 - Master of Public Administration Capstone **Required**
B.S. in Psychology to M.S. in Forensic Psychology Articulation

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Forensic Psychology.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Forensic Psychology program:

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5720 - Abnormal Behavior
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology

Articulation Requirements

Walden University students who have successfully completed A.I.M. courses and who are graduating (or have graduated) from the B.S. in Psychology program are invited to apply to the M.S. in Forensic Psychology program. Upon acceptance to Walden's M.S. in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

- PSYC 6001 - Foundations for Graduate Study in Psychology Required
- FPSY 6101 - Introduction to Forensic Psychology Students who successfully complete FPSY 5101 - Introduction to Forensic Psychology (5 cr.) with a B or better can have this course waived.
- FPSY 6720 - Abnormal Behavior Students who successfully complete FPSY 5720 - Abnormal Psychology (5 cr.) with a B or better can have this course waived.
• FPSY 6115 - Understanding Forensic Psychology Research• Students who successfully complete FPSY 5115 - Understanding Forensic Psychology Research (5 cr.) with a B or better can have this course waived.
• FPSY 6125 - Assessment in Forensic Psychology Settings Students who successfully complete FPSY 5125 - Assessment in Forensic Psychology (5 cr.) with a B or better can have this course waived.
• FPSY 6135 - Criminal Behavior♦ Students who successfully complete FPSY 5135 - Criminal Behavior (5 cr.) with a B or better can have this course waived.
• FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology♦ Students who successfully complete FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a B or better can have this course waived.
• FPSY XXXX Specialization Elective (5 cr.)
• FPSY XXXX Specialization Elective (5 cr.) Required
• FPSY XXXX Specialization Elective (5 cr.) Required
• FPSY XXXX Specialization Elective (5 cr.) Required
• PSYC 6393 - M.S. in Psychology Capstone OR FPSY 6915 - Field Experience Required

B.S. in Psychology to M.S. in Psychology Articulation

Walden University's advanced undergraduate psychology students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Psychology.

Requirements

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.
• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
• The student must have completed all general education and core requirements of the Bachelor of Science in Psychology.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Take the five courses for the M.S. in Psychology program:

• PSYC 5315 - Tests and Measurement
• PSYC 5701 - Culture and Psychology
• PSYC 5480 - Psychology of Organizational Behavior
• PSYC 6215 - Lifespan Development♦
Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (A.I.M.) courses and who are graduating (or have graduated) from the B.S. in Psychology program are invited to apply to the M.S. in Psychology program. Upon acceptance to Walden's M.S. in Psychology program, up to five courses can be applied to degree completion requirements.

- PSYC 6001 - Foundations for Graduate Study in Psychology **Required**
- PSYC 6211 - Contemporary Issues in Psychology **Required**
- PSYC 6205 - History and Systems of Psychology **Required**
- PSYC 6305 - Statistics **Required**
- PSYC 6240 - Human Motivation **Required**
- PSYC 6310 - Research Design **Required**
- PSYC 6235 - Cognitive Psychology **Required**
- PSYC 6315 - Tests and Measurement Students who successfully complete PSYC 5315 - Tests and Measurements (5 cr.) with a B or better can have this course waived.
- PSYC 6215 - Lifespan Development Students who successfully complete PSYC 5215 - Lifespan Development (5 cr.) with a B or better can have this course waived.
- PSYC 6245 - Social Psychology Students who successfully complete PSYC 5245 - Social Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6701 - Culture and Psychology Students who successfully complete PSYC 5701 - Culture and Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6480 - Psychology of Organizational Behavior Students who successfully complete PSYC 5480 - Psychology of Organizational Behavior (5 cr.) with a B or better can have this course waived.
- PSYC 6393 - M.S. in Psychology Capstone **Required**
POST-BACCALAUREATE CERTIFICATE PROGRAMS

Post-Baccalaureate Certificate in Organizational Psychology and Development

The Post-Baccalaureate Certificate in Organizational Psychology and Development provides students with the basic principles of organizational psychology and development. Students will learn how to

- Align an institution's strategic goals with the recruitment and retention of highly talented individuals
- Apply their knowledge to facilitate organizational change in response to continuing globalization and emerging technologies
- Improve the performance of their organizations by enhancing the work environment for individual employees and work teams

Certificate Requirements

- Certificate courses (20 cr.)

Curriculum

Certificate Courses (20 cr.)

- PSYC 6480 - Psychology of Organizational Behavior♦
- PSYC 6755 - Leadership and the Process of Change♦
- PSYC 6214 - Consulting for Organizational Change♦
- PSYC 6754 - Personnel Psychology in the Workplace♦

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>PSYC 6480 - Psychology of Organizational Behavior♦</td>
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<tr>
<td></td>
<td>PSYC 6755 - Leadership and the Process of Change♦</td>
<td>5</td>
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<tr>
<td>2</td>
<td>PSYC 6214 - Consulting for Organizational Change♦</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>PSYC 6754 - Personnel Psychology in the Workplace♦</td>
<td>5</td>
</tr>
</tbody>
</table>
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Baccalaureate Certificate in Organizational Psychology and Development program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Post-Baccalaureate Certificate to Master's Degree Articulation

Organizational Psychology and Development Certificate to M.S. in Psychology

The following requirements have been established for Walden students who have earned the Post-Baccalaureate Organizational Psychology and Development Certificate and who wish to enter into the M.S. in Psychology program with a specialization in Organizational Psychology and Development:

Articulation Requirements

- PSYC 6001 - Foundations for Graduate Study in Psychology **Required**
- PSYC 6005 - Business Concepts for the Organizational Development Professional♦ **Required**
- PSYC 6211 - Contemporary Issues in Psychology♦ **Required**
- PSYC 6480 - Psychology of Organizational Behavior♦ Students who successfully complete this course with a B or better can have this course waived.
- RSCH 6100Y - Research Theory, Design, and Methods **Required**
- PSYC 6755 - Leadership and the Process of Change♦ Students who successfully complete this course with a B or better can have this course waived.
- RSCH 6200Y - Quantitative Reasoning and Analysis **Required**
- PSYC 6214 - Consulting for Organizational Change♦ Students who successfully complete this course with a B or better can have this course waived.
- PSYC 6754 - Personnel Psychology in the Workplace♦ Students who successfully complete this course with a B or better can have this course waived.
- PSYC Elective (5 cr.) **Required**
- PSYC 6391 - Capstone I **Required**
- PSYC 6392 - Capstone II **Required**
MASTER’S DEGREE PROGRAMS

M.S. in Clinical Psychology

The M.S. in Clinical Psychology program provides a broad background in clinical psychology with the opportunity to complete an optional counseling specialization. It prepares students to work ethically and effectively at the master's level with diverse individuals in a variety of settings. In addition, this program offers students an opportunity to complete a graduate degree that is more practitioner-focused and less research-focused and includes a broader survey of the topics in clinical psychology compared to many other degree programs.

Learning Outcomes

At the end of the program, students will be able to:

1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations in clinical settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.
6. Use a framework of evidence-based practice to develop constructive working relationships with clients, supervisors, instructors, and colleagues.
7. Demonstrate an appropriate and professional demeanor with clients, supervisors, instructors, and colleagues.

Specializations

- General Program
- Counseling

Degree Requirements

- 56–59 total quarter credit hours for General Program (91–94 cr. with optional specialization)
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Foundation Research Sequence course (4 cr.)

Optional Specialization Curriculum (35 cr., including 10 cr. electives)

- Practicum (6–9 cr.)
Core Curriculum

**Foundation Course (1 cr.)**
- CPSY 6001 - Foundations for Graduate Study in Psychology

**Core Courses (45 cr.)**
- CPSY 6215 - Lifespan Development
- CPSY 6221 - Psychopathology From a Clinical Perspective
- CPSY 6705 - Ethics and Standards of Professional Practice
- CPSY 6342 - Interventions I
- CPSY 6341 - Psychological Assessment
- CPSY 6343 - Interventions II
- CPSY 6701 - Culture and Psychology
- CPSY 6250 - Group Process and Dynamics
- CPSY 6245 - Social Psychology

**Foundation Research Sequence (4 cr.)**
Courses composing the core research sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 6100 must be completed during the second term and is linked to Milestone 2 of the academic residencies. RSCH 6200 and RSCH 6300 must be completed prior to registering for the dissertation.
- RSCH 6100L - Research Theory, Design, and Methods

**Practicum Sequence (6–9 cr.)**
- CPSY 6700 - Master's Practicum I
- CPSY 6800 - Master's Practicum II
- CPSY 6900 - Master's Practicum III *

*CPSY 6900 - Master's Practicum III is an optional course that may be applied to the Ph.D. in Psychology program. Students should take this course if they plan to pursue their doctoral degree.

**Course Sequence**

<table>
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<td></td>
<td>CPSY 6215 - Lifespan Development</td>
<td>5 cr.</td>
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<td>2</td>
<td>CPSY 6221 - Psychopathology From a Clinical Perspective</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>CPSY 6705 - Ethics and Standards of Professional Practice</td>
<td>5 cr.</td>
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<tr>
<td>3</td>
<td>CPSY 6342 - Interventions I</td>
<td>5 cr.</td>
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<tr>
<td></td>
<td>RSCH 6100Y - Research Theory, Design, and Methods</td>
<td>4 cr.</td>
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<td>4</td>
<td>CPSY 6341 - Psychological Assessment</td>
<td>5 cr.</td>
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<td>Course Code</td>
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<tr>
<td>CPSY 6343</td>
<td>Interventions II</td>
<td>5 cr.</td>
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<tr>
<td>CPSY 6701</td>
<td>Culture and Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>CPSY 6250</td>
<td>Group Process and Dynamics</td>
<td>5 cr.</td>
</tr>
<tr>
<td>CPSY 6700</td>
<td>Master's Practicum I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CPSY 6245</td>
<td>Social Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>CPSY 6800</td>
<td>Master's Practicum II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CPSY 6900</td>
<td>Master's Practicum III (optional)</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Note on Licensure**

The M.S. in Clinical Psychology degree is not designed to prepare students to become a licensed psychology professional. The M.S in Clinical Psychology Counseling Specialization program is not approved by the Kansas Board of Regents and does not lead to master's-level psychology license eligibility in the state of Kansas.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Clinical Psychology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Counseling**

In this specialization, students discover how clinical psychology training can position them to promote psychological health in individuals, families, groups, and organizations by studying current theory, research, and practices associated with major dysfunctional behavior. This specialization can lead to work in a range of settings, including healthcare and community mental health settings. The coursework offers a foundation for pursuing clinical psychology through doctoral study. Students engage in training with individuals, groups, couples, and families.

**Learning Outcomes**

At the end of the program, students will be able to:
1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations in clinical settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Use a framework of evidence-based practice to develop constructive working relationships with clients, supervisors, instructors, and colleagues.

6. Demonstrate an appropriate and professional demeanor with clients, supervisors, instructors, and colleagues.

7. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.

8. Utilize critical thinking and apply relevant ethical codes (e.g., APA, ACA) to decision making with diverse populations in a variety of settings.

9. Demonstrate proficiency in utilizing empirically supported models of counseling/therapy (including group; substance abuse; and couples, marriage, and family counseling as well as career counseling) with diverse populations.

Specialization Curriculum

Specialization Courses (25 cr.)

- CPSY 6722 - Counseling and Psychotherapy Theories
- CPSY 6356 - Marriage, Couple, and Family Therapy
- CPSY 6728 - Substance Abuse Counseling
- CPSY 6753 - Career Counseling
- CPSY 6100 - Introduction to Mental Health Counseling

Electives (10 cr.)

Students select any two elective courses from graduate-level courses in psychology, provided the prerequisites are met. These electives are self-registered.

Course Sequence

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<td>CPSY 6705 - Ethics and Standards of Professional Practice</td>
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<td>3</td>
<td>CPSY 6342 - Interventions I</td>
<td>4 cr.</td>
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<tr>
<td></td>
<td>RSCH 6100Y - Research Theory, Design, and Methods</td>
<td>5 cr.</td>
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<td>4</td>
<td>CPSY 6341 - Psychological Assessment</td>
<td>5 cr.</td>
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<td></td>
<td>CPSY 6343 - Interventions II</td>
<td>5 cr.</td>
</tr>
<tr>
<td>5</td>
<td>CPSY 6701 - Culture and Psychology</td>
<td>5 cr.</td>
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<td></td>
<td>CPSY 6250 - Group Process and Dynamics</td>
<td>5 cr.</td>
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</table>
Students select any two elective courses from graduate-level courses in psychology, provided prerequisites are met. These electives are self-registered.

### M.S. in Forensic Psychology

Walden University's M.S. in Forensic Psychology prepares individuals to work within settings that integrate psychology and the legal system, including jails and prisons, community corrections offices, law enforcement agencies, the military, victims' advocacy programs and systems, and governmental agencies focused on criminal justice and crime. Forensic psychology is a rapidly growing field. This program emphasizes the integration of psychology into forensic settings. It is especially geared toward professionals interested in career advancement and enhancement, rather than a move into clinical forensic practice with clients. Thus, instead of leading to licensure or practice within forensic or correctional systems, graduates of this program leverage the benefits of psychology and clinical understanding to positively impact the larger forensic and criminal justice systems and to enhance personal career opportunities through graduate education.

The Walden focus on social justice and community benefit will give graduates the edge in making these systems that touch thousands of lives more functional and able to serve the populations within them.

### Learning Outcomes

At the end of this program, students will be able to:

1. Identify the role of psychology within the legal system.
2. Apply psychological concepts and principles within forensic settings.
3. Implement the use of diagnostic and assessment tools in forensic settings.
4. Demonstrate the principles of research design as applied to forensic psychology research.
5. Distinguish and implement professional roles, responsibilities, and ethics to the practice of forensic psychology at the master's level.
6. Differentiate theories of maladaptive and criminal behavior.
Specializations

- General Program
- Forensic Psychology in the Community
- Mental Health Applications
- Program Planning and Evaluation in Forensic Settings
- Psychology and Legal Systems

Degree Requirements

- 56 total quarter credit hours (including 45 cr. completed at Walden)
- Foundation course (1 cr.)
- Core courses (35 cr.)

Specialization Courses (10 cr.)

- Final course: Capstone (5 cr.)

Core Curriculum

Foundation Course (1 cr.)

- FPSY 6001 - Foundations for Graduate Study

Core Courses (35 cr.)

Core courses include two Specialization Courses (10 cr.). See specialization for specific courses.

- FPSY 6135 - Criminal Behavior♦
- FPSY 6101 - Introduction to Forensic Psychology♦
- FPSY 6115 - Understanding Forensic Psychology Research♦
- FPSY 6720 - Abnormal Behavior♦
- FPSY 6125 - Assessment in Forensic Psychology Settings
- FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology♦

Final Course (5 cr.)

Choose one:

- FPSY 6915 - Field Experience
  OR
- FPSY 6393 - M.S. in Psychology Capstone

Course Sequence

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<tr>
<td>1</td>
<td>FPSY 6001 - Foundations for Graduate Study</td>
<td>1</td>
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</tbody>
</table>
General Program

Gain a broad understanding of the forensic psychology field and how its principles are applied in a range of settings from correctional institutions to court systems to community-based programs. In this specialization, select electives that will build your knowledge of how forensic psychology professionals work within the legal system and in community-based programs with an emphasis on preventing and reducing criminal behavior.

Specialization Courses (10 cr.)

- FPSY 6511 - Treatment of Forensic Populations
- FPSY 6520 - Psychology in the Courts♦
- OR
- FPSY 6521 - Police Psychology♦

Forensic Psychology in the Community

In this specialization, learn more about prevention, intervention, and consultation programs for criminal offenders in their communities. Understand the foundations of community crime prevention and restorative justice for victims and offenders. Prepare to work with crime
prevention programs, early intervention youth programs, victim advocate programs, and other programs to reduce crime and recidivism.

**Specialization Courses (10 cr.)**

- FPSY 6530 - Forensic Applications in Community Settings
- FPSY 6810 - Community Psychology
  OR
- FPSY 6785 - Prevention: Research and Practice

**Mental Health Applications**

Many adult and juvenile offenders suffer from mental health issues that must be addressed if they are to return to their communities and lead productive lives. In this specialization, learn to evaluate and use traditional forms of intervention, including individual and group psychotherapy, as well as recent innovations in restorative justice. Gain the skills to work directly with individuals in correctional facilities, community mental health agencies, and through the court system.

**Specialization Courses (10 cr.)**

- FPSY 6511 - Treatment of Forensic Populations
- FPSY 6912 - Mental Health Law

**Program Planning and Evaluation in Forensic Settings**

In today’s evidence-based treatment environment, programs must be constantly reviewed to determine if they are working. In this specialization, learn to conduct and apply forensic mental health research to various legal settings and to formulate research that applies to psychology and public policy. Discover tools to evaluate current programs and assess their effectiveness, and recommend treatment alternatives for forensic populations in community-based programs and correctional institutions.

**Specialization Courses (10 cr.)**

- FPSY 6314 - Program Evaluation
- FPSY 6310 - Research Design

**Psychology and Legal Systems**

In today’s complex legal system, forensic psychology professionals constantly provide their expertise on issues that intersect psychology and the law. In this specialization, explore the many ways you can interact with the court system as you gain a basic understanding of expert testimony, jury selection, and eyewitness testimony. Discover how you can work with police departments or other law enforcement agencies assisting in officer selection and training, stress management, critical incident stress debriefing, hostage negotiations, and selection of special operations officers.
Specialization Courses (10 cr.)

- FPSY 6912 - Mental Health Law♦
- FPSY 6520 - Psychology in the Courts♦
  OR
- FPSY 6521 - Police Psychology♦

M.S. in Psychology

The M.S. in Psychology provides students with pre-doctoral training—a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science.

Learning Outcomes

At the end of this course, students will be able to:
1. Describe the foundations of psychology.
2. Synthesize psychological theory and research to apply in real-world situations, such as in educational, social, organizational, and health settings.
3. Interpret psychological theory and research.
4. Describe psychological theory, research, and practice from a multicultural and/or global perspective.
5. Apply psychological theory, research, and practice to scholarly and/or professional activities that promote positive social change.

Specializations

- General Psychology
- Applied Psychology Specialization
- Child and Adolescent Development
- Crisis Management and Response Specialization
- Educational Psychology Specialization
- Health Psychology Specialization
- Leadership Development and Coaching Specialization
- Organizational Psychology Specialization
- Psychology of Culture Specialization
- Psychology, Public Administration, and Social Change Specialization
- Social Psychology Specialization
- Terrorism and Security Specialization

Curriculum

The M.S. in Psychology program consists of a foundation course; core courses; in some cases, elective courses; and the completion of a capstone project.
Master's to Ph.D. Matriculation

Students enrolled in Walden University's M.S. in Psychology program are required to complete all degree requirements for that program (including an upper-level research course) and must be accepted into one of Walden's Ph.D. in Psychology specializations before taking any other courses that will count toward the doctoral degree. Students who complete Walden's M.S. in Psychology degree and then matriculate into Walden's Ph.D. in Psychology program will not have to repeat any courses required for the Ph.D. program that were completed (with a B or better) during the M.S. in Psychology program. Students must meet the minimum admission requirements for the Ph.D. program, as specified in the current Walden University Catalog.

Note on Licensure

The M.S. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Psychology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General Psychology

The General Psychology specialization prepares students to apply theories to practice and to conceptualize social science research.

Degree Requirements

- 45 total quarter credit hours
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)

- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)

- PSYC 6245 - Social Psychology♦
- PSYC 6220 - Psychology of Personality♦
- PSYC 6215 - Lifespan Development♦
- RSCH 6100Y - Research Theory, Design, and Methods
• PSYC 6701 - Culture and Psychology♦
• PSYC 6781 - Psychopathology From a Clinical Perspective♦
• PSYC 6238 - Cognitive and Affective Bases of Behavior♦
• RSCH 6200Y - Quantitative Reasoning and Analysis

**Capstone or M.S. to Ph.D. Option (5 cr.)**
- PSYC 6393 - M.S. in Psychology Capstone
  or M.S. to Ph.D. option
- PSYC 6704 - Ethics and Standards of Psychology♦

**Course Sequence**

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**Applied Psychology**

The Applied Psychology specialization provides students with a broad exposure to the field of psychology including both research and practice-oriented elements of the profession. Students can explore the fundamentals of psychology, including methods, theory, and principles of the field while also learning about psychopathology, intervention, and principles of ethics in professional psychology practice. This specialization provides a foundation for doctoral study in clinical psychology for students considering practicing professionally at the doctoral level.

**Degree Requirements**
- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Capstone (5 cr.)
Curriculum

Foundation Course (2 cr.)
- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)
- PSYC 6781 - Psychopathology From a Clinical Perspective
- PSYC 6342 - Psychotherapy Interventions I
- PSYC 6245 - Social Psychology
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6215 - Lifespan Development
- PSYC 6225 - Biopsychology
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6315 - Tests and Measurement

Final Project: Capstone Course or M.S. to Ph.D. Option (5 cr.)
- PSYC 6393 - M.S. in Psychology Capstone or M.S. to Ph.D. option
- PSYC 6700 - Psychology and Social Change

Course Sequence

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Child and Adolescent Development

The Child and Adolescent Development specialization emphasizes the practical application of theory and research to help children and adolescents cope with real-world challenges. Coursework includes developmental processes and theories; health psychology; child and
adolescent diseases and disorders; and models, classifications, and epidemiology of childhood psychopathology. Students also explore diversity issues and the application of behavioral analysis principles. Research courses provide the core knowledge and skills required for doctoral level study. A capstone course enables students to integrate their coursework in a practical project designed to promote positive social change.

**Degree Requirements**

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Final project: capstone (5 cr.)

**Curriculum**

**Foundation Course (2 cr.)**
- PSYC 6001 - Foundations for Graduate Study in Psychology

**Core Courses (38 cr.)**
- PSYC 6719 - Developmental Psychopathology
- PSYC 6745 - Health Psychology♦
- PSYC 6215 - Lifespan Development♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6573 - Child and Adolescent Health♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6400 - Diversity in Child/Adolescent Development and Learning
- PSYC 6401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents

**Final Project: Capstone Course**
- PSYC 6393 - M.S. in Psychology Capstone

**Course Sequence**

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<td>PSYC 6573 - Child and Adolescent Health♦</td>
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Crisis Management and Response

The specialization in Crisis Management and Response focuses on the knowledge and skills individuals need to work in the fields of security, emergency management, and public safety.

Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Final project: capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)

- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)

- PSYC 6211 - Contemporary Issues in Psychology
- PSYC 6245 - Social Psychology
- PSYC 6701 - Culture and Psychology
- PSYC 6740 - Disaster, Crisis, and Trauma
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6145 - Crisis Management
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6333 - Crisis Vicarious Trauma and Compassion Fatigue
- PSYC 6742 - Conflict, Conflict Resolution, and Peace

Final Project (5 cr.)

- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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<td>PSYC 6331</td>
<td>Interviewing and Observational Strategies</td>
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<tr>
<td>PSYC 6742</td>
<td>Conflict, Conflict Resolution, and Peace</td>
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**Educational Psychology**

The Educational Psychology specialization emphasizes the study of cognition, motivation, lifespan development, and learning for individuals ranging from high achievers to those whose needs are more specialized. This specialization can provide students with a multicultural perspective in understanding, evaluating, and applying research. Students can gain the skills and knowledge to enhance their work in the classroom and other educational settings. Students can also prepare for doctoral study in educational psychology.

**Degree Requirements**

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Capstone (5 cr.)

**Curriculum**

**Foundation Course (2 cr.)**

- PSYC 6001 - Foundations for Graduate Study in Psychology

**Core Courses (38 cr.)**

- PSYC 6765 - Educational Psychology
- PSYC 6215 - Lifespan Development
- PSYC 6701 - Culture and Psychology
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6131 - Theories of Learning
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6718 - Psychology of the Exceptional Individual
• PSYC 6315 - Tests and Measurement♦

**Capstone Course or M.S. to Ph.D. Option (5 cr.)**

- PSYC 6393 - M.S. in Psychology Capstone
  or M.S. to Ph.D. option
- PSYC 6704 - Ethics and Standards of Psychology♦

**Course Sequence**

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**Health Psychology**

The Health Psychology specialization provides students with a broad understanding of the field of psychology, along with a specific focus on the knowledge and skills required to work in the fields of health, illnesses, prevention of illnesses, and health promotion. Students participate in courses that stimulate critical thinking through the use of applied learning methods (such as program evaluation) that facilitate applications of psychological theories and principles to the understanding of the impact of illnesses and stress on the health of individuals. The program specialization provides students with basic qualifications to begin work in the field of health psychology. It prepares students to start entry-level careers in healthcare organizations, communities, mental health agencies, and other settings. This specialization also provides a strong foundation for a doctoral degree in health psychology.

**Degree Requirements**

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
• Capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)
• PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)
• PSYC 6745 - Health Psychology♦
• PSYC 6215 - Lifespan Development♦
• PSYC 6242 - Changing Health Behavior♦
• RSCH 6100Y - Research Theory, Design, and Methods
• PSYC 6748 - Stress and Coping♦
• PSYC 6225 - Biopsychology♦
• RSCH 6200Y - Quantitative Reasoning and Analysis
Choose one:
• PSYC 6574 - Women’s Health♦
 OR
• PSYC 6573 - Child and Adolescent Health♦
 OR
• PSYC 6815 - Contemporary Gerontology/Geriatric Psychology♦

Capstone Course or M.S. to Ph.D. Option (5 cr.)
• PSYC 6393 - M.S. in Psychology Capstone
 OR M.S. to Ph.D. option
• PSYC 6704 - Ethics and Standards of Psychology♦

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Leadership Development and Coaching

The specialization in Leadership Development and Coaching helps students learn the psychological principles and theories of leadership development and better understand their own capacity for leadership.

Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Final project: capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)
- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)
- PSYC 6480 - Psychology of Organizational Behavior♦
- PSYC 6755 - Leadership and the Process of Change♦
- PSYC 6214 - Consulting for Organizational Change♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6704 - Ethics and Standards of Psychology♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6751 - Leadership Coaching: Process and Practice♦
- PSYC 6752 - Leadership Coaching: Application♦

Final Project (5 cr.)
- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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<td>PSYC 6755 - Leadership and the Process of Change♦</td>
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### Media Psychology

The specialization in Media Psychology helps students apply psychological theories and principles and understand how marketing and communications impact modern media in a global society.

**Degree Requirements**

- 56 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Final project: capstone (5 cr.)

**Curriculum**

**Foundation Course (1 cr.)**
- PSYC 6001 - Foundations for Graduate Study in Psychology

**Core Courses (50 cr.)**
- PSYC 6211 - Contemporary Issues in Psychology
- PSYC 6205 - History and Systems of Psychology
- PSYC 6760 - Psychology and the Media
- PSYC 6245 - Social Psychology
- RSCH 6100Y - Research Theory, Design, and Methods
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6761 - The Psychological Impact of Film and Television
- PSYC 6701 - Culture and Psychology
- PSYC 6762 - The Psychological Impact of the Internet and Mobile Technologies
- PSYC 6700 - Psychology and Social Change

**Final Project (5 cr.)**
- PSYC 6393 - M.S. in Psychology Capstone
# Course Sequence

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<td>6</td>
<td>PSYC 6700 - Psychology and Social Change♦</td>
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<tr>
<td>6–7*</td>
<td>PSYC 6390 - Thesis</td>
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*This program does not require a thesis. However, upon consultation with an advisor, students may choose to take two 6-credit-hour thesis courses (PSYC 6390 - Thesis) instead of PSYC 6393 - M.S. in Psychology Capstone.

## Organizational Psychology

The Organizational Psychology specialization focuses on the fundamentals of industrial and organizational psychology. Coursework emphasizes principles and methods that address the challenges people face in the workplace as well as strategies and techniques designed to impact organizational and individual effectiveness. Topics include selection, performance management, leadership, motivation, and job attitudes.

### Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Capstone course (5 cr.)
Curriculum

Foundation Course (2 cr.)
- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)
- PSYC 6480 - Psychology of Organizational Behavior♦
- PSYC 6214 - Consulting for Organizational Change♦
- PSYC 6755 - Leadership and the Process of Change♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6754 - Personnel Psychology in the Workplace♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6704 - Ethics and Standards of Psychology♦
- PSYC 6551 - I/O Testing and Measurement♦

Capstone (5 cr.)
- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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Organizational Psychology and Nonprofit Management

The Organizational Psychology and Nonprofit Management specialization applies the principles of individual and organizational psychology to nonprofit management. Students broaden their understanding of the impact of organizational psychology in nonprofit settings with a focus on the organization of nonprofit boards, finance, and budgeting.
Degree Requirements

- 56 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Final project: capstone (5 cr.)

Curriculum

Foundation Course (1 cr.)
- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (50 cr.)
- PSYC 6211 - Contemporary Issues in Psychology♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6005 - Business Concepts for the Organizational Development Professional♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6790 - Introduction to the Nonprofit Sector
- PSYC 6212 - Principles of Organizational Psychology and Development♦
- PSYC 6791 - Organizational Management and Leadership♦
- PSYC 6792 - Finance and Budgeting for the Nonprofit Sector♦
- PSYC 6793 - Board Governance and Volunteer Management♦
- PSYC 6794 - Resource Development♦

Final Project (5 cr.)
- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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<td>PSYC 6792 - Finance and Budgeting for the Nonprofit Sector♦</td>
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Psychology of Culture

Students in the Psychology of Culture specialization gain a broad understanding of the field of psychology with a focus on the impact of culture on human psychology. Human psychology is examined from multicultural, cross-cultural, and global perspectives, preparing students to work with diverse populations.

Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Final project: capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)

- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)

- PSYC 6701 - Culture and Psychology♦
- PSYC 6215 - Lifespan Development♦
- PSYC 6245 - Social Psychology♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6830 - Psychology of Sexuality♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6825 - Psychology of Gender♦
- PSYC 6805 - Holistic Psychology♦

Final Project (5 cr.)

- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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<td>PSYC 6701 - Culture and Psychology♦</td>
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Psychology, Public Administration, and Social Change

In the Psychology, Public Administration, and Social Change specialization, students learn to apply psychological theories and skills to management within public, private, and nonprofit organizations. Drawing from their own community experiences, students integrate strategic planning and management with public policy as they explore examples of organizational change and its impact on social justice.

Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Final project: capstone (5 cr.)

Curriculum

Foundation Course (2 cr.)

- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)

- PSYC 6215 - Lifespan Development♦
- PSYC 6791 - Organizational Management and Leadership♦
- PSYC 6245 - Social Psychology♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6701 - Culture and Psychology♦
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6700 - Psychology and Social Change♦
- PSYC 6775 - Strategic Context of Public Management and Leadership
- PSYC 6776 - Transformative Change in a Shared-Power World
Final Project (5 cr.)

- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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<th>Quarter</th>
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Social Psychology

The Social Psychology specialization integrates knowledge about individual, group, and organizational processes while studying a range of social topics. Students gain a broad understanding of the impact of social factors and situational variables that influence human development and social interaction and behavior.

Degree Requirements

- 45 total quarter credit hours
- Professional Development Plan with program of study (included in PSYC 6001)
- Foundation course (2 cr.)
- Core courses (38 cr.)
- Capstone course (5 cr.)

Curriculum

Foundation Course (2 cr.)

- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)

- PSYC 6245 - Social Psychology♦
- PSYC 6201 - Social Cognition♦
- PSYC 6220 - Psychology of Personality♦
• RSCH 6100Y - Research Theory, Design, and Methods
• PSYC 6701 - Culture and Psychology♦
• PSYC 6203 - Attitudes/Attitude Change♦
• RSCH 6200Y - Quantitative Reasoning and Analysis
• PSYC 6204 - Intergroup Relations♦

**Capstone Course or M.S. to Ph.D. Option (5 cr.)**

• PSYC 6393 - M.S. in Psychology Capstone or M.S. to Ph.D. option
• PSYC 6704 - Ethics and Standards of Psychology♦

**Course Sequence**

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<td>5 cr.</td>
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<td>PSYC 6393 - M.S. in Psychology Capstone or PSYC 6704 - Ethics and Standards of Psychology♦ (M.S. to Ph.D. option)</td>
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**Terrorism and Security**

In the specialization in Terrorism and Security, students apply psychological and public policy principles to understand the impact of terrorism and the countermeasures required to combat terrorist threats. Students gain an understanding of systemic approaches to the issues of public safety, emergency preparedness, and disaster or trauma management, preparing them for positions in the expanding field of homeland security.

**Degree Requirements**

• 45 total quarter credit hours
• Professional Development Plan with program of study (included in PSYC 6001)
• Foundation course (2 cr.)
• Core courses (38 cr.)
• Final project: capstone (5 cr.)
Curriculum

Foundation Course (2 cr.)
- PSYC 6001 - Foundations for Graduate Study in Psychology

Core Courses (38 cr.)
- PSYC 6245 - Social Psychology♦
- PSYC 6701 - Culture and Psychology♦
- PSYC 6741 - Psychology of Terrorism♦
- RSCH 6100Y - Research Theory, Design, and Methods
- PSYC 6831 - Current Issues in Homeland Security
- RSCH 6200Y - Quantitative Reasoning and Analysis
- PSYC 6832 - Terrorism: Legislation and Policy
- PSYC 6771 - Terrorism: A Systemic Approach for Emergency Preparedness

Final Project (5 cr.)
- PSYC 6393 - M.S. in Psychology Capstone

Course Sequence

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POST-MASTER’S CERTIFICATE PROGRAMS

Post-Master's Certificate in Teaching Online
The Post-Master's Certificate in Teaching Online program provides students with hands-on training as they teach an online course. They study principles of instructional design, teaching strategies, best practices for teaching a diverse student body, and the online environment.

Certificate Requirements
- Certificate courses (20 cr.)

Curriculum
- PSYC 8760 - Educational Psychology
- PSYC 8762 - Teaching of Psychology
- PSYC 8763 - Principles of Instructional Design
- PSYC 8764 - Instructional Design for Online Course Development

Course Sequence

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Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Master's Certificate in Teaching Online program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
DOCTORAL DEGREE PROGRAMS

Ph.D. in Psychology

The university's mission includes broad access to high-quality postsecondary education through a distance-learning environment and preparation of its graduates to achieve professional excellence and to effect positive social change. Consistent with this mission, the Ph.D. in Psychology program is designed to prepare scholar-practitioners to meet real-world challenges and facilitate positive change in individuals, groups, organizations, and local, national, and global communities.

Specifically, the program prepares lifelong learners to integrate psychological theory, research, established methods of scientific inquiry, and evidence-based practices that incorporate cultural and individual diversity. The School of Psychology training model encompasses an integrated, developmental, and sequential plan of study that includes web-based and face-to-face coursework; residencies that provide opportunities for knowledge and skill acquisition, ethical practice, and professional socialization; field training; and demonstration of research competency.

Specializations

- Clinical Psychology
- Counseling Psychology
- Educational Psychology
- Forensic Psychology
- General Psychology
  - Teaching Focus
  - Research Focus
- Health Psychology
- Organizational Psychology
- Social Psychology

Degree Requirements

- 105–160 total quarter credit hours, depending on the specialization
- Foundation course (5 cr.)
- Professional Development Plan with program of study and, for students in the Clinical Psychology and Counseling Psychology specializations, a Personal State Licensure Plan (included in PSYC 8002 and PSYC 8003)
- Core courses (66–86 cr., depending on specialization)
• Elective courses (10–15 cr., depending on specialization)
• Track courses (105–106 cr., only in General specialization)
• Dissertation (20 cr.)
• Practicum (12 cr., 1,000 hours for Counseling Psychology; 6 cr., 750 hours for Clinical Psychology)
• Internship field experience—required for the Clinical Psychology and Counseling Psychology specializations (12 cr., 2,000 hours)
• Residency:
  ▪ Clinical Psychology and Counseling Psychology specializations: four 4-day residencies and 40 cr. of Academic Year in Residence
  ▪ Other specializations: four 4-day residencies

Curriculum

The curriculum for each specialization of the Ph.D. in Psychology is composed of core and elective courses, research competency, and the dissertation. Core courses appear, for each specialization, in the order of recommended sequence. Students in the Clinical Psychology and Counseling Psychology specializations also complete a \textit{750-hour minimum practicum for Clinical}, a \textit{1,000-hour minimum practicum for Counseling}, and a 2,000-hour (1-year full-time or 2-year part-time) internship field experience.

Demonstration of Research Competency

Prior to starting the dissertation, all students must demonstrate research competency. Research competency is demonstrated by the successful completion of the following:

- PSYC 8000 - Foundations for Graduate Study in Psychology
- PSYC 8002 - Foundations for Graduate Study in Clinical Psychology
- PSYC 8003 - Foundations for Graduate Study in Counseling Psychology
- RSCH 8100Y - Research Theory, Design, and Methods
- RSCH 8200Y - Quantitative Reasoning and Analysis
- RSCH 8300Y - Qualitative Reasoning and Analysis
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis
- PSYC 8316 - Tests and Measurement♦
- PSYC 8117 - Writing a Quality Prospectus in Psychology (Clinical Psychology and Counseling Psychology only)
- PSYC 8315 - Program Evaluation♦ (not applicable to Clinical Psychology and Counseling Psychology)
- PSYC 8551 - I/O Tests and Measurement♦ (Organizational Psychology only)

Dissertation Proposal

For the current dissertation processes and guidelines, students should refer to the \textit{Dissertation Guidebook}, located under Dissertation Process of the Walden Research Center website.
**Academic Year in Residence (AYR)—Clinical Psychology and Counseling Psychology Specializations Only**

The Academic Year in Residence (AYR) is designed to provide students with the critical clinical skills that are essential for professional practice in the field of psychology. As part of the AYR experience, students will complete eight courses in a blended format (40 quarter credits total). Students will take part of each course online but the majority of the course will occur in person with their classmates and faculty at Walden University in Minneapolis, Minnesota. Students will be required to travel to Minneapolis once per quarter to complete the in-residence portion of the courses. Students will travel to Minneapolis four times during the AYR, once each quarter, for 9-day sessions Saturday through the following Sunday including travel time. These sessions are required to pass the course and successfully complete the AYR.

The Academic Year in Residence allows students to focus on development as a doctoral student and practitioner-in-training. This period of study allows for the acquisition and evaluation of skills essential for supervised and entry-level practice in practicum and internship placements including assessment and interventions skills based on evidence based practice using empirically supported techniques to identify and resolve psychological difficulties. Additional coursework in ethics, consultation and supervision, as well as multicultural psychology during the AYR will complement the student's training. Additionally, students will focus on research and dissertation skills with the guidance of faculty and in concert with their peers.

The AYR offers a unique opportunity for students to become socialized into the profession of psychology, encouraging close interaction with faculty and fellow students. During AYR, students' progress and the evaluation of knowledge, skills, and abilities required for scholarship and professional practice at the doctoral level will be assessed.

**Note:** Students must complete all the AYR courses with a grade of B or better. Students are advised to consult the School of Psychology Academic Year in Residence section of the *Walden University Student Handbook* for more information.

**Psychological Assessment Coursework**

The purpose of the psychological assessment coursework is to provide a framework for doctoral students in the Clinical Psychology and Counseling Psychology specializations to develop their assessment knowledge and skills repertoire. Based on a developmental progression, students gain the following:

- An understanding of the assessment process and related legal, ethical, and diversity issue
- An understanding of principles of tests and measurement
- A set of basic skills in the administration, scoring, and interpretation of assessment measures across domains
- The ability to write an interpretive summary of assessment data

At the advanced level, doctoral students further develop their psychological assessment repertoire in the areas of testing, interpretation, data-based diagnoses and recommendations for intervention, and data-based psychological report writing.

Basic-level courses include the following:

- **PSYC 8316 - Tests and Measurement**
- **PSYC 8340 - Cognitive Assessment**
- **PSYC 8350 - Personality Assessment**
• PSYC 8208 - Career Assessment and Intervention

See the Course Descriptions section of this *Walden University Catalog* for more information on each course and its prerequisites.

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Psychology program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Clinical Psychology Specialization**

The Ph.D. in Psychology with a specialization in Clinical Psychology places an emphasis on the medical model, in which psychologists focus on diagnosing pathology and remediating symptoms to improve functioning. Students will learn to diagnose, assess, and provide interventions for a wide array of emotional and behavioral disorders.

The Clinical Psychology specialization emphasizes:

- Foundational psychological theory
- Research design and methods
- Empirically supported assessments and interventions
- Competence in multicultural issues and individual difference
- Ethical practice including:
  - Therapeutic intervention
  - Consultation and supervision, and
  - Commitment to critical thinking, lifelong learning, and scholarly contribution to the profession

**Program Goals and Learning Outcomes**

**PROGRAM GOAL 1:** Walden University's Clinical Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as clinical psychologists.

**Learning Outcome 1.1**

Students will be able to explain the contributions of the biological, affective, social, and cognitive areas of psychology as they impact human adaptive and maladaptive functioning.

**Learning Outcome 1.2**

Students will be able to articulate the history of clinical psychology, how the specialty of clinical psychology is unique, and how to develop a clinical psychology identity.

**PROGRAM GOAL 2:** Walden University's Clinical Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology from a scholar-practitioner perspective.

**Learning Outcome 2.1**

Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.

**Learning Outcome 2.1**

Students will demonstrate proficiency in evaluating the effectiveness of empirically supported treatments using an evidence-based practice approach.
Learning Outcome 2.3
Students will synthesize theory and contemporary research to establish a theoretically and empirically anchored personal orientation to the practice of clinical psychology.

PROGRAM GOAL 3: Walden University's Clinical Psychology graduates will demonstrate proficiency in the use of empirically supported psychological assessment and intervention techniques with diverse clientele in various settings.

Learning Outcome 3.1
Students will demonstrate proficiency in utilizing empirically supported models of clinical psychotherapy, consultation, and supervision with diverse populations.

Learning Outcome 3.2
Students will demonstrate proficiency in utilizing cognitive and personality assessment skills with diverse populations.

Learning Outcome 3.3
Students will develop constructive working relationships with clients, supervisors, instructors, and colleagues while also demonstrating an appropriate and professional demeanor.

PROGRAM GOAL 4: Walden University's Clinical Psychology graduates will demonstrate the ability to work ethically and effectively with a diverse clientele.

Learning Outcome 4.1
Students will engage in personal self-assessment to examine their feelings, beliefs, attitudes and opinions regarding their own and others' cultural perspective and world view.

Learning Outcome 4.2
Students will be able to describe salient experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.

Learning Outcome 4.3
Students will utilize critical thinking and apply relevant ethical codes (e.g., APA, ACA) to decision making with diverse populations in a variety of settings.

Learning Outcome 4.4
Students will demonstrate the ability to use multicultural clinical intervention and assessment skills in varied training and professional settings.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the clinical psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem solving as clinical psychologists, with a particular emphasis on positive social change.

Learning Outcome 5.1
Students will demonstrate an awareness of how social/political issues, policies, and events impact the field of clinical psychology.

Learning Outcome 5.2
Students will engage in professional activities related to clinical psychology that promote positive social change.

Specialization Curriculum (159 cr.)

Foundation Course (5 cr.)
- PSYC 8002L - Foundations for Graduate Study in Clinical Psychology

Core Courses (61 cr.)
- PSYC 8781 - Psychopathology From a Clinical Perspective
- PSYC 8344 - Interventions I
- RSCH 8100Y - Research Theory, Design, and Methods
• PSYC 8247 - Social Psychology
• RSCH 8200Y - Quantitative Reasoning and Analysis
• PSYC 8316 - Tests and Measurement
• PSYC 8215 - Lifespan Development
• PSYC 8226 - Biopsychology
• RSCH 8300Y - Qualitative Reasoning and Analysis
• PSYC 8700 - Psychology and Social Change
• RSCH 8250Y - Advanced Quantitative Reasoning and Analysis
• PSYC 8238 - Cognitive and Affective Bases of Behavior
• PSYC 8207 - History and Systems of Psychology

**AYR Courses (40 cr.)**

• PSYC 8704 - Ethics and Standards of Psychological Practice
• PSYC 8340 - Cognitive Assessment
• PSYC 8350 - Personality Assessment
• PSYC 8421 - Multicultural Psychology
• PSYC 8232 - Consultation and Supervision in Psychology
• PSYC 8345 - Interventions II
• PSYC 8117 - Writing a Quality Prospectus in Psychology
• PSYC 8346 - Clinical Psychopharmacology

**Elective Courses (15 cr.)**

Three elective courses, selected from the graduate courses in the School of Psychology, may be added anywhere in the student’s program, provided prerequisites are met.

**Clinical Neuropsychology**

• PSYC 8710 - Clinical Neuropsychology
• PSYC 8712 - Clinical Child Neuropsychology
• PSYC 8815 - Contemporary Gerontology/Geriatric Psychology

**Child and Adolescent Psychology**

• PSYC 8719 - Developmental Psychopathology
• PSYC 8724 - Child Psychotherapy
• PSYC 8785 - Prevention: Research and Practice

**Media and Professional Practice**

• PSYC 8765 - The Psychological Impact of the Internet and Mobile Technologies
• PSYC 8759 - Psychology and the Media
• PSYC 8912 - Mental Health Law

**Gender and Sexuality**

• PSYC 8825 - Psychology of Gender
• PSYC 8830 - Psychology of Sexuality
• PSYC 8356 - Marriage, Couple, and Family Therapy
Couples and Family
- PSYC 8356 - Marriage, Couple, and Family Therapy
- PSYC 8724 - Child Psychotherapy
- PSYC 8830 - Psychology of Sexuality♦

Disaster and Trauma
- PSYC 8740 - Disaster, Crisis, and Trauma♦
- PSYC 8748 - Stress and Coping♦
- PSYC 8732 - Medical Crisis Counseling

Psychology as a Business
- PSYC 8784 - Psychological Consultation
- PSYC 8820 - Successful Practice Management
- PSYC 8757 - Leadership Coaching: Application♦

Leadership and Coaching
- PSYC 8749 - Leadership Development♦
- PSYC 8751 - Leadership Coaching: Process and Practice♦
- PSYC 8757 - Leadership Coaching: Application♦

Community Psychology
- PSYC 8785 - Prevention: Research and Practice
- PSYC 8810 - Community Psychology
- PSYC 8784 - Psychological Consultation

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for a minimum of four terms)

Field Experience (18 cr.)*
*Note: Due to the practicum requirements of this program, applicants must be a citizen or permanent resident of the United States or U.S. Territories at time of admission and currently reside in the United States or U.S. Territories at time of admission to be eligible for this program. U.S. military personnel stationed abroad should contact their enrollment advisor to determine eligibility.

Practicum 750 hours
(6 cr.—3 cr. per term)
for a minimum two terms)

- PSYC 8290 - Clinical Psychology Practicum I
- PSYC 8291 - Clinical Psychology Practicum II

Internship 2000 (12 cr.—3 cr. per term for a minimum of four terms)

- PSYC 8292 - Clinical Psychology Internship I
- PSYC 8293 - Clinical Psychology Internship II
- PSYC 8294 - Clinical Psychology Internship III
- PSYC 8295 - Clinical Psychology Internship IV

Course Sequence

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**Note on Licensure**

The Clinical Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University's specializations in Clinical Psychology and Counseling Psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at [http://www.asppb.net/i4a/pages/index.cfm?pageid=3395](http://www.asppb.net/i4a/pages/index.cfm?pageid=3395) and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.
Counseling Psychology

The Counseling Psychology specialization of the Ph.D. in Psychology is a unique blended program that comprises both blended and online courses. The program prepares scholar-practitioners to work ethically with diverse clients in various settings. Core-skills-based courses are provided in a blended format, the majority of which are in person to allow the development, practice, and assessment of those skills. The philosophy of the program is strengths-based, meaning that the curriculum focuses on promoting functional behavior and relationships, developing internal and external client resources as well as remediating challenges and difficulties, and preventing as well as diagnosing and treating intrapsychic and interpersonal psychological problems. The program emphasizes and teaches foundational psychological theory; research design and methods; empirically supported assessments (cognitive, personality, and vocational) and interventions; competence in multicultural issues and individual differences; ethical practice including therapeutic interventions as well as consultation and supervision; and a commitment to critical thinking, lifelong learning, and scholarly contribution to the profession. The program espouses and embodies the university mission of positive social change, working with individuals, families, groups, and systems to overcome problems in living and enrich lives.

Program Goals and Learning Outcomes

PROGRAM GOAL 1: Walden University's Counseling Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as counseling psychologists.

Learning Outcome 1.1
Students will be able to explain the contributions of the biological, affective, social, and cognitive areas of psychology as they impact human adaptive and maladaptive functioning.

Learning Outcome 1.2
Students will be able to articulate the history of counseling psychology, how the specialty of counseling psychology is unique, and how to develop a counseling psychology identity.

PROGRAM GOAL 2: Walden University's Counseling Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology from a scholar-practitioner perspective.

Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.

Learning Outcome 2.2
Students will demonstrate proficiency in evaluating the effectiveness of empirically supported treatments using an evidence-based practice approach.

Learning Outcome 2.3
Students will synthesize theory and contemporary research to establish a theoretically and empirically anchored personal orientation to the practice of counseling psychology.

PROGRAM GOAL 3: Walden University's Counseling Psychology graduates will demonstrate proficiency in the use of empirically supported psychological assessment and intervention techniques with diverse clientele in various settings.

Learning Outcome 3.1
Students will demonstrate proficiency in utilizing empirically supported models of counseling/therapy, consultation, supervision, and career counseling with diverse populations.

Learning Outcome 3.2
Students will demonstrate proficiency in utilizing cognitive, personality, and vocational assessment skills with diverse populations.

Learning Outcome 3.3
Students will develop constructive working relationships with clients, supervisors, instructors, and colleagues while also demonstrating an appropriate and professional demeanor.

**PROGRAM GOAL 4:** Walden University's Counseling Psychology graduates will demonstrate the ability to work ethically and effectively with a diverse clientele.

**Learning Outcome 4.1**
Students will engage in personal self-assessment to examine their feelings, beliefs, attitudes, and opinions regarding their own and others' cultural perspective and world view.

**Learning Outcome 4.2**
Students will be able to describe salient experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.

**Learning Outcome 4.3**
Students will utilize critical thinking and apply relevant ethical codes (e.g., APA, ACA) to decision making with diverse populations in a variety of settings.

**Learning Outcome 4.4**
Students will demonstrate the ability to use multicultural counseling skills in varied training and professional settings.

**PROGRAM GOAL 5:** To prepare Walden University graduates to actively identify and contribute to the counseling psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem-solving as counseling psychologists, with a particular emphasis on positive social change.

**Learning Outcome 5.1**
Students will demonstrate an awareness of how social/political issues, policies, and events impact the field of counseling psychology.

**Learning Outcome 5.2**
Students will engage in professional activities related to counseling psychology that promote positive social change.

**Curriculum (160 cr.)**

The Counseling Psychology specialization consists of a foundation course, core and elective courses, AYR courses, dissertation, and field experiences (practicum and internship). The curriculum is an integrated, developmental, and sequential plan of study; specific details about the course sequence are provided to prospective students on the Walden website.

**Foundation Course (5 cr.)**
- PSYC 8003 - Foundations for Graduate Study in Counseling Psychology

**Core Courses (42 cr.)**
- PSYC 8782 - Psychopathology From a Counseling Perspective
- PSYC 8344 - Interventions I
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8247 - Social Psychology♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8316 - Tests and Measurement♦
- PSYC 8215 - Lifespan Development♦
- PSYC 8226 - Biopsychology♦
- RSCH 8300Y - Qualitative Reasoning and Analysis
AYR Courses (40 cr.)
- PSYR 8704 - Ethics and Standards of Psychological Practice
- PSYR 8340 - Cognitive Assessment
- PSYR 8350 - Personality Assessment
- PSYR 8232 - Consultation and Supervision in Psychology
- PSYR 8345 - Interventions II
- PSYR 8117 - Writing a Quality Prospectus in Psychology
- PSYR 8346 - Clinical Psychopharmacology

Elective Courses (10 cr.)
Choose:
- PSYC 8725 - Group Therapy
OR
- PSYC 8356 - Marriage, Couple, and Family Therapy
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

Dissertation
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for a minimum of four terms)

Field Experience (24 cr.)*

Practicum 1000 hours
(12 cr.—3 cr. per term for a minimum of four terms)

- PSYC 8281 - Counseling Psychology Practicum I
- PSYC 8283 - Counseling Psychology Practicum II
- PSYC 8284 - Counseling Psychology Practicum III
- PSYC 8285 - Counseling Psychology Practicum IV
Internship 2000 (12 cr.—3 cr. per term for a minimum of four terms)

- PSYC 8286 - Counseling Psychology Internship I
- PSYC 8287 - Counseling Psychology Internship II
- PSYC 8288 - Counseling Psychology Internship III
- PSYC 8289 - Counseling Psychology Internship IV

**Course Sequence**

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**Note on Licensure**

The Ph.D. in Psychology with a specialization in Counseling Psychology is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University's specializations in Clinical Psychology and Counseling Psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.
Educational Psychology

Students in this specialization will contribute to the field of human learning and education through independent, professional research. Students will gain a deepened understanding of key psychological theory affecting the breadth of issues related to the learning experiences of both high achievers and individuals whose needs are more specialized. Students will explore how to apply this theory to teaching learners across their lifespan and researching their cognition, motivation, and development.

Program Goals and Learning Outcomes

**PROGRAM GOAL 1:** Walden University's Educational Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as educational psychologists.

**Learning Outcome 1.1**

Students will integrate current theory and research to explain behavior in the biological, affective, social, individual differences, and cognitive areas of psychology.

**Learning Outcome 1.2**

Students will be able to articulate the history of educational psychology, how the specialty of educational psychology is unique, and how to develop an educational psychology identity.

**Learning Outcome 1.3**

Students will be able to apply seminal works within the field of educational psychology (including the areas of educational psychology, tests and measurement, psychology of the exceptional individual, special education, adult development and learning, and instructional design) in various educational settings.

**PROGRAM GOAL 2:** Walden University's Educational Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology from a scholar-practitioner perspective.

**Learning Outcome 2.1**

Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.

**Learning Outcome 2.2**

Students will be able to conduct scholarly educational psychological research in areas including development, cognition, motivation, adult, and special needs learning.

**PROGRAM GOAL 3:** Walden University's Educational Psychology graduates will demonstrate the ability to apply theoretical knowledge to teaching and empirically based research regarding human learning across the lifespan in various educational settings.

**Learning Outcome 3.1**

Students will be able to synthesize educational psychology theory and research in the areas of development, cognition, motivation, adult, and special needs learning to enhance the quality of instruction.

**Learning Outcome 3.2**

Students will be able to apply evidence-based educational psychology research methods to enhance educational instruction in various educational institutions and organizations.

**PROGRAM GOAL 4:** Walden University's Educational Psychology graduates will demonstrate the ability to work ethically and effectively with diverse populations.

**Learning Outcome 4.1**

Students will be able to describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.

**Learning Outcome 4.2**

Students will utilize critical thinking to apply relevant ethical codes (e.g., APA) to decision making with diverse populations in research practice and work settings.
PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the educational psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem-solving as educational psychologists, with a particular emphasis on positive social change.

Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies, and events impact the field of educational psychology.

Learning Outcome 5.2
Students will engage in professional activities related to educational psychology that promote positive social change.

Curriculum (106 cr.)

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (66 cr.)
- PSYC 8760 - Educational Psychology♦
- PSYC 8215 - Lifespan Development♦
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8241 - Human Motivation♦
- PSYC 8701 - Culture and Psychology♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8131 - Theories of Learning
- PSYC 8238 - Cognitive and Affective Bases of Behavior♦
- PSYC 8718 - Psychology of the Exceptional Individual
- PSYC 8316 - Tests and Measurement♦
- PSYC 8703 - Ethics and Standards of Psychology♦
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus♦
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

Elective Courses (15 cr.)
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student's program, provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for a minimum of four terms)

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**Timing of residencies**

- Residency 1: Upon enrollment in program
- Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
- Residency 3: By the end of third year
- Residency 4: During third year and beyond

**Note on Licensure**

The Educational Psychology specialization in the Ph.D. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

**Forensic Psychology**

Students in this specialization will develop a greater understanding of the criminal justice system and the mental health issues that drive many aspects of criminal behavior. Students will broaden their understanding of advanced forensic psychology research methods and explore ways to evaluate programs designed specifically for forensic populations such as the incarcerated, recently released offenders, the mentally ill, and juveniles. This specialization can lead to a
deeper understanding of systems and programs for incarcerated and recently released offenders to create positive change in the legal system and community settings.

Program Goals and Learning Outcomes

PROGRAM GOAL 1: Walden University's Forensic Psychology graduates will acquire knowledge in the foundations of psychology.
Learning Outcome 1.1
Students will be able to integrate current theory and research to explain behavior from a forensic psychology perspective.
Learning Outcome 1.2
Students will be able to discuss seminal works within the field of forensic psychology and how they relate to education and/or research.

PROGRAM GOAL 2: Walden University's Forensic Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology with a focus on education and research.
Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.
Learning Outcome 2.2
Students will demonstrate proficiency in evaluating the effectiveness of empirically supported methods of research and/or teaching.

PROGRAM GOAL 3: Walden University's Forensic Psychology graduates will demonstrate the ability to apply theoretical knowledge and research skills.
Learning Outcome 3.1
Students will integrate current theory and research to explain behavior from the perspective of forensic psychology.
Learning Outcome 3.2
Students will be able to apply evidence-based psychological research in various institutions and organizations.

PROGRAM GOAL 4: Walden University's Forensic Psychology graduates will demonstrate the ability to work ethically and effectively with diverse populations.
Learning Outcome 4.1
Students will be able to describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.
Learning Outcome 4.2
Students will apply relevant ethical codes (e.g., APA) to decision making with diverse populations in both research practice and work settings.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the forensic psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem-solving, with a particular emphasis on positive social change.
Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies, and events impact the field of forensic psychology.
Learning Outcome 5.2
Students will apply their knowledge of forensic psychology to scholarly and/or professional activities to promote positive social change.
Curriculum (106 cr.)

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (76 cr.)
- PSYC 8135 - Criminal Behavior♦
- PSYC 8101 - Introduction to Forensic Psychology♦
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8221 - Psychology of Personality♦
- PSYC 8116 - Understanding Forensic Psychology Research
- PSYC 8721 - Advanced Psychopathology♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8125 - Assessment in Forensic Psychology Settings
- PSYC 8113 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- PSYC 8215 - Lifespan Development♦
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8511 - Treatment of Forensic Populations♦
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis
- PSYC 8522 - Psychology in the Courts
- PSYC 8521 - Police Psychology
- PSYC 8115 - Writing a Quality Prospectus♦

Elective Course (5 cr.)
Select an elective course from these Ph.D. in Psychology specializations: Educational Psychology, General Psychology, Health Psychology, Organizational Psychology, or Social Psychology. Elective courses may be added anywhere in the student's program provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for four terms)

Course Sequence

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<td>PSYC 8101 - Introduction to Forensic Psychology♦</td>
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<td>PSYC 8221 - Psychology of Personality♦</td>
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<tr>
<td>PSYC 9000</td>
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**Note on Licensure**

The Forensic Psychology specialization in the Ph.D. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

**General Psychology**

The General Psychology specialization—with focus in Teaching and in Research—prepares individuals to teach, mentor, and/or conduct culturally and contextually relevant research in psychology in institutions of higher education and to engage their knowledge and skills in applied settings. Students will gain the skills and acumen to make valuable contributions to the field of psychology. Students will examine the physical, social, emotional, and cognitive issues impacting human behavior and acquire the foundation necessary to plan and conduct relevant psychological research. Students may also explore the real-world legal and ethical issues faced by today's industry professionals and choose among options to focus on teaching and/or research in psychology.

**Program Goals and Learning Outcomes**

**PROGRAM GOAL 1:** Walden University's General Psychology graduates will acquire knowledge in the foundations of psychology.

**Learning Outcome 1.1**

Students will be able to articulate the general history of psychology by explaining the depth and breadth of the field from the perspective of a future educator and/or researcher.

**Learning Outcome 1.2**

Students will be able to discuss seminal works within the field of general psychology including the broad areas of biological/physiological, learning/cognition, and social/developmental psychology.
Learning Outcome 1.3
Students will be able to discuss how seminal works in the field of general psychology relate to education and/or research.

PROGRAM GOAL 2: Walden University's General Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology with a focus on education and research.

Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.

Learning Outcome 2.2
Students will demonstrate proficiency in evaluating the effectiveness of empirically supported methods of research and/or teaching.

Learning Outcome 2.3
Students will synthesize theory and contemporary research to apply in the practice of research or teaching.

PROGRAM GOAL 3: Walden University's General Psychology graduates will demonstrate the ability to apply theoretical knowledge and research skills.

Learning Outcome 3.1
Students will integrate current theory and research to explain behavior in the biological, affective, social, individual differences, and cognitive areas of psychology.

Learning Outcome 3.2
Students will be able to apply evidence-based psychological research in various institutions and organizations.

PROGRAM GOAL 4: Walden University's General Psychology graduates will demonstrate the ability to work ethically and effectively with diverse populations.

Learning Outcome 4.1
Students will be able to describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.

Learning Outcome 4.2
Students will apply relevant ethical codes (e.g., APA) to decision making with diverse populations in both research practice and work settings.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the general psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy and professional problem-solving as general psychologists, with a particular emphasis on positive social change.

Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies, and events impact the field of general psychology.

Learning Outcome 5.2
Students will apply their knowledge of general psychology to scholarly and/or professional activities to promote positive social change.

Note on Licensure
The General Psychology specialization in the Ph.D. in Psychology program is not a licensure program and does not prepare an individual to become a licensed psychology professional.
General Psychology: Teaching Psychology Focus (106 cr.)

The Teaching Psychology focus prepares students to integrate psychological theory and practice, using scientific methods and evidence-based practice to inform undergraduate and graduate instruction that incorporates issues of cultural and individual diversity. Students in the Teaching Psychology focus will

- Acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications.
- Use psychological theory, research, and practice to inform instructional process and content.
- Apply psychological theories and research to educational practice.
- Develop the ability to promote attitudes and skills for lifelong learning, critical inquiry, and problem-solving in graduate and undergraduate learners.
- Develop the research skills necessary to make scholarly contributions to the field of psychology.

The Teaching Psychology focus consists of a foundation course, core and Specialization Courses, three elective courses, demonstration of research competency, and dissertation. Additional courses may be taken to provide breadth and depth of learning.

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (26 cr.)
- RSCH 8100Y - Research Theory, Design, and Methods
- RSCH 8200Y - Quantitative Reasoning and Analysis
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus
- PSYC 8703 - Ethics and Standards of Psychology
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

Breadth Courses (25 cr.)

Select two courses from the following list:
- PSYC 8207 - History and Systems of Psychology
- PSYC 8215 - Lifespan Development
- PSYC 8226 - Biopsychology
- PSYC 8238 - Cognitive and Affective Bases of Behavior
- PSYC 8316 - Tests and Measurement
- PSYC 8247 - Social Psychology

Select three more courses from the list above and/or below:
- PSYC 8781 - Psychopathology From a Clinical Perspective
- PSYC 8241 - Human Motivation
- PSYC 8701 - Culture and Psychology
• PSYC 8202 - Survey Research Methods
• PSYC 8315 - Program Evaluation
• PSYC 8300 - Philosophical Foundations in Psychological Research

**Teaching Focus Courses (15 cr.)**
• PSYC 8762 - Teaching of Psychology
• PSYC 8763 - Principles of Instructional Design
• PSYC 8764 - Instructional Design for Online Course Development

**Elective Courses (15 cr.)**
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student’s program, provided prerequisites are met.

**Dissertation (20 cr.)**
• PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for a minimum of four terms)

**Course Sequence**

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<td>PSYC 8764 - Instructional Design for Online Course Development</td>
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Timing of residencies

| Residency 1: Upon enrollment in program |
| Residency 2: Within 18 months of start date or linked to registration in or completion of first research course |
| Residency 3: By the end of third year |
| Residency 4: During third year and beyond |

**General Psychology: Research Psychology Focus (105 cr.)**

The Research and Evaluation focus prepares students to integrate psychological theory and practice, using scientific methods and evidence-based practice to apply their knowledge and skills about research and evaluation in a variety of settings.

Students in the Research focus will:
- Acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications.
- Develop the research skills necessary to make culturally and contextually relevant scholarly contributions to the field of psychology.
- Analyze and evaluate the theories and applications underlying multiple data collection techniques used in psychology.
- Use psychological theory and research to inform practice in a variety of public, private, governmental, and nongovernmental settings.
- Use research and evaluation strategies to study the efficacy, integrity, acceptability, transferability, and contextual and cultural relevance of programs and interventions.

Students in this focus also will:
- Conceptualize, design, analyze, and evaluate a wide variety of research approaches and methodologies.
- Develop, implement, and evaluate programs and strategies.
- Collaborate with professionals in the development and application of research.
- Use research and evaluation strategies to examine social change from the psychological perspective of individuals, groups, organizations, and local and global communities.
- Serve as consultants in research, data analysis, and evaluation in a range of settings (e.g., higher education, government, public sector).

The Research focus consists of a foundation course, core and research focus courses, three elective courses, demonstration of research competency, and dissertation. Additional courses may be taken to provide breadth and depth of learning.

**Foundation Course (5 cr.)**

- PSYC 8000 - Foundations for Graduate Study in Psychology
Core Courses (26 cr.)
- RSCH 8100Y - Research Theory, Design, and Methods
- RSCH 8200Y - Quantitative Reasoning and Analysis
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus
- PSYC 8703 - Ethics and Standards of Psychology
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

Breadth Courses (25 cr.)
Select two courses from the following list of courses:
- PSYC 8207 - History and Systems of Psychology
- PSYC 8215 - Lifespan Development
- PSYC 8226 - Biopsychology
- PSYC 8238 - Cognitive and Affective Bases of Behavior
- PSYC 8316 - Tests and Measurement
- PSYC 8247 - Social Psychology
Select three more courses from the list above and/or below:
- PSYC 8781 - Psychopathology From a Clinical Perspective
- PSYC 8241 - Human Motivation
- PSYC 8762 - Teaching of Psychology
- PSYC 8763 - Principles of Instructional Design
- PSYC 8764 - Instructional Design for Online Course Development
- PSYC 8202 - Survey Research Methods
- PSYC 8315 - Program Evaluation
- PSYC 8300 - Philosophical Foundations in Psychological Research
- PSYC 8701 - Culture and Psychology

Research Focus Courses (14 cr.)
- PSYC 8202 - Survey Research Methods
- PSYC 8315 - Program Evaluation
Choose:
- RSCH 8350Y - Advanced Qualitative Reasoning and Analysis
OR
- RSCH 8450Y - Advanced Mixed-Methods Reasoning and Analysis

Elective Courses (15 cr.)
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student’s program, provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for a minimum of four terms)

Course Sequence

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**Timing of residencies**

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<tr>
<td>4</td>
<td>During third year and beyond</td>
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</table>

**Health Psychology**

The Health Psychology specialization educates students on the complex relationship among psychological, social, and biological factors implicated in health and illness. This research-focused program prepares students to work in a variety of settings, such as health and wellness centers, corporations, research institutions, and academic institutions in research, teaching, psychoeducational, and administrative positions.
Health Psychology students will be able to develop the strong theoretical background to design and conduct research on the biological, psychological, behavioral, social, cultural, and environmental factors that contribute to health and illness. By learning how to apply advanced research methodologies, students can promote positive health behaviors and encourage change as a researcher in academic, medical, business, government, and community settings.

The Health Psychology specialization consists of a Foundation course, core and Specialization Courses, three elective courses, demonstration of research competency, and a dissertation.

Program Goals and Learning Outcomes

PROGRAM GOAL 1: Walden University's Health Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as health psychologists.
Learning Outcome 1.1
Students will explain behavior using current theory and research in the biological, affective, social, individual differences, and cognitive areas of psychology.
Learning Outcome 1.2
Students will be able to discuss how key issues within the field of health psychology impact health-related issues.

PROGRAM GOAL 2: Walden University's Health Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology from a scholar-practitioner perspective.
Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.
Learning Outcome 2.2
Students will be able to synthesize theory and research to apply in the practice of health psychology.

PROGRAM GOAL 3: Walden University’s Health Psychology graduates will demonstrate proficiency in the use of empirically supported intervention techniques with diverse populations.
Learning Outcome 3.1
Students will be able to identify and describe personal and environmental factors that impact health.
Learning Outcome 3.2
Students will demonstrate proficiency in using empirically supported evidence to evaluate the effectiveness of health-related treatments.

PROGRAM GOAL 4: Walden University's Health Psychology graduates will demonstrate the ability to work ethically and effectively with diverse populations.
Learning Outcome 4.1
Students will be able to describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.
Learning Outcome 4.2
Students will apply relevant ethical codes (e.g., APA) to decision making with diverse populations in both research practice and work settings.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the health psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem-solving as health psychologists, with a particular emphasis on positive social change.
Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies, and events impact the field of health psychology.
Learning Outcome 5.2
Students will engage in professional activities related to health psychology that promote positive social change.

Curriculum (106 cr.)

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (66 cr.)
- PSYC 8745 - Health Psychology♦
- PSYC 8242 - Changing Health Behavior: Theory and Practice♦
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8226 - Biopsychology♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8748 - Stress and Coping♦
- PSYC 8202 - Survey Research Methods♦
  Choose one:
- PSYC 8574 - Women's Health♦
  OR
- PSYC 8573 - Child and Adolescent Health♦
  OR
- PSYC 8815 - Contemporary Gerontology/Geriatric Psychology
- PSYC 8747 - Psychoneuroimmunology
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus♦
- PSYC 8703 - Ethics and Standards of Psychology♦
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis
- PSYC 8741 - Psychopharmacology♦

Elective Courses (15 cr.)
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student's program provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for minimum four terms)

Course Sequence

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**Timing of residencies**

- Residency 1: Upon enrollment in program
- Residency 2: Within 18 months of start date or linked to registration in or completion of first research course
- Residency 3: By the end of third year
- Residency 4: During third year and beyond

**Note on Licensure**

The Health Psychology specialization in the Ph.D. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

**Organizational Psychology**

The Organizational Psychology specialization will help students make valuable contributions to their field and help build successful organizations by improving student performance and well-being of its people. Through this doctoral specialization, designed to deepen knowledge of workplace and organizational behavior, students will research selection, performance management, training and development, organizational behavior and development, leadership, motivation, and job-related attitudes.
Program Goals and Learning Outcomes

PROGRAM GOAL 1: Walden University's Organizational Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as organizational psychologists.

Learning Outcome 1.1
Students will explain behavior using current theory and research in the affective, social, individual differences, and cognitive areas of psychology.

Learning Outcome 1.2
Students will be able to articulate the history of organizational psychology, how the specialty of organizational psychology is unique, and how to develop an organizational psychology identity.

Learning Outcome 1.3
Students will be able to discuss how key issues such as individual behavior, leadership, job analysis, and performance measurement affects organizations.

PROGRAM GOAL 2: Walden University's Organizational Psychology graduates apply knowledge and demonstrate skills in the scientific, methodological, and theoretical foundations of psychology from a scholar-practitioner perspective.

Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent scholarly research.

Learning Outcome 2.2
Students will demonstrate proficiency in using evidence-based practices to evaluate the effectiveness of empirically supported talent management systems.

PROGRAM GOAL 3: Walden University's Organizational Psychology graduates demonstrate proficiency in the use of scientific research-based organizational change techniques with diverse populations in various settings.

Learning Outcome 3.1
Students will be able to evaluate individual, group, organizational, leadership, and cultural diversity factors that impact organizational performance.

Learning Outcome 3.2
Students will use empirically based research to evaluate and document the impact of organizational change initiatives.

Learning Outcome 3.3
Students will be able to consult with organizations about the use of research-based best practices to incorporate issues of diversity in their organizational development activities.

PROGRAM GOAL 4: Walden University's Organizational Psychology graduates will demonstrate proficiency in conducting research and applying research-based practices in all aspects of job analysis, job fit, and performance measurement.

Learning Outcome 4.1
Students will be able to conduct valid and defensible job analysis projects for organizations.

Learning Outcome 4.2
Students will be able to identify appropriate methods and measures for valid, fair, and defensible worker-selection systems.

Learning Outcome 4.3
Students will be able to develop valid and useful performance measurement systems for assessing worker performance.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the organizational psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry, advocacy, and professional problem-solving as organizational psychologists, with a particular emphasis on positive social change.

Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies, and events impact the field of organizational psychology.
Learning Outcome 5.2
Students will apply their knowledge to scholarly and/or professional activities related to organizational psychology to promote positive social change.

The Organizational Psychology specialization consists of a foundation course, core and Specialization Courses, two track courses, three elective courses, demonstration of research competency, and the dissertation sequence.

Curriculum (106 cr.)

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (71 cr.)
- PSYC 8752 - Psychology of Organizational Behavior
- PSYC 8755 - Leadership and the Process of Change
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8214 - Consulting for Organizational Change♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8754 - Personnel Psychology in the Workplace
- PSYC 8551 - I/O Tests and Measurement♦
- PSYC 8552 - Psychology of Motivation at Work♦
- PSYC 8202 - Survey Research Methods♦
- PSYC 8579 - Job Attitudes, Measurement, and Change
- PSYC 8576 - Advanced Personnel Psychology♦
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus♦
- PSYC 8703 - Ethics and Standards of Psychology♦
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

Elective Courses (10 cr.)
Two elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student's program, provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum—5 cr. per term for four terms)

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- Residency 1: Upon enrollment in program
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- Residency 3: By the end of third year
- Residency 4: During third year and beyond

**Note on Licensure**

The Organizational Psychology specialization in the Ph.D. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.

**Social Psychology**

Students will apply knowledge of social psychological theory to conduct research on such important social issues as social cognition, attitudes, interpersonal processes, and group dynamics. Through this specialization, students can expand their understanding of how social factors influence human psychology and behavior and the use of sophisticated research methods to position themselves to teach and conduct research in higher education.
Program Goals and Learning Outcomes

PROGRAM GOAL 1: Walden University's Social Psychology graduates will acquire knowledge in the foundations of psychology and will develop identities as social psychologists.

Learning Outcome 1.1
Students will explain behavior using current theory and research in the affective, social, individual differences, and cognitive areas of psychology.

Learning Outcome 1.2
Students will be able to articulate the history of social psychology, how the specialty of social psychology is unique, and how to develop an identity as a social psychologist.

Learning Outcome 1.3
Students will be able to discuss how seminal works within the field of social psychology (including the areas of social cognition, social influence, attitudes, intergroup relations, and interpersonal relations) apply to social contexts.

PROGRAM GOAL 2: Walden University's Social Psychology graduates will acquire research-based skills relative to their work as social psychologists. These skills will be related to areas such as social cognition, social influence, attitudes, intergroup relations, and interpersonal relations.

Learning Outcome 2.1
Students will be able to synthesize principles of basic and advanced research methods to produce independent, scholarly work.

Learning Outcome 2.2
Students will apply theory and contemporary research in the practice of a social psychologist.

PROGRAM GOAL 3: To prepare Walden University graduates to apply their theoretical knowledge and research skills in the areas of social cognition, social influence, attitudes, intergroup relations, and interpersonal relations.

Learning Outcome 3.1
Students will be able to explain how social psychological theory and research applies to behavior in social settings.

Learning Outcome 3.2
Students will be able to apply social psychological research methods in work environments known to utilize social psychological methods.

PROGRAM GOAL 4: Walden University's Social Psychology graduates will demonstrate the ability to work ethically and effectively with diverse populations.

Learning Outcome 4.1
Students will be able to describe experiences and perspectives of diverse populations including but not limited to race, culture, socioeconomics, age, gender, sexual orientation, and disability.

Learning Outcome 4.2
Students will apply relevant ethical codes (e.g., APA) to decision making with diverse populations in both research practice and work settings.

PROGRAM GOAL 5: To prepare Walden University graduates to actively identify and contribute to the social psychology profession by demonstrating attitudes and behaviors essential for lifelong learning, scholarly inquiry and research, advocacy, and professional problem-solving as social psychologists, with a particular emphasis on positive social change.

Learning Outcome 5.1
Students will be able to discuss how social/political issues, policies and events impact the field of social psychology.

Learning Outcome 5.2
Students will be able to apply their knowledge of social psychology to scholarly and/or professional activities to promote positive social change.
Curriculum (106 cr.)

Foundation Course (5 cr.)
- PSYC 8000 - Foundations for Graduate Study in Psychology

Core Courses (66 cr.)
- PSYC 8247 - Social Psychology♦
- RSCH 8100Y - Research Theory, Design, and Methods
- PSYC 8201 - Social Cognition♦
- PSYC 8221 - Psychology of Personality♦
- RSCH 8200Y - Quantitative Reasoning and Analysis
- PSYC 8203 - Attitudes/Attitude Change♦
- PSYC 8202 - Survey Research Methods♦
- PSYC 8701 - Culture and Psychology♦
- PSYC 8204 - Intergroup Relations♦
- PSYC 8706 - Advanced Social Psychology♦
- RSCH 8300Y - Qualitative Reasoning and Analysis
- PSYC 8115 - Writing a Quality Prospectus♦
- RSCH 8250Y - Advanced Quantitative Reasoning and Analysis
- PSYC 8703 - Ethics and Standards of Psychology♦

Elective Courses (15 cr.)
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student's program provided prerequisites are met.

Dissertation (20 cr.)
- PSYC 9000 - Dissertation (20 cr. minimum--5 cr. per term for a minimum of four terms)

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<td>PSYC 8247 - Social Psychology♦</td>
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**Timing of residencies**

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- Residency 4: During third year and beyond

**Note on Licensure**

The Social Psychology specialization in the Ph.D. in Psychology is not a licensure program and does not prepare an individual to become a licensed psychology professional.
POST-DOCTORAL CERTIFICATE PROGRAMS

Post-Doctoral Respecialization Certificate

Earning a Respecialization Certificate gives students the opportunity to gain theory and knowledge in a specialization other than the one they focused on in their degree work. Students complete a unique program of study that accounts for previous coursework and includes courses required to achieve essential knowledge in the new specialization.

Choose from any of the following specializations:

- Educational Psychology
- Forensic Psychology
- General Psychology
- Health Psychology
- Organizational Psychology
- Social Psychology

Completion Requirements

- Specific coursework determined by the student and the School of Psychology's faculty chair for the specialization chosen
- Minimum 3.0 GPA

Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of time to completion, students should call an enrollment advisor at 1-866-492-5336.

Students should request information or speak with an enrollment advisor by calling 1-866-492-5336 for assistance in deciding which online program best fits their goals. A list of international toll-free phone numbers is available for students outside the United States.

Note on Licensure

The respecialization certificate is not a licensure program and does not prepare an individual to become a licensed psychology professional.

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Post-Doctoral Respecialization Certificate program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Undergraduate Certificate in Homeland Security

In this certificate program, students will develop their skills to identify and plan responses to terrorist threats. Students will study the procedures for responding to attacks and expand their understanding of the types of weapons of mass destruction (WMD) and the impact of biological and chemical threats and disasters.

Students must meet the bachelor's degree admission requirements. Credit from courses taken for a certificate can be applied toward the B.S. in Criminal Justice or B.S. in Political Science and Public Administration.

Students must take all courses in sequence and receive a B or better in each course. **Note:** A grade of B– is not acceptable.

**Certificate Requirements**
- 30 total quarter credits

**Certificate Curriculum (30 cr.)**
- COMM 1001 - Contemporary Communications **Must be taken in first quarter**
- CRJS 1001 - Contemporary Criminal Justice Systems♦
- CRJS 3004 - Data Analysis for the Criminal Professional♦
- CRJS 4301 - Terrorism♦
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination♦
- CRJS 4303 - WMD and Disaster Response♦

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<td>CRJS 4303 - WMD and Disaster Response♦</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Undergraduate Certificate in Homeland Security program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
BACHELOR’S DEGREE PROGRAMS

B.S. in Criminal Justice

Walden University's B.S. in Criminal Justice program is designed to help students gain the skills and knowledge to prepare for a career in law enforcement, the justice system, corrections, homeland security, and social services. The program blends contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices. Learning is supported through coursework and a final capstone project. The curriculum is based on the recommendations of the Academy of Criminal Justice Sciences. The program can help prepare students to become more effective social change agents in criminal justice organizations at the local, state, federal, or international levels.

Learning Outcomes

At the end of the program, students will be able to:
1. Explain concepts, theoretical perspectives, empirical findings, and trends in criminal justice.
2. Demonstrate the ability to apply legal and ethical principles to the criminal justice system.
3. Describe the structure, function, and interaction of key institutions in criminal justice.
4. Discuss the patterns, typologies, and root causes of crime.
5. Apply criminal justice concepts, processes, and practices to social justice and social change.

Concentrations

- Computer Information Systems and Security
- Crime and Criminals
- Criminal Justice Management and Administration
- Homeland Security
- Human Services for Criminal Justice

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (40 cr.)
- Concentration courses (15–30 cr., depending on concentration)
- Elective courses (60–75 cr., depending on concentration)
- Capstone course (5 cr.)
Core Curriculum

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (40 cr.)
- CRJS 1001 - Contemporary Criminal Justice Systems♦
- CRJS 2001 - Criminology and Social Control♦
- CRJS 2002 - Juvenile Delinquency and Justice♦
- CRJS 2003 - Criminal Law♦
- CRJS 3001 - Corrections♦
- CRJS 3002 - Courts and Judicial Process♦
- CRJS 3003 - Law Enforcement♦
- CRJS 3004 - Data Analysis for the Criminal Professional♦

Elective Courses (60–75 cr.)
Students are to select 12 or 15 additional courses to fulfill the elective requirement, depending on the concentration. Students may choose courses from either general education courses, criminal justice concentration courses, or courses from any of Walden’s bachelor’s programs. At least three elective courses must be at the 3000 level or above. These credits of electives are in addition to the 5-credit general education elective.

Students are encouraged, but not required, to take an elective course specifically designed for this program.
- CRJS 3010 - Profiling Serial and Mass Murderers♦

Capstone Course (5 cr.)
- CRJS 4150 - Capstone: International Justice and Human Rights

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Criminal Justice program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Computer Information Systems and Security
Today's criminals often leave a digital trail, and law enforcement agencies must protect confidential information as well as extract key data involved in crimes. This concentration will help students understand the technology infrastructure that underlies information systems, gain access to key Internet services and applications, and learn to prevent information security
network attacks. In this concentration, students will explore basic approaches to computer forensics, analyze information systems for evidence of illegal or inappropriate activities, and consider the legal, ethical, and policy implications of forensic techniques. This concentration will broaden the skills needed for a position as a computer and cyber crime professional in government, corporate information security departments, law enforcement agencies, and law firms.

**Concentration Curriculum**

**Concentration Courses (30 cr.)**

- CMIS 1002 - Information Technology Infrastructure♦
- CMIS 2001 - Internet Computing♦
- CMIS 4101 - Information Security and Privacy♦
- CMIS 4102 - Information Security Techniques I♦
- CMIS 4103 - Information Security Techniques II♦
- CMIS 4104 - Computer Forensics♦

**Electives (60 cr.)**

Choose 12 courses from general education, B.S. in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 60 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

**Crime and Criminals**

As crime continues to plague large cities and small communities throughout the world, the need for criminal investigators continues to grow. In this concentration, students study criminal theories and behavior and discover the proper way to conduct a criminal investigation, including assessing a crime scene; handling witnesses, suspects, and informants; and administering surveillance techniques. The world of drugs, gangs, and organized crime will be explored, along with the impact of these group activities on crime and policing. Students should consider this concentration if they are interested in exploring the world of gangs and organized crime units and task forces or if they are interested in working as a crime scene investigator, criminologist, researcher, or detective.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**

- CRJS 4101 - Criminal Evidence and Investigation♦
- CRJS 4102 - The Criminal Mind♦
- CRJS 4103 - Drugs, Gangs, and Organized Crime♦
**Electives (75 cr.)**

Choose 15 courses from general education, B.S. in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

**Criminal Justice Management and Administration**

Managers and organizational leaders must learn to successfully guide criminal justice organizations into the global 21st century. In this concentration, students will study how to create and apply policies and budgets to successfully manage their organizations. They will develop and integrate models of cross-agency coordination among regional, state, national, and international agencies in anticipation and response to typical critical incidents. And they will prepare for positions in a range of departments of local and regional law enforcement offices, in victim and advocacy services, and in criminal justice-related nonprofit organizations.

**Concentration Curriculum**

**Concentration Courses (15 cr.)**

- CRJS 4401 - Management and Supervision in Criminal Systems
- CRJS 4402 - Planning and Budgeting

Choose one:

- CRJS 4302 - Critical Incidents and Cross-Agency Coordination
- CRJS 4202 - Mobilizing and Coordinating Community Response

**Electives (75 cr.)**

Choose 15 courses from general education, B.S. in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. *Note on Minors:* Electives can also be used to complete a six-course minor.

**Homeland Security**

In the wake of the events on 9/11, the field of homeland security has grown exponentially. Students who want to learn more about standard operating procedures for identifying, planning for, and responding to terrorist threats, as well as patterns and trends related to terrorism, should consider the Homeland Security concentration. Students will explore all types of weapons of mass destruction, including biological and chemical threats and disasters, and they will discover how to manage such incidents. Students will also study the skills required for a homeland security position with the border patrol; local and regional first responders; hazardous material response teams; and emergency relief agencies such as the Federal Emergency Management Administration.
Concentration Curriculum

Concentration Courses (15 cr.)

- CRJS 4301 - Terrorism
- CRJS 4302 - Critical Incidents and Cross-Agency Coordination
- CRJS 4303 - WMD and Disaster Response

Electives (75 cr.)

Choose 15 courses from general education, B.S. in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

Human Services for Criminal Justice

Victims who return safely to their communities often need help addressing the injustices they have experienced. This concentration is ideal for individuals who want to work as an advocate for victims or communities or who want to work directly with victims in social services and nonprofit organizations. Students will study how to assess the needs of victims and to identify community resources and responses, as well as analyze contemporary problems and trends in victimology. In addition, students will explore restorative justice strategies to repair the harm caused by criminal behavior and to return criminals and victims to the community for productive, crime-free lives.

Concentration Curriculum

Concentration Courses (15 cr.)

- CRJS 4201 - Restorative Justice
- CRJS 4202 - Mobilizing and Coordinating Community Response
- CRJS 4203 - Victimology

Electives (75 cr.)

Choose 15 courses from general education, B.S. in Criminal Justice, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Elective credits should total 75 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

B.S. in Political Science and Public Administration

Delivering a unique blend of theory and application, Walden's B.S. in Political Science and Public Administration program helps prepare students to advance their careers in public service...
or in the private sector—empowering them to effect positive change in their organizations and their communities. This degree can also help set the foundation for graduate study across a variety of disciplines, including law and public administration. Through Walden's new B.S. in Political Science and Public Administration program, students will have the opportunity to:

- Explore the foundations of American government, as well as contemporary issues and debates related to constitutional law and the judicial process.
- Understand the tools, skills, and strategies of today's successful public-sector leaders and the intricacies involved in shaping public policy.
- Examine the ethical considerations facing leaders today and learn how to build organizations that reflect strong values.
- Address top issues and challenges in 21st-century global politics, from energy and trade to human rights and healthcare.
- Develop essential leadership skills in human resources, communications, planning, and budgeting.

### Learning Outcomes

At the end of the program, students will be able to:

1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.

### Concentrations

- General Program
- Global Issues and Social Justice
- Law and Legal Studies
- Managing in the Public Environment
- Public Service Through Civic Engagement
• Social Entrepreneurship

Degree Requirements

181 total quarter credits
• General education courses (46 cr.)
• Core courses (35 cr.)
• Concentration courses (25 cr., except General Program)
• Elective courses (70 cr., except 95 cr. in General Program)
• Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)
See the general education section of this Walden University Catalog.

Note: A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

Core Courses (35 cr.)
• POLI 1001 - American Government and Politics
• PSPA 1002 - Global Issues in Politics
• PSPA 1003 - Political Controversies
• PSPA 3001 - Constitutional Law
• PSPA 2001 - Principles of Public Administration
• PSPA 2002 - The Making of Public Policy
• PSPA 3002 - Ethics in Public Leadership

Capstone Course (5 cr.)
• PSPA 4080 - Capstone

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Political Science and Public Administration program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
General Program

Elective Courses (95 cr.)
Choose 19 Political Science and Public Administration courses. At least 25 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor. RN-BSN courses are not available to students outside the RN-BSN program.

Global Issues and Social Justice
In this concentration, students will develop solutions that enable changes to local and global communities through understanding the international implications of local decisions and the local implications of international decisions. Cultural, political and geographical sensitivity will be highlighted with special emphasis on issues of social justice.

Learning Outcomes
At the end of this program, students will be able to:
1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.
9. Describe current social, political, and economic issues and trends around the world.
10. Discuss ways to promote social justice in communities around the world.

Concentration Curriculum

Concentration Courses (25 cr.)
- PSPA 3040 - Global Social Justice♦
- HLTH 3115 - Public and Global Health♦
- COMM 4001 - Intercultural Communication♦
• PSPA 4040 - Service in the Global Community
• Students must also choose an upper-level course in addition to the four prescribed courses listed above.

**Elective Courses (70 cr.)**

Choose 14 courses from general education, B.S. in Political Science and Public Administration, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor. **Please note:** RN-BSN courses are not available to students outside the RN-BSN program.

**Law and Legal Studies**

In this concentration, students will gain a better understanding and awareness of the legal system in the United States. Students will learn about the structure and processes of the law and how it relates to their personal and professional worlds. The law is an increasingly key aspect of business, government, and other related sectors, and this concentration can help students excel and advance in these arenas.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.
9. Analyze legal debates surrounding key social issues.
10. Explain key legal concepts and cases.
Concentration Curriculum

Required Courses (25 cr.)

- CRJS 2003 - Criminal Law
- PSPA 3010 - Civil Law
- CRJS 3002 - Courts and Judicial Process
- PSPA 4010 - Contemporary Legal Debates

Students must also choose an upper-level course in addition to the four prescribed courses listed above.

Elective Courses (70 cr.)

Choose 14 courses from general education, B.S. in Political Science and Public Administration, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor. Please note: RN-BSN courses are not available to students outside the RN-BSN program.

Managing in the Public Environment

This concentration provides students with information about the context and methods of management in the public sector. The concentration is for students seeking management positions or graduate education in public policy and administration or who will work in non-profit and for-profit organizations that interface with the public sector.

Learning Outcomes

At the end of this course, students will be able to:

1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.
9. Develop solutions to challenges faced by managers in the public and nonprofit sectors.
10. Describe the skills and leadership characteristics that are necessary in effectively managing public programs, processes, and personnel.

**Concentration Curriculum**

**Required Courses (25 cr.)**
- PSPA 3020 - Principles of Public Personnel Management and Human Resources
- PSPA 4020 - New Skills for Leaders in the Public Sector
- PSPA 2020 - Complex Organizations
- CRJS 4402 - Planning and Budgeting

Students must also choose an upper-level course in addition to the four prescribed courses listed above.

**Elective Courses (70 cr.)**
Choose 14 courses from general education, B.S. in Political Science and Public Administration, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. **Please note:** RN-BSN courses are not available to students outside the RN-BSN program.

**Public Service Through Civic Engagement**
Students will engage in learning the keys to developing meaningful activism that promotes social change through grassroots and intercultural communication and organization. This concentration will also feature community leadership and volunteerism as methods to facilitate social change within the public sector.

**Learning Outcomes**
At the end of this course, students will be able to:
1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.

9. Develop a plan of action for mobilizing individuals and groups to effect positive changes in their communities.

10. Articulate the skills necessary for an effective social change agent and explain their role in leading communities toward positive social change.

**Concentration Curriculum**

**Required Courses (25 cr.)**

- COMM 4001 - Intercultural Communication
- PSPA 3030 - Social Change in the Community
- PSPA 2030 - Leadership and Volunteerism
- PSPA 4030 - Communication for Social Change

Students must also choose an upper-level course in addition to the four prescribed courses listed above.

**Elective Courses (70 cr.)**

Choose 14 courses from general education, B.S. in Political Science and Public Administration, or other Walden bachelor's degree programs. At least 15 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. **Please note:** RN-BSN courses are not available to students outside the RN-BSN program.

**Social Entrepreneurship**

Social entrepreneurs work with others to combine resources in unique ways to change underlying social structures. In this concentration, students will learn to break through the status-quo, reallocate resources, and creatively address challenges communities encounter. Through planning and budgeting, leadership and volunteerism, and small business entrepreneurship, students will develop the skills to become an agent of change.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Explain the constitutional, legal, institutional, and political foundations of American government.
2. Explain the historical development and contemporary context of public administration in the United States.
3. Define ethical leadership and evaluate its importance in contemporary government and public administration.
4. Explain the principal dimensions of major global issues and their relevance to choices made at the national, state, and local levels.
5. Identify key debates over political principles that have endured over time and describe how these debates manifested in several contemporary political controversies.
6. Explain how public policy is formulated and implemented.
7. Describe how public sector organizations function with their political, social, and economic context.
8. Demonstrate how the methods of political science, public administration, or social entrepreneurship can be used to solve problems and create positive social change.
9. Identify entrepreneurial opportunities that can positively impact local, national, and global communities.
10. Explain the key concepts and methods of social entrepreneurship.

**Concentration Curriculum**

**Required Courses (25 cr.)**
- PSPA 2050 - Social Entrepreneurship
- CRJS 4402 - Planning and Budgeting
- PSPA 2030 - Leadership and Volunteerism
- BUSI 3004 - Entrepreneurship for Small Business
- Students must also choose an upper-level course in addition to the four prescribed courses listed above.

**Elective Courses (70 cr.)**
Choose 14 courses from general education, B.S. in Political Science and Public Administration, or other Walden bachelor’s degree programs. At least 20 credits must be at the 3000–4000 level. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor. **Please note:** RN-BSN courses are not available to students outside the RN-BSN program.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
   c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
- Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   - Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

### AIM Program Chart

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td></td>
</tr>
<tr>
<td><strong>M.S. in Early Childhood Studies</strong></td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>• EDUC 5160 - Early Childhood Development</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 8 weeks in length.</td>
<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
<tr>
<td><strong>M.S. in Instructional Design and Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Students may select any or all of these courses.</td>
<td>• EDUC 5105 - Organizations, Innovation, and Change</td>
</tr>
<tr>
<td>Individual course prerequisites apply.</td>
<td>• EDUC 5115 - Learning Theories and Instruction</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 8 weeks in length.</td>
<td>• EIDT 5100 - Instructional Design</td>
</tr>
<tr>
<td></td>
<td>• EIDT 5110 - Advanced Instruction Design</td>
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<tr>
<td>College of Health Sciences</td>
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</tbody>
</table>
### School of Health Sciences

**Master of Public Health (MPH)**  
*Students may select any or all of these courses. Individual course prerequisites apply.*  
*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*  
**Note:** These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health  
- PUBH 5002 - Essentials of Public Health: A Case Study Approach  
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health  
- PUBH 5165 - Environmental Health  
- PUBH 5235 - Program Design, Planning, and Evaluation  
- PUBH 5175 - Health Policy and Management

**Master of Healthcare Administration (MHA)**  
*Students may select any or all of these courses. Individual course prerequisites apply.*  
**Note:** These courses are 8 weeks in length.

- MMHA 5015 - Foundations of Healthcare Administration  
- MMHA 5100 - U.S. Healthcare Delivery System  
- MMHA 5135 - Health Policy and Economics  
- MMHA 5205 - Health Law and Ethics

### School of Nursing

**Master of Science in Nursing (MSN)**  
**Note:** These courses are 11 weeks in length.

- NURS 5050 - Policy and Advocacy for Improving Population Health  
- NURS 5051 - Transforming Nursing and Healthcare Through Technology  
- NURS 5052 - Essentials of Evidence-Based Practice  

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

### School of Public Policy and Administration

**Master of Public Administration (MPA)**  
*Students may select up to five of these courses. Individual course prerequisites apply.*  
**Note:** These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration  
- MMPA 5405 - Ethics and Social Justice
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MMPA 5420</td>
<td>Organizational Management and Leadership</td>
</tr>
<tr>
<td>MMPA 5431</td>
<td>Finance and Budgeting for the Public Sector</td>
</tr>
<tr>
<td>MMPA 5435</td>
<td>Human Resource Management: Building a Capable Workforce</td>
</tr>
<tr>
<td>MMPA 5451</td>
<td>Public Policy Analysis</td>
</tr>
<tr>
<td>MMPA 5480</td>
<td>Applied Research and Evaluation Methods</td>
</tr>
</tbody>
</table>

**Master of Public Policy (MPP)**

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MMPP 5280</td>
<td>Policy and Politics in American Political Institutions</td>
</tr>
<tr>
<td>MMPP 5405</td>
<td>Ethics and Social Justice</td>
</tr>
<tr>
<td>MMPP 5111</td>
<td>Leadership and Organizational Change</td>
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<tr>
<td>MSEM 5364</td>
<td>Managing Public Safety Organizations</td>
</tr>
<tr>
<td>MSEM 5100</td>
<td>Critical Issues in Emergency Management</td>
</tr>
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<td>MSEM 5480</td>
<td>Applied Research and Evaluation Methods</td>
</tr>
<tr>
<td>MSEM 5363</td>
<td>Public Safety Issues</td>
</tr>
</tbody>
</table>

**M.S. in Emergency Management**

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NPMG 5200</td>
<td>Introduction to the Nonprofit Sector</td>
</tr>
<tr>
<td>NPMG 5405</td>
<td>Ethics and Social Justice</td>
</tr>
<tr>
<td>NPMG 5420</td>
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<td>Finance and Budgeting for the Nonprofit Sector</td>
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<td>NPMG 5480</td>
<td>Applied Research and Evaluation Methods</td>
</tr>
</tbody>
</table>

**M.S. in Nonprofit Management and Leadership**

*Students may select up to five of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.
### M.S. in Criminal Justice

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

### M.S. in Criminal Justice Leadership and Executive Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note:* These courses are 11 weeks in length.

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice

### School of Psychology

**Applied Psychology**

- PSYC 5215 - Lifespan Development
- PSYC 5245 - Social Psychology
- PSYC 5781 - Psychopathology From a Clinical Perspective

**Crisis Management and Response**

- PSYC 5701 - Culture and Psychology
- PSYC 5740 - Disaster, Crisis, and Trauma

**Educational Psychology**

- PSYC 5215 - Lifespan Development
- PSYC 5765 - Educational Psychology
- PSYC 5701 - Culture and Psychology

**General Psychology**

- PSYC 5215 - Lifespan Development
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology
- PSYC 5220 - Psychology of...
<table>
<thead>
<tr>
<th>Personality</th>
<th>Health Psychology</th>
<th>Personality</th>
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<td>PSYC 5215 - Lifespan Development</td>
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<td>PSYC 5745 - Health Psychology</td>
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<td>PSYC 5245 - Social Psychology</td>
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<tr>
<td>PSYC 5701 - Culture and Psychology</td>
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<table>
<thead>
<tr>
<th>Psychology, Public Administration, and Social Change</th>
<th>Social Psychology</th>
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<tbody>
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<td>PSYC 5245 - Social Psychology</td>
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<td>FPSY 5101 - Introduction to Forensic Psychology</td>
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<td>FPSY 5115 - Understanding Forensic Psychology Research</td>
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<td>FPSY 5125 - Assessment in Forensic Psychology Settings</td>
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<td>FPSY 5135 - Criminal Behavior</td>
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<td>FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology</td>
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<td>FPSY 5720 - Abnormal Behavior</td>
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M.S. in Forensic Psychology

Students may select up to five of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

School of Social Work and Human Services

M.S. in Clinical Mental Health Counseling

These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply

Note: These courses are 11 weeks in length.

| Note: These courses are 11 weeks in length. |
|------------------------------------------|---|
|                                           | 2014–2015 Walden University Catalog (September 2014) Page 674 |
Note: These courses are 11 weeks in length.

- HUMN 5722 - Counseling and Psychotherapy Theories
- HUMN 5316 - Techniques of Counseling
- HUMN 5723 - Multicultural Counseling

• HUMN 5103 - Introduction to Addiction
• HUMN 5204 - Assessment in Counseling and Addiction
• HUMN 5202 - Theories, Treatment, and Case Management of Addiction
• HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations
• HUMN 5215 - Lifespan Development

M.S. in Addiction Counseling

These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply.

Note: These courses are 11 weeks in length.

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

- Minor in Applied Instructional Design and Technology
- Minor in Business
- Minor in Child Development
- Minor in Communication
- Minor in Criminal Justice
- Minor in Healthcare Management
- Minor in Health Promotion and Wellness
- Minor in Health Studies
- Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
Minor in Criminal Justice

The Undergraduate Minor in Criminal Justice is for the non-public policy and administration student who may be interested in law enforcement, the justice system, corrections, homeland security, and social services. With this minor, students can blend contemporary theory on the nature, extent, and cause of crime with the study of national and international criminal justice practices.

*Note:* This minor is not available to students in the B.S. in Criminal Justice program.

**Required (30 cr.)**

- CRJS 1001 - Contemporary Criminal Justice Systems
- CRJS 2001 - Criminology and Social Control
- CRJS 2003 - Criminal Law
  And students choose three of the following:
- CRJS 3001 - Corrections
- CRJS 3002 - Courts and Judicial Process
- CRJS 3003 - Law Enforcement
- CRJS 3004 - Data Analysis for the Criminal Professional
- CRJS 4102 - The Criminal Mind

Minor in Political Science and Public Administration

The Undergraduate Minor in Political Science and Public Administration is for the non-public administration major student who may be interested in learning how to effect positive change in their organizations and their communities. The minor addresses top issues and challenges in 21st-century global politics, from energy and trade to human rights and healthcare. Students also can develop essential leadership skills in human resources, communications, planning, and budgeting.

*Note:* This minor is not available to students in the B.S. in Political Science and Public Administration program.

**Required (30 cr.)**

- POLI 1001 - American Government and Politics
- PSPA 1003 - Political Controversies
- PSPA 2001 - Principles of Public Administration
  Choose three of the following:
- PSPA 1002 - Global Issues in Politics
- PSPA 2002 - The Making of Public Policy
- PSPA 3001 - Constitutional Law
- PSPA 3002 - Ethics in Public Leadership
- PSPA 3020 - Principles of Public Personnel Management and Human Resources
- PSPA 4020 - New Skills for Leaders in the Public Sector
Articulations

B.S. in Criminal Justice to M.S. in Forensic Psychology Articulation

Walden University's advanced undergraduate criminal justice students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Forensic Psychology program.

Requirements

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Criminal Justice.

*Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.*

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

*Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.*

Choose up to five of the following courses for the M.S. in Forensic Psychology program:

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5720 - Abnormal Behavior
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the M.S. in Forensic Psychology program. Upon acceptance to Walden’s M.S. in Forensic Psychology program, up to five courses can be applied to degree completion requirements.

*• PSYC 6001 - Foundations for Graduate Study in Psychology Required
• FPSY 6101 - Introduction to Forensic Psychology Students who successfully complete FPSY 5101 - Introduction to Forensic Psychology (5 cr.) with a B or better can have this course waived.*
• FPSY 6720 - Abnormal Behavior♦ Students who successfully complete FPSY 5720 - Abnormal Psychology (5 cr.) with a B or better can have this course waived.
• FPSY 6115 - Understanding Forensic Psychology Research♦ Students who successfully complete FPSY 5115 - Understanding Forensic Psychology Research (5 cr.) with a B or better can have this course waived.
• FPSY 6125 - Assessment in Forensic Psychology Settings Students who successfully complete FPSY 5125 - Assessment in Forensic Psychology (5 cr.) with a B or better can have this course waived.
• FPSY 6135 - Criminal Behavior♦ Students who successfully complete FPSY 5135 - Criminal Behavior (5 cr.) with a B or better can have this course waived.
• FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology♦ Students who successfully complete FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology (5 cr.) with a B or better can have this course waived.
• FPSY XXXX Specialization Elective (5 cr.) Required
• FPSY XXXX Specialization Elective (5 cr.) Required
• FPSY XXXX Specialization Elective (5 cr.) Required
• FPSY XXXX Specialization Elective (5 cr.) Required
• PSYC 6393 - M.S. in Psychology Capstone OR FPSY 6915 - Field Experience Required

**B.S. in Criminal Justice to M.S. in Psychology Articulation**

Walden University's advanced undergraduate criminal justice students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Psychology program.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Criminal Justice.

*Note: Students are advised to consult the [Walden University Student Handbook](#) and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.*

**Curriculum**

All graduate courses are taken as electives and must be selected from the list below.
**Note:** The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Psychology program:

- PSYC 5205 - History and Systems of Psychology
- PSYC 5211 - Contemporary Issues in Psychology
- PSYC 5235 - Cognitive Psychology
- PSYC 5240 - Human Motivation
- PSYC 5245 - Social Psychology
- PSYC 5305 - Statistics 1
- PSYC 5310 - Research Design
- PSYC 5315 - Tests and Measurement
- PSYC 5701 - Culture and Psychology

**Articulation Requirements**

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the M.S. in Psychology program. Upon acceptance to Walden’s M.S. in Psychology program, up to five courses can be applied to degree completion requirements.

- PSYC 6001 - Foundations for Graduate Study in Psychology **Required**
- PSYC 6211 - Contemporary Issues in Psychology♦ Students who successfully complete PSYC 5211 - Contemporary Issues in Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6205 - History and Systems of Psychology♦ Students who successfully complete PSYC 5205 - History and Systems of Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6305 - Statistics ♦ Students who successfully complete PSYC 5305 - Statistics (5 cr.) with a B or better can have this course waived.
- PSYC 6240 - Human Motivation♦ Students who successfully complete PSYC 5240 - Human Motivation (5 cr.) with a B or better can have this course waived.
- PSYC 6310 - Research Design♦ Students who successfully complete PSYC 5310 - Research Design (5 cr.) with a B or better can have this course waived.
- PSYC 6235 - Cognitive Psychology♦ Students who successfully complete PSYC 5235 - Cognitive Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6315 - Tests and Measurement♦ Students who successfully complete PSYC 5315 - Tests and Measurements (5 cr.) with a B or better can have this course waived.
- PSYC 6245 - Social Psychology♦ Students who successfully complete PSYC 5245 - Social Psychology (5 cr.) with a B or better can have this course waived.
- PSYC 6701 - Culture and Psychology♦ Students who successfully complete PSYC 5701 - Culture and Psychology (5 cr.) with a B or better can have this course waived.
- PSYC XXXX Elective (5 cr.) **Required**
- PSYC 6393 - M.S. in Psychology Capstone **Required**
B.S. in Criminal Justice to Master of Public Administration (MPA) Articulation

Walden University's advanced undergraduate criminal justice students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Psychology, M.S. in Forensic Psychology, or Master of Public Administration (MPA) programs.

Requirements

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.
• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
• The student must have completed all general education and core requirements of the Bachelor of Science in Criminal Justice.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the Master of Public Administration (M.P.A.) program:

• MMPA 5200 - Introduction to Public Administration
• MMPA 5405 - Ethics and Social Justice
• MMPA 5420 - Organizational Management and Leadership
• MMPA 5431 - Finance and Budgeting for the Public Sector
• MMPA 5435 - Human Resource Management: Building a Capable Workforce
• MMPA 5451 - Public Policy Analysis
• MMPA 5480 - Applied Research and Evaluation Methods

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the Master of Public Administration program. Upon acceptance to Walden’s Master of Public Administration (M.P.A.) program, up to five courses can be applied to degree completion requirements.

• MMPA 6115 - Foundations for Graduate Study Required
• MMPA 6200 - Principles of Public Administration Students who successfully complete MMPA 5200 - Introduction to Public Administration (5 cr.) with a B or better can have this course waived.
• MMPA 6405 - Ethics and Social Justice Students who successfully complete MMPA 5405 - Ethics and Social Justice (5 cr.) with a B or better can have this course waived.

• MMPA 6420 - Organizational Management and Leadership Students who successfully complete MMPA 5420 - Organizational Management and Leadership (5 cr.) with a B or better can have this course waived.

• MMPA 6431 - Finance and Budgeting for the Public Sector Students who successfully complete MMPA 5431 - Finance and Budgeting for the Public Sector (5 cr.) with a B or better can have this course waived.

• MMPA 6451 - Public Policy Analysis Students who successfully complete MMPA 5451 - Public Policy Analysis (5 cr.) with a B or better can have this course waived.

• MMPA 6461 - Public Sector Economics Required

• MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination Required

• MMPA 6480 - Applied Research and Evaluation Methods Students who successfully complete MMPA 5480 - Applied Research and Evaluation Methods (5 cr.) with a B or better can have this course waived.

• MMPA 6910 - Master of Public Administration Capstone Required

B.S. in Criminal Justice to Master of Public Policy (MPP) Articulation

Walden University's advanced undergraduate criminal justice students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Policy (MPP) program.

Requirements

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.

• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.

• The student must have completed all general education and core requirements of the Bachelor of Science in Criminal Justice.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below. Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.
Choose the four following courses for the Master of Public Policy (M.P.P) program:

- MMPP 5280 - Policy and Politics in American Political Institutions
- MMPP 5281 - Program Evaluation
- MMPP 5282 - Public Policy and Finance
- MMPP 5379 - Advanced Methods in Public Policy Analysis and Evaluation

**Articulation Requirements**

Walden University students who have successfully completed Accelerate into Master’s courses and who are graduating (or have graduated) from the B.S. in Criminal Justice program are invited to apply to the Master of Public Policy program. Upon acceptance to Walden’s Master of Public Policy (M.P.P.) program, up to four courses can be applied to degree completion requirements.

- MMPP 6115 - Foundations for Graduate Study • Required
- MMPP 6405 - Ethics and Social Justice • Required
- MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination • Required
- MMPP 6112 - Governance and Public Policy • Required
- MMPP 6431 - Finance and Budgeting for the Public Sector
- MMPP 6111 - Leadership and Organizational Change
- MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation • Students who successfully complete MMPP 5379 - Advanced Methods in Public Policy Analysis and Evaluation (5 cr.) with a B or better can have this course waived.
- MMPP 6450 - Historical and Contemporary Issues in Criminal Justice • Required
- MMPP 6452 - Policy Analysis in the Criminal Justice System • Required
- MMPP 6453 - Leadership: Putting Theory Into Practice in Criminal Justice Administration • Required
- MMPP 6910 - Capstone Seminar • Required

**B.S. in Political Science and Public Administration to M.S. in Nonprofit Management and Leadership Articulation**

Walden University's advanced undergraduate political science and public administration students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's M.S. in Nonprofit Management and Leadership program.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Political Science and Public Administration.
Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below. 

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to five of the following courses for the M.S. in Nonprofit Management and Leadership program:

- NPMG 5200 - Introduction to the Nonprofit Sector
- NPMG 5405 - Ethics and Social Justice
- NPMG 5420 - Organizational Management and Leadership
- NPMG 5431 - Finance and Budgeting for the Nonprofit Sector
- NPMG 5435 - Human Resource Management: Building a Capable Workforce
- NPMG 5451 - Board Governance and Volunteer Management
- NPMG 5480 - Applied Research and Evaluation Methods

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's courses and who are graduating (or have graduated) from the B.S. in Political Science and Public Administration program are invited to apply to the M.S. in Nonprofit Management and Leadership program. Upon acceptance to Walden's M.S. in Nonprofit Management and Leadership program, up to five courses can be applied to degree completion requirements.

- NPMG 6115 - Foundations of Graduate Study Required
- NPMG 6200 - Introduction to the Nonprofit Sector Students who successfully complete NPMG 5200 - Introduction to the Nonprofit Sector (5 cr.) with a B or better can have this course waived.
- NPMG 6405 - Ethics and Social Justice Students who successfully complete NPMG 5405 - Ethics and Social Justice (5 cr.) with a B or better can have this course waived.
- NPMG 6420 - Organizational Management and Leadership Students who successfully complete NPMG 5420 - Organizational Management and Leadership (5 cr.) with a B or better can have this course waived.
- NPMG 6431 - Finance and Budgeting for the Nonprofit Sector Students who successfully complete NPMG 5431 - Finance and Budgeting for the Nonprofit Sector (5 cr.) with a B or better can have this course waived.
- NPMG 6435 - Human Resource Management: Building a Capable Workforce Students who successfully complete NPMG 5435 - Human Resource Management: Building a Capable Workforce (5 cr.) with a B or better can have this course waived.
- NPMG 6451 - Board Governance and Volunteer Management Students who successfully complete NPMG 5451 - Board Governance and Volunteer Management (5 cr.) with a B or better can have this course waived.
- NPMG 6461 - Resource Development Required
• NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination  Required
• NPMG 6480 - Applied Research and Evaluation Methods  Students who successfully complete NPMG 5480 - Applied Research and Evaluation Methods (5 cr.) with a B or better can have this course waived.
• NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone  Required

B.S. in Political Science and Public Administration to Master of Public Administration (MPA) Articulation

Walden University's advanced undergraduate political science and public administration students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Administration (MPA) program.

Requirements

To help ensure student success, the following requirements have been established:

• The student must be in good standing with the university.
• The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
• The student must have completed all general education and core requirements of the Bachelor of Science in Political Science and Administration.

Note: Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

Curriculum

All graduate courses are taken as electives and must be selected from the list below.

Note: The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.
Choose up to five of the following courses for the Master of Public Administration (M.P.A.) program:

• MMPA 5200 - Introduction to Public Administration
• MMPA 5405 - Ethics and Social Justice
• MMPA 5420 - Organizational Management and Leadership
• MMPA 5431 - Finance and Budgeting for the Public Sector
• MMPA 5435 - Human Resource Management: Building a Capable Workforce
• MMPA 5451 - Public Policy Analysis
• MMPA 5480 - Applied Research and Evaluation Methods

Articulation Requirements

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Political Science and Public Administration program are invited to apply to the Master of Public Administration program.
Upon acceptance to Walden’s Master of Public Administration (M.P.A.) program, up to five courses can be applied to degree completion requirements.

- MMPA 6115 - Foundations for Graduate Study **Required**
- MMPA 6200 - Principles of Public Administration Students who successfully complete MMPA 5200 Introduction to Public Administration (5 cr.) with a B or better can have this course waived.
- MMPA 6405 - Ethics and Social Justice Students who successfully complete MMPA 5405 Ethics and Social Justice (5 cr.) with a B or better can have this course waived.
- MMPA 6420 - Organizational Management and Leadership Students who successfully complete MMPA 5420 Organizational Management and Leadership (5 cr.) with a B or better can have this course waived.
- MMPA 6431 - Finance and Budgeting for the Public Sector Students who successfully complete MMPA 5431 Finance and Budgeting for the Public Sector (5 cr.) with a B or better can have this course waived.
- MMPA 6435 - Human Resource Management: Building a Capable Workforce Students who successfully complete MMPA 5435 Human Resource Management: Building a Capable Workforce (5 cr.) with a B or better can have this course waived.
- MMPA 6461 - Public Sector Economics **Required**
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination **Required**
- MMPA 6451 - Public Policy Analysis Students who successfully complete MMPA 5451 Public Policy Analysis (5 cr.) with a B or better can have this course waived.
- MMPA 6480 - Applied Research and Evaluation Methods Students who successfully complete MMPA 5480 Applied Research and Evaluation Methods (5 cr.) with a B or better can have this course waived.
- MMPA 6910 - Master of Public Administration Capstone **Required**

**B.S. in Political Science and Public Administration to Master of Public Health (MPH) Articulation**

Walden University's advanced undergraduate political science and public administration students are eligible to take select graduate courses as part of their undergraduate degree program completion. Upon admission to the associated graduate program, these courses may then be applied to Walden's Master of Public Health program.

**Requirements**

To help ensure student success, the following requirements have been established:

- The student must be in good standing with the university.
- The student must maintain an overall GPA of 2.5 or better to be eligible to register for the above courses.
- The student must have completed all general education and core requirements of the Bachelor of Science in Political Science and Public Administration.
**Note:** Students are advised to consult the Walden University Student Handbook and contact a member of the Academic Advising Team for more information regarding the Accelerate Into Master's (AIM) program.

**Curriculum**

All graduate courses are taken as electives and must be selected from the list below.

*Note:* The courses outlined in the Accelerate Into Master's (AIM) program are 12 weeks in length and are only offered in September, December, March, and June.

Choose up to four of the following courses for the Master of Public Health (M.P.H.) program.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5125 - Biostatistics
- PUBH 5145 - Epidemiology
- PUBH 5165 - Environmental Health

*Note:* It is recommended that students complete PUBH 5101 Principles of Communication in Public Health prior to enrolling in any other M.P.H. courses. Further, students should elect to enroll in PUBH 5145 Epidemiology only after their successful completion of PUBH 5125 Biostatistics.

**Articulation Requirements**

Walden University students who have successfully completed Accelerate Into Master's (AIM) courses and who are graduating (or have graduated) from the B.S. in Political Science and Public Administration program are invited to apply to the Master of Public Health (M.P.H.) program. Upon acceptance to Walden’s Master of Public Health (M.P.H.) program, up to five courses can be applied to degree completion requirements.

- PUBH 6101 - Principles of Communication in Public Health Students who successfully complete PUBH 5101 Principles of Communication in Public Health (4 cr.) with a B or better can have this course waived.
- PUBH 6002 - Essentials of Public Health: A Case Study Approach Students who successfully complete PUBH 5002 Essentials of Public Health: A Case Study Approach (4 cr.) with a B or better can have this course waived.
- PUBH 6115 - Social, Behavioral, and Cultural Factors in Public Health Students who successfully complete PUBH 5115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.) with a B or better can have this course waived.
- PUBH 6125 - Biostatistics Students who successfully complete PUBH 5125 Biostatistics (4 cr.) with a B or better can have this course waived.
- PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice Required
- PUBH 6145 - Epidemiology Students who successfully complete PUBH 5145 Epidemiology (4 cr.) with a B or better can have this course waived.
- PUBH 6155 - Research in Public Health Required
- PUBH 6165 - Environmental Health Students who successfully complete PUBH 5165 Environmental Health (4 cr.) with a B or better can have this course waived.
- PUBH 6170 - Public Health Biology Required
- PUBH 6175 - Health Policy and Management Required
- PUBH 6227 - Health Informatics Required
- PUBH 6235 - Program Design, Planning, and Evaluation Required
- PUBH 6260 - Legal and Regulatory Aspects of Public Health Required
- PUBH 6635 - Practicum I: Field Experience in Public Health Required
- PUBH 6636 - Practicum II: Capstone Experience in Public Health Required
GRADUATE CERTIFICATE
PROGRAMS

Graduate Certificate in Criminal Justice

In this certificate program, students focus their understanding of key issues confronting the American criminal justice system, as well as policy analysis and the contemporary decision-making models. This certificate is designed for criminal justice professionals in policing, the courts, corrections, security, and associated support agencies. Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership. Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)
- CRJS 6000 - Foundations of Graduate Study

Certificate Courses (15 cr.)
- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice♦
- CRJS 6217 - Technological Solutions and 21st-Century Crime♦

Course Sequence

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<tr>
<th>Quarter</th>
<th>Course</th>
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<tr>
<td>1</td>
<td>CRJS 6000 - Foundations of Graduate Study</td>
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<td></td>
<td>CRJS 6137 - The Nature of Crime and Criminology</td>
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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Criminal Justice program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Graduate Certificate in Government Management

Students who complete this certificate program learn public service management and leadership skills while exploring public management career opportunities. Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (14 cr.)

- MMPA 6200 - Principles of Public Administration♦
- MMPA 6420 - Organizational Management and Leadership♦
- MMPA 6451 - Public Policy Analysis♦

Course Sequence

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Graduate Certificate in Homeland Security

With this certificate program, students can enhance their skills to provide leadership and effectively develop and implement emergency-response strategies. Students will learn to be prepared when critical incidents occur to implement policies that protect individual safety without compromising individual rights and freedoms.

Students must meet the master’s program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B− is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)

- MMPA 6830 - Current Issues in Homeland Security
- MMPA 6831 - Critical Incident Leadership and Planning
- MMPA 6832 - Terrorism: Legislation and Policy

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Graduate Certificate in Nonprofit Management

This certificate program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. **Note:** A grade of B– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

**Foundation Course (1 cr.)**
- NPMG 6115 - Foundations of Graduate Study

**Certificate Courses (15 cr.)**
- NPMG 6200 - Introduction to the Nonprofit Sector
- NPMG 6420 - Organizational Management and Leadership
- MMPA 6451 - Public Policy Analysis

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Nonprofit Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Graduate Certificate in Public Management and Leadership**

Students will prepare to improve the effectiveness and efficiency of their organizations with this certificate. They will explore how transformative change occurs in complex public systems and will study how to use the language of leadership to shape policy as they motivate, inspire, and lead their organization.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. **Note: A grade of B– is not acceptable.**

**Certificate Requirements**

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

**Certificate Curriculum (16 cr.)**

**Foundation Course (1 cr.)**

- MMPA 6115 - Foundations for Graduate Study

**Certificate Courses (15 cr.)**

- MMPA 6390 - Strategic Context of Public Management and Leadership
- MMPA 6391 - Transformative Change in a Shared-Power World
MMPA 6392 - The Language of Leadership

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Graduate Certificate in Public Policy

This certificate program helps students improve their ability to create and evaluate policies that engage citizens and contribute positively to society. Designed for public and nonprofit administrators who are intimately involved in both executive and legislative board policy and decision-making, the certificate can help students develop the foundational skills and knowledge required to create and assess the financial implications of forward-thinking policy. Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership. Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements

- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)

Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)

- MMPA 6115 - Foundations for Graduate Study
Certificate Courses (15 cr.)
- MMPA 6380 - Policy and Politics in American Political Institutions
- MMPA 6381 - Public Policy and Evaluation
- MMPA 6382 - Public Policy and Finance

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Graduate Certificate in Strategic Planning and Public Policy

In this certificate program, students will enrich their understanding of how public policy is created and implemented. Designed for emerging leaders in law enforcement, corrections, and probation and parole, the certificate will give students the opportunity to study how to develop effective strategic plans that can further their organization's mission and vision and adhere to federal, state, and local policies.

Students must meet the master's program admission requirements. Credit from courses taken for a certificate can be applied toward the Master of Public Administration or the M.S. in Nonprofit Management and Leadership.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their program of study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

Certificate Requirements
- 16 total quarter credits
- Foundation course (1 cr.)
- Core courses (15 cr.)
Certificate Curriculum (16 cr.)

Foundation Course (1 cr.)
- MMPA 6115 - Foundations for Graduate Study

Certificate Courses (15 cr.)
- MMPA 6381 - Public Policy and Evaluation
- MMPA 6451 - Public Policy Analysis♦
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Graduate Certificate in Strategic Planning and Public Policy program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
M.S. in Criminal Justice

Walden University's Master's in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The programs comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, it provides the ability to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Learning Outcomes

At the end of the program, students will be able to:
1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.

Specializations

- General Program
- Emergency Management
- Homeland Security Policy and Coordination
- Law and Public Policy
- Public Policy Analysis
- Public Management Leadership
- Terrorism, Mediation, and Peace
- Self-Designed
Degree Requirements

- General Program: 46 total quarter credits; with optional specialization: 61 total credits
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Optional Specialization Courses (15 cr.)

Learning Outcomes

At the end of the program, students will be able to:
1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.

Core Curriculum

Foundation Course (1 cr.)
- CRJS 6000 - Foundations of Graduate Study

Core Courses (45 cr.)
- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice♦
- CRJS 6420 - Organizational Management and Leadership♦
- CRJS 6216 - Criminal Justice Research♦
- CRJS 6405 - Ethics and Social Justice♦
- CRJS 6511 - Special Populations♦
- CRJS 6217 - Technological Solutions and 21st-Century Crime♦
- CRJS 6203 - Victimology♦
- CRJS 6218 - Applied Communications♦

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Criminal Justice program relating to the types of occupations this program may lead to,
completion rate, program costs, and median loan debt of students who have graduated from this program.

**Emergency Management**

The emergency situations faced in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

**Specialization Curriculum (15 cr.)**

- CRJS 6100 - Critical Issues in Emergency Management♦
- CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- CRJS 6300 - Disaster Response and Recovery♦

**Course Sequence**

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**Homeland Security Policy and Coordination**

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms, as well as collaboration between public security agencies. This specialization also
focuses on various approaches to the National Incident Management System (NIMS) and other
dynamics of homeland security issues.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies
- CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness
- CRJS 6322 - Critical Incident Planning and Leadership

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Law and Public Policy

Legal decisions and the law have a significant impact on the creation of public policy. Students
discover the relationships between law and public policy and access vital legal knowledge
available to public policy practitioners. Students gain a solid background in legal concepts, cases,
and current trends that provide them with a head start if they decide to pursue a law degree or if
they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- CRJS 6810 - Fundamentals of Law and Public Policy
- CRJS 6811 - Legal Research for Policy Practitioners
- CRJS 6812 - Contemporary Cases and Issues in the Courts
Course Sequence

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Terrorism, Mediation, and Peace

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. Students examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. They study the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. Students have the opportunity to explore the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies
- CRJS 6740 - Disaster, Crisis, and Trauma
- CRJS 6741 - Psychology of Terrorism

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Public Policy Analysis

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- CRJS 6280 - Policy and Politics in American Political Institutions
- CRJS 6281 - Program Evaluation
- CRJS 6282 - Public Policy and Finance

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Public Management Leadership

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. Students discover how transformative change occurs in complex public systems and learn to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

Specialization Curriculum (15 cr.)

- CRJS 6390 - Strategic Context of Public Management and Leadership*
- CRJS 6391 - Transformative Change in a Shared-Power World*
- CRJS 6392 - The Language of Leadership*

Course Sequence

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Self-Designed

Students create their own learning experience to help broaden their understanding of criminal justice theories and issues. They have the flexibility to design a program that may include homeland security; policy analysis; or terrorism, mediation, and peace. Students explore the topics that interest them most and closely match their personal and professional goals.

Specialization Curriculum (15 cr.)

Choose any three courses from among the Master of Science in Criminal Justice program’s specializations.

M.S. in Criminal Justice Leadership and Executive Management

The M.S. in Criminal Justice program will prepare students to effectively work within criminal justice agencies, governmental organizations, and the private sector. The specializations comprise a core of contemporary theory and practice as well as the study of national and international issues in the administration of criminal justice. This includes the intersections of management of local, state, and federal criminal justice systems. Thus, the program provides students the opportunity to practically apply knowledge and skills that will impact society. With a unique blend of criminal behavioral theory, human services, technology, homeland security, and management, the program will provide students with critical 21st-century skills.

Learning Outcomes

At the end of the program, students will be able to:

1. Utilize theory and research to analyze historical trends and current perspectives in criminal justice.
2. Use research to evaluate factors related to crime and the impact of crime on criminal justice policies, practices, and procedures.
3. Evaluate the impact of U.S. constitutional policy and procedures on the criminal justice system.
4. Analyze the impact of the criminal justice process on victims and perpetrators.
5. Synthesize principles from criminal justice theories, processes, and practices to promote social justice and positive social change.
6. Compare the structural functions and interactions of law enforcement, courts, and corrections within the criminal justice system at the local, state, and federal level.
7. Discuss how criminal justice laws and policies are adopted, implemented, and evaluated.
8. Evaluate the management philosophies used in managing human resources in criminal justice organizations.
9. Discuss the leadership skills needed for working with diverse populations.
Specializations

- General Program
- Emergency Management
- Homeland Security Policy and Coordination
- Law and Public Policy
- Public Policy Analysis
- Public Management and Leadership
- Terrorism, Mediation, and Peace
- Self-Designed

Degree Requirements

- General Program: 46 total quarter credits; with optional specialization: 61 total credits
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Specialization Courses (15 cr.)

Core Curriculum

Foundation Course (1 cr.)

- CRJS 6000 - Foundations of Graduate Study

Core Courses (45 cr.)

- CRJS 6137 - The Nature of Crime and Criminology
- CRJS 6215 - Controversies in Criminal Justice
- CRJS 6216 - Criminal Justice Research
- CRJS 6405 - Ethics and Social Justice
- CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- CRJS 6431 - Finance and Budgeting for the Public Sector
- CRJS 6435 - Human Resource Management
- CRJS 6218 - Applied Communications

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Criminal Justice Leadership and Executive Management program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Emergency Management

The emergency situations we face in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- CRJS 6100 - Critical Issues in Emergency Management♦
- CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- CRJS 6300 - Disaster Response and Recovery♦

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Homeland Security Policy and Coordination

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.
Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦
- CRJS 6322 - Critical Incident Planning and Leadership♦

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Law and Public Policy

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. Students gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- CRJS 6810 - Fundamentals of Law and Public Policy
- CRJS 6811 - Legal Research for Policy Practitioners♦
- CRJS 6812 - Contemporary Cases and Issues in the Courts♦
## Course Sequence

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## Public Policy Analysis

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

### Specialization Curriculum (15 cr.)

- CRJS 6280 - Policy and Politics in American Political Institutions♦
- CRJS 6281 - Program Evaluation♦
- CRJS 6282 - Public Policy and Finance♦

## Course Sequence

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Public Management and Leadership

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Specialization Curriculum (15 cr.)

- CRJS 6390 - Strategic Context of Public Management and Leadership
- CRJS 6391 - Transformative Change in a Shared-Power World
- CRJS 6392 - The Language of Leadership

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Terrorism, Mediation, and Peace

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. Students examine how terrorism policies are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. They study the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. Students have the opportunity to explore the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies
- CRJS 6740 - Disaster, Crisis, and Trauma
- CRJS 6741 - Psychology of Terrorism

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Self-Designed
Students create their own learning experience to help broaden their understanding of criminal justice theories and issues. They have the flexibility to design a program that may include homeland security; policy analysis; or terrorism, mediation, and peace. Students explore the topics that interest them most and closely match their personal and professional goals.

Specialization Curriculum (15 cr.)
Choose any three courses from among the Master of Science in Criminal Justice Leadership and Executive Management program's specializations.

M.S. in Emergency Management
The M.S. in Emergency Management program offers a comprehensive foundation on the history, organizational structure, systems, and concerns that shape the management of disasters and other emergencies. Topics include public safety issues; managing public safety organizations; applied research and evaluation methods; and strategies for assessing, mitigating, and responding to emergency situations. The curriculum features case studies that focus on recent disasters, offering an opportunity for students to build their critical-thinking skills and grow into the next generation of leaders in this relatively new, emerging profession. The program offers the opportunity to help prepare to earn certificates from the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute.

Learning Outcomes
At the end of this program, students will be able to:
1. Apply the theoretical underpinnings of emergency management to practice.
2. Apply different research methodological approaches to theoretical and practical issues in emergency management.
3. Interpret and analyze research data results related to emergency management.
4. Critically analyze the emergency management cycle (mitigation, preparedness, response, and recovery) as applied to urban and rural settings.
5. Demonstrate competency in assessing risk susceptibility, resilience, resistance, and vulnerability among communities and organizations.
6. Critically evaluate the role and purpose of response and recovery in emergency planning and policy development and implications for social change.
7. Demonstrate advanced management skills specific to the needs of emergency management.
Specializations

- General Program
- Criminal Justice
- Homeland Security
- Public Management and Leadership
- Terrorism and Emergency Management

Degree Requirements

- General Program: 46 total quarter credit hours; with optional specialization: 51 quarter credit hours
- Foundation course (1 cr.)
- Core courses (30 cr.)

Electives (10 cr.) in General Program or optional Specialization Courses (15 cr.)
- Capstone course (5 cr.)

Core Curriculum

Foundation Course (1 cr.)
- MSEM 6115 - Foundations of Graduate Study♦

Core Courses (30 cr.)
- MSEM 6363 - Public Safety Issues♦
- MSEM 6100 - Critical Issues in Emergency Management
- MSEM 6364 - Managing Public Safety Organizations♦
- MSEM 6480 - Applied Research and Evaluation Methods♦
- MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation
- MSEM 6300 - Disaster Response and Recovery

Capstone Course (5 cr.)
- MSEM 6910 - Capstone Seminar

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Program Data

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General Program

Electives (10 cr.)

Select two courses from the M.S. in Emergency Management specializations.

Criminal Justice

The M.S. in Emergency Management program with a specialization in Criminal Justice explores emergency management philosophies and principles as they relate to the criminal justice field. Students study ways to establish command and control in emergency situations, develop a stronger understanding of critical incident planning, and can gain insight as to how natural and human-made disasters impact the psychology of individuals and groups. Topics include current trends in cyber crime, terrorism, and public health; the technologies used to track and apprehend criminals; and strategies for dealing with trauma. The program emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected by disasters. Coursework can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6137 - The Nature of Crime and Criminology
- MSEM 6215 - Controversies in Criminal Justice
- MSEM 6217 - Technological Solutions and 21st-Century Crime
Homeland Security

The M.S. in Emergency Management program with a specialization in Homeland Security focuses on the broad range of programs, principles, and processes that support homeland security. Students explore the role that homeland security plays in both private and public sectors; analyze the threats that shape and influence U.S. security today; and can develop relevant skills in leadership, planning, and policy development. Coursework covers the history, concepts, policies, organization, and strategies related to homeland security as well as topics that include terrorism, threat assessment, contingency planning, communication, technology, and ethical and legal issues. Students have the opportunity to apply fundamental concepts and principles of homeland security to case studies and develop their own homeland security plan. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)’s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6830 - Current Issues in Homeland Security
- MSEM 6831 - Critical Incident Leadership and Planning
- MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness

Public Management and Leadership

The M.S. in Emergency Management program with a specialization in Public Management and Leadership focuses on the multidisciplinary issues of preparedness, mitigation, response, and recovery in anticipating and rebuilding from disasters as they relate to public management. Students can study ways to coordinate and manage emergency situations, develop leadership skills for overseeing emergency programs, and explore the technical demands of emergency situations. Topics include managing situations that deal with the uncertainty, the nature and methods of transformative change, and leadership strategies for influencing and shaping public policy. Students have an opportunity to apply strategic scenarios to create organizational change for a public organization of their choice. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)’s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6390 - Strategic Context of Public Management and Leadership
- MSEM 6391 - Transformative Change in a Shared-Power World
- MSEM 6392 - The Language of Leadership

Terrorism and Emergency Management

The M.S. in Emergency Management program with a specialization in Terrorism and Emergency Management focuses on the history, organizational systems, planning, and response associated with public crises, with an emphasis on terrorism. Students can explore and analyze terrorism and counterterrorism efforts, develop the critical-thinking skills required to address public crises, and study policies that pertain to domestic and international terrorism. Topics include terrorism
and public health, bioterrorism, cyber terrorism, risk assessment, and the components of a systemic preparedness infrastructure. Students have an opportunity to analyze the U.S. Patriot Act and similar legislation and policies, and discuss their impact on U.S. constitutional freedoms. The curriculum can also help prepare students to earn certificates from the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute.

Specialization Curriculum (15 cr.)

- MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- MSEM 6740 - Disaster, Crisis, and Trauma♦
- MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦

M.S. in Nonprofit Management and Leadership

Nonprofit organizations employ a sizable and increasing share of the nation's workforce, with employment growth outpacing a number of major industries. The M.S. in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

Learning Outcomes

At the end of this program, students will be able to:

1. Understand and apply concepts, principles, and processes related to nonprofit organizations in domestic and international settings.
2. Apply relevant ethical and legal guidelines and practices in public, private, and nonprofit organizations.
3. Understand cultural diversity issues and apply cultural competency in public, private, and nonprofit organizations.
4. Understand and use appropriate statistics, research methodology, and program evaluation to conduct research related to public, private, and nonprofit organizations.
5. Apply concepts, principles, and processes related to budget, finance, resource development, and strategic planning to nonprofit organizations.
6. Apply strategies related to marketing, public relations, and communication in nonprofit organizations.
7. Understand and apply strategies for acquiring, managing, developing, and retaining volunteers and board members in nonprofit organizations.
8. Understand and apply theories, concepts, and practices related to leading and managing in public, private, and nonprofit organizations.
10. Apply concepts, theories, and skills gained to create positive social change to public, private, and nonprofit organizations in domestic and international communities.
Degree Requirements

- 51 total quarter credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Capstone course (5 cr.)

Curriculum

Foundation Course (1 cr.)
- NPMG 6115 - Foundations of Graduate Study

Core Courses (45 cr.)
- NPMG 6200 - Introduction to the Nonprofit Sector
- NPMG 6405 - Ethics and Social Justice
- NPMG 6420 - Organizational Management and Leadership
- NPMG 6431 - Finance and Budgeting for the Nonprofit Sector
- NPMG 6435 - Human Resource Management: Building a Capable Workforce
- NPMG 6451 - Board Governance and Volunteer Management
- NPMG 6461 - Resource Development
- NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- NPMG 6480 - Applied Research and Evaluation Methods

Capstone Course (5 cr.)
- NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone

Course Sequence

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<tr>
<th>Quarter</th>
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<tr>
<td>1</td>
<td>NPMG 6115 - Foundations for Graduate Study</td>
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<td>NPMG 6200 - Introduction to the Nonprofit Sector</td>
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Master of Public Administration (MPA)

As the public and private sectors increasingly evolve and overlap, there will be an increasing demand for leaders and managers who are scholar-practitioners. The Master of Public Administration (MPA) program prepares professionals to excel in this increasingly complex and collaborative environment. The program offers students an opportunity to directly apply academic theories and skills in their own communities, making the learning experience personally meaningful while creating positive social change.

Learning Outcomes

At the end of the program, students will be able to:

1. Describe key leadership concepts and theories that can be used to effectively lead and manage in the public sector.
2. Determine appropriate skills needed for participating in and contributing to public and nonprofit policy processes.
3. Critically evaluate strategies for resolving public policy and administration problems in a global economic and political environment.
4. Develop ethical solutions to advance and improve the lives of citizens and organizations.
5. Apply models that represent best practices in utilizing diverse perspectives in local, state, national, and international public agencies.

Specializations

Students who wish to gain additional knowledge in a specialized area can complete three courses in a specialization area. Courses must be taken in the order presented.

- General Program (see Course Sequence below)
- Criminal Justice
- Emergency Management
- Health Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
• Local Government Management for Sustainable Communities
• Nonprofit Management and Leadership
• Policy Analysis
• Public Management and Leadership
• Terrorism, Mediation, and Peace

Degree Requirements
• General Program: 56 total quarter credit hours; with optional specialization: 61 quarter credit hours
• Foundation course (1 cr.)
• Core courses (40 cr.)
• Elective courses (10 cr.)

Optional Specialization Courses* (15 cr.)
• Capstone course (5 cr.)

Core Curriculum
Students can complete the General Program by taking the Core Curriculum courses. Courses are 12 weeks in length.

Foundation Course (1 cr.)
• MMPA 6115 - Foundations for Graduate Study

Core Courses (40 cr.)
• MMPA 6200 - Principles of Public Administration♦
• MMPA 6405 - Ethics and Social Justice♦
• MMPA 6420 - Organizational Management and Leadership♦
• MMPA 6431 - Finance and Budgeting for the Public Sector♦
• MMPA 6435 - Human Resource Management: Building a Capable Workforce♦
• MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
• MMPA 6451 - Public Policy Analysis♦
• MMPA 6480 - Applied Research and Evaluation Methods♦

Capstone Course (5 cr.)
• MMPA 6910 - Master of Public Administration Capstone

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**Criminal Justice**

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into upper-level management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the U.S. criminal justice system.

**Specialization Curriculum (15 cr.)**

- MMPA 6137 - The Nature of Crime and Criminology♦
- MMPA 6215 - Controversies in Criminal Justice♦
- MMPA 6217 - Technological Solutions and 21st-Century Crime♦

**Emergency Management**

**Specialization Curriculum (15 cr.)**

- MMPA 6101 - Critical Issues in Emergency Management♦
Global Leadership

In the Global Leadership specialization, students can prepare to take an active role in helping global south regions or developing areas of the world achieve progress. Through their coursework, students explore sustainability frameworks and models, strategies for building capacity for community change, and approaches to ensuring effective and timely management decisions despite complex and precarious conditions. This specialization also gives students the opportunity to develop, manage, and lead implementation of a strategic plan for an international public or nonprofit organization or for a U.S. organization with an international focus.

Curriculum

Foundation Course (1 cr.)
- MMPA 6115 - Foundations for Graduate Study

Core Courses (40 cr.)
- MMPA 6200 - Principles of Public Administration
- MMPA 6405 - Ethics and Social Justice
- MMPA 6420 - Organizational Management and Leadership
- MMPA 6431 - Finance and Budgeting for the Public Sector
- MMPA 6435 - Human Resource Management: Building a Capable Workforce
- MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- MMPA 6451 - Public Policy Analysis
- MMPA 6480 - Applied Research and Evaluation Methods

Specialization Courses (15 cr.)

Capstone Courses (5 cr.)
- MMPA 6910 - Master of Public Administration Capstone

Health Policy

Students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers in order to manage and navigate effectively and successfully in a dynamic environment.

Specialization Curriculum (15 cr.)
- MMPA 6840 - Health Policy and Management
- MMPA 6400 - Public Health Leadership and Systems Thinking
- MMPA 6421 - Health Economics
Homeland Policy and Security Specialization (MPA)

Specialization Curriculum (15 cr.)

- MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies
- MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness
- MMPA 6322 - Critical Incident Planning and Leadership

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<td>MMPA 6461 - Public Sector Economics</td>
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<td>MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness</td>
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<td>MMPA 6322 - Critical Incident Planning and Leadership</td>
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<td>MMPA 6910 - Capstone Seminar</td>
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Homeland Security Policy and Coordination

Specialization Curriculum (15 cr.)

- MMPA 6832 - Terrorism: Legislation and Policy
- MMPA 6346 - Terrorism: A Systemic Approach for Emergency Preparedness
- MMPA 6347 - Critical Incident Planning and Leadership
International Nongovernmental Organizations (NGOs)

Specialization Curriculum (15 cr.)

- MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness
- MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments
- MMPA 6335 - Placing NGOs in the Global Context

Law and Public Policy

Students gain an understanding of the relationships between law and public policy and access vital legal knowledge available to public policy practitioners.

Specialization Curriculum (15 cr.)

- MMPA 6810 - Fundamentals of Law and Public Policy
- MMPA 6811 - Legal Research for Policy Practitioners
- MMPA 6812 - Contemporary Cases and Issues in the Courts

Local Government Management for Sustainable Communities

Students gain an understanding of the interrelated elements that make a community viable. Additionally, students access the tools and resources for sustainable community development as students prepare for a career as a town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- MMPA 6820 - Elements of Sustainable and Livable Communities
- MMPA 6821 - Tools for Sustainable Community Development
- MMPA 6822 - Current Issues in Regional and Local Public Policy

Nonprofit Management and Leadership

Students gain a practical understanding of the principles and processes related to nonprofit organizations.

Specialization Curriculum (15 cr.)

- MMPA 6850 - Introduction to the Nonprofit Sector
- MMPA 6851 - Board Governance and Volunteer Management
- MMPA 6852 - Resource Development
Policy Analysis

Students are prepared to function knowledgeably and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- MMPA 6380 - Policy and Politics in American Political Institutions
- MMPA 6381 - Public Policy and Evaluation
- MMPA 6382 - Public Policy and Finance

Public Management and Leadership

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students will apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. They will discover how transformative change occurs in complex public systems, and will learn to use the language of leadership to motivate, inspire, and competently lead their organizations and shape public policy.

Specialization Curriculum (15 cr.)

- MMPA 6390 - Strategic Context of Public Management and Leadership
- MMPA 6391 - Transformative Change in a Shared-Power World
- MMPA 6392 - The Language of Leadership

Terrorism, Mediation, and Peace

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- MMPA 6832 - Terrorism: Legislation and Policy
- MMPA 6740 - Disaster, Crisis, and Trauma
- MMPA 6741 - Psychology of Terrorism
Master of Public Policy (MPP)

Walden University's Master of Public Policy (MPP) program will prepare students to work effectively within government agencies, governmental organizations, and the private sector. This includes the intersections of local, state, and federal systems and among socioeconomic sectors. Thus, it provides the ability to apply knowledge and skills practically that will impact society. The program comprises a core of contemporary theory and practice of policy creation, analysis, and implementation. With a unique blend of policy analysis and econometrics, the program will provide students with critical analytical skills essential for public policy professionals and organizational leaders. The MPP will attract leaders in public policy, and those aspiring to be leaders, in a wide variety of organizations which create, operate, analyze, or live by public policy.

Learning Outcomes

Upon completion of the Master of Public Policy, students will be able to:
1. Explain how public policies are developed, approved, implemented, and evaluated.
2. Apply major theories and concepts associated with the development of U.S. public policy and public administration.
3. Apply a variety of data analysis methods in the study of public policy issues.
4. Apply a variety of research and design methods in the study of public policy issues.
5. Describe how to implement methods of organizational change and development while adhering to ethical standards of practice.
6. Design strategies for collaboration across the research, policy, and practice sectors to solve complex problems.

Specializations

- General Program
- Criminal Justice
- Emergency Management
- Health Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

- General Program: 51 total quarter credit hours; with optional specialization: 66 total credit hours
- Foundation course (1 cr.)
- Core courses (45 cr.)

**Optional Specialization Courses (15 cr.)**
- Capstone course (5 cr.)

### Core Curriculum

**Foundations Course (1 cr.)**
- MMPP 6115 - Foundations for Graduate Study

**Core Courses (45 cr.)**
- MMPP 6405 - Ethics and Social Justice
- MMPP 6111 - Leadership and Organizational Change
- MMPP 6112 - Governance and Public Policy
- MMPP 6280 - Policy and Politics in American Political Institutions
- MMPP 6281 - Program Evaluation
- MMPP 6282 - Public Policy and Finance
- MMPP 6480 - Applied Research and Evaluation Methods
- MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

**Capstone Course (5 cr.)**
- MMPP 6910 - Capstone Seminar

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<td>MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation♦</td>
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Criminal Justice

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into upper-level management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the U.S. criminal justice system.

Specialization Curriculum (15 cr.)

- MMPP 6137 - The Nature of Crime and Criminology♦
- MMPP 6215 - Controversies in Criminal Justice♦
- MMPP 6217 - Technological Solutions and 21st-Century Crime♦

Emergency Management

The emergency situations we face in today's complex environment call for a new leadership approach. This specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- MMPP 6100 - Critical Issues in Emergency Management
- MMPP 6200 - Risk Assessment, Preparedness, and Disaster Mitigation♦
- MMPP 6300 - Disaster Response and Recovery♦

Health Policy

Healthcare has undergone radical changes over the past several years. The major business enterprises that now govern the industry have changed the way healthcare is delivered, and managers must quickly adapt to become successful. This specialization helps students gain
valuable knowledge about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment.

**Specialization Curriculum (15 cr.)**

- MMPP 6840 - Health Policy and Management
- MMPP 6400 - Public Health Leadership and Systems Thinking
- MMPP 6420 - Health Economics

**Homeland Security Policy and Coordination**

Man-made and natural disasters alike have brought homeland security issues to the forefront of public policy. This specialization provides students with the opportunity to explore the implementation of protective measures and policies that do not compromise individual rights and freedoms, as well as collaboration between public security agencies. This specialization also focuses on various approaches to the National Incident Management System (NIMS) and other dynamics of homeland security issues.

**Specialization Curriculum (15 cr.)**

- MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies
- MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness
- MMPA 6322 - Critical Incident Planning and Leadership

**International Nongovernmental Organizations (NGOs)**

In an era of increasing globalization, it is important for leaders of nonprofit organizations and government departments at the local, state, and national level to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide. By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental, voluntary, and intergovernmental organizations around the world.

**Specialization Curriculum (15 cr.)**

- MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness
- MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments
- MMPP 6335 - Placing NGOs in the Global Context
Law and Public Policy

Legal decisions and the law have a significant impact on the creation of public policy. Students discover the relationships between law and public policy and access vital legal knowledge available to public policy practitioners. They gain a solid background in legal concepts, cases, and current trends that provide them with a head start if they decide to pursue a law degree or if they encounter legal questions in their workplace.

Specialization Curriculum (15 cr.)

- MMPP 6810 - Fundamentals of Law and Public Policy
- MMPP 6811 - Legal Research for Policy Practitioners
- MMPP 6812 - Contemporary Cases and Issues in the Courts

Local Government Management for Sustainable Communities

In this specialization, students study how to create and maintain sustainable communities that are environmentally sound, economically prosperous, and socially equitable. They explore the interrelated elements that make a community viable and access the tools and resources for sustainable community development. This specialization provides students the opportunity to gain skills to succeed in roles such as town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- MMPP 6820 - Elements of Sustainable and Livable Communities
- MMPP 6821 - Tools for Sustainable Community Development
- MMPP 6822 - Current Issues in Regional and Local Public Policy

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<td>MMPP 6822 - Current Issues in Regional and Local Public Policy</td>
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<td>MMPP 6910 - Capstone OR MMPP 6116/8115 - Writing a Quality Prospectus, for students matriculating into the Ph.D. in Public Policy and Administration program</td>
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### Nonprofit Management and Leadership

As governmental and nongovernmental institutions increasingly overlap and evolve, the demand for well-educated management professionals to excel in public service continues to grow. This specialization helps students gain skills to excel in the public or nonprofit sector by understanding how to work with government and businesses to address shared issues.

**Specialization Curriculum (15 cr.)**

- MMPP 6850 - Introduction to the Nonprofit Sector
- MMPP 6851 - Board Governance and Volunteer Management
- MMPP 6852 - Resource Development

### Public Management and Leadership

With unprecedented fiscal challenges and rising performance expectations facing public and nonprofit institutions, managers must be prepared to apply core business principles to improve the efficiencies and effectiveness of their organizations. In this specialization, students apply a systems perspective as they develop strategies for organizational change in the public organization of their choice. They discover how transformative change occurs in complex public systems and study ways to use the language of leadership to motivate, inspire, and competently lead their organization and shape public policy.

**Specialization Curriculum (15 cr.)**

- MMPP 6390 - Strategic Context of Public Management and Leadership
- MMPP 6391 - Transformative Change in a Shared-Power World
- MMPP 6392 - The Language of Leadership

### Terrorism, Mediation, and Peace

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students study the immediate and long-term implications of anti-terrorist legislation and policies. They also examine how terrorism policies
are drafted and enforced while analyzing the ethical issues related to human rights and the psychology of terrorism. Students explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. They examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

**Specialization Curriculum (15 cr.)**

- MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies♦
- MMPP 6740 - Disaster, Crisis, and Trauma
- MMPP 6741 - Psychology of Terrorism♦
POST-MASTER’S CERTIFICATE PROGRAM

Post-Master's Certificate in Online Teaching in Higher Education

Designed for aspiring teachers from any field, this certificate program can prepare participants to deliver effective instruction to adult learners in a fully online environment. Through their coursework, students explore teaching and learning theory, the unique considerations of teaching adult learners, and curriculum design. Participants are also introduced to the technological tools and platforms that are transforming the landscape of adult education today.

Certificate Courses

- CRJS 8171 - Theories and Frameworks for Adult Learning
- CRJS 8177 - Using Technology to Enhance Adult Learning
- CRJS 8764 - Instructional Design for Online Course Development
- CRJS 8763 - Principles of Instructional Design
DOCTORAL DEGREE PROGRAMS

Ph.D. in Criminal Justice

The Ph.D. in Criminal Justice program helps prepare students with the skills needed to pursue a range of criminal justice-related roles including leadership and education. Spanning topics such as homeland security, human services, and the role of technology in law enforcement, the curriculum examines contemporary criminal justice theory and practice while outlining some of the national and global issues facing the field today. Students can choose from six optional specializations to create a program of study that is tailored to their professional objectives.

Learning Outcomes

Upon graduation, students will be able to:
1. Evaluate the root causes of crime and its impact on criminal justice policies, practices, and procedures.
2. Evaluate management philosophies in managing human resources in criminal justice organizations.
4. Apply data analysis techniques and research design methods to scholarly research in criminal justice.
5. Evaluate the role of criminal justice in advancing social justice and positive social change.

Program Types

General (Advanced) – Advanced is a program of study for students who have a master's degree in criminal justice or a related field.
General (Non-Advanced) – Non-Advanced is a program of study for students who have a master's degree in a discipline unrelated to the criminal justice field.

Degree Requirements

77 total quarter credits
- Introductory courses (6 cr.)
- Core courses (36 cr.)
- Electives (15 cr.)
- Dissertation (20 cr.)
Specializations (Optional)

- Emergency Management
- Homeland Security Policy and Coordination
- Global Leadership
- Justice Administration (not a specialization option for the non-advanced program of study)
- Law and Public Policy
- Online Teaching in Higher Education
- Public Management and Leadership

General Program (Advanced)

Total credits - 77

- Foundation (1 cr.)
- Core Courses (56 cr.)
- Dissertation (20 cr. with a minimum of four terms of 5 credits)
- Four Ph.D. residencies to equal a minimum of 16 days

Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of your time to completion, call an enrollment advisor at 1-866-492-5336.

Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)

Choose three electives from the Ph.D. in Criminal Justice Specialization Courses.

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- RSCH 8100 - Research Theory, Design, and Methods
- RSCH 8200 - Quantitative Reasoning and Analysis
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)

- CRJS 9000 - Dissertation
## Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
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<td>CRJS 8351 - Policy and Analysis in Criminal Justice Systems</td>
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<td>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</td>
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<td>RSCH 8100 - Research Theory, Design, and Methods</td>
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<td>CRJS 8115 - Writing A Quality Prospectus</td>
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<td>RSCH 8250 - Advanced Quantitative Reasoning and Analysis OR RSCH 8350</td>
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* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

## General Program (Non-Advanced)

Total credits - 77–92, with optional specialization
- Foundation (1 cr.)
- Core Courses (56 cr.)
- Dissertation (20 cr. with minimum of four terms of 5 credits)
- Four Ph.D. residencies to equal a minimum of 16 days

Time to completion may vary by student, depending on individual progress and credits transferred, if applicable. For a personalized estimate of your time to completion, call an enrollment advisor at 1-866-492-5336.

## Foundation Course (1 cr.)
- CRJS 8000 - Foundations of Doctoral Study
**Core Courses (56 cr.)**

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- CRJS 9000 - Dissertation

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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Criminal Justice program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Global Leadership

The Global Leadership specialization provides students with insight into effective leadership practices for the international environment, particularly in developing countries. Through their coursework, students explore sustainability frameworks and models, techniques that leaders use to build capacity for community change, and strategies for effective and timely decision making in uncertain conditions. Students also engage in the development of a strategic plan for an international public or nonprofit organization or for a U.S. organization with an international focus.

Degree Requirements (Advanced)

- Total credits (77 cr.)
- Foundation course (1 cr.)
- Core courses (56 cr.)
- Dissertation course (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8540 - Management and Leadership in a Global Context
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8541 - Sustainable Development for Global Communities
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8542 - Transformative Change in a Global Environment
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**
- CRJS 9000 - Dissertation

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<td>CRJS 8540 - Management and Leadership in a Global Context</td>
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<td>CRJS 9000 - Dissertation</td>
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## Degree Requirements (Non-Advanced)
- Total credits (92 cr., with specialization)
- Foundation course (1 cr.)
- Core courses (56 cr.)
Specialization Courses (optional) (15 cr.)
- Dissertation course (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

Foundation Course (1 cr.)
- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)
- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
- OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
- OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

Specialization Courses (15 cr.)
- CRJS 8540 - Management and Leadership in a Global Context
- CRJS 8541 - Sustainable Development for Global Communities
- CRJS 8542 - Transformative Change in a Global Environment

Dissertation (20 cr.)
- CRJS 9000 - Dissertation

Course Sequence

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</tbody>
</table>
### Online Teaching in Higher Education

Students can inspire future criminal justice professionals by sharing their expert knowledge in an online education setting. Focusing on adult learning theory and practical instruction strategies, the Online Teaching in Higher Education specialization helps prepare students to work in both academic and vocational environments. They will explore today's cutting-edge online education technologies, teaching and learning theory, the foundations of instructional design and delivery, and the unique characteristics of adult learners.

### Degree Requirements—Advanced

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<tr>
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<td>CRJS 8137 - The Nature of Crime and Criminology</td>
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### Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study
Core Courses (56 cr.)

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8171 - Theories and Frameworks for Adult Learning
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8177 - Using Technology to Enhance Adult Learning
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8764 - Instructional Design for Online Course Development
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- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
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Dissertation (20 cr.)

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</table>
CRJS 9000 - Dissertation 20 cr.

* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

**Degree Requirements—Non-Advanced**

- Total credits (92 cr.)
- Foundation course (1 cr.)
- Core courses (56 cr.)

**Specialization Courses (15 cr.)**

- Dissertation course (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

**Foundation Course (1 cr.)**

- CRJS 8000 - Foundations of Doctoral Study

**Core Courses (56 cr.)**

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8171 - Theories and Frameworks for Adult Learning
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**OR**

- RSCH 8350 - Advanced Qualitative Reasoning and Analysis

**OR**

- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Specialization Courses (15 cr.)**

- CRJS 8171 - Theories and Frameworks for Adult Learning
- CRJS 8177 - Using Technology to Enhance Adult Learning
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**Dissertation (20 cr.)**

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</table>

**Justice Administration**

*This specialization is not available to students in the Non-Advanced General Program.*

Students pursuing this specialization have the opportunity to study the risk factors associated with criminal behavior as well as how history has shaped the modern criminal justice system. Through their coursework, students cover the latest approaches to managing crises, current trends in criminal justice, and emerging solutions to contemporary crime.

**Degree Requirements**

- Total credits (77 cr.)
- Foundation (1 cr.)
• Core Courses (56 cr.)
• Dissertation (20 cr.) Minimum of 4 terms of 5 credits
• Four Ph.D. residencies to equal a minimum of 16 days

**Specialization Courses (15 cr.)**
- CRJS 8137 - The Nature of Crime and Criminology
- CRJS 8215 - Controversies in Criminal Justice
- CRJS 8217 - Technological Solutions and 21st-Century Crime

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<td>CRJS 8000 - Foundations of Doctoral Study</td>
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<td>CRJS 8350 - History and Contemporary Issues in Criminal Justice</td>
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<td>CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration</td>
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<td>CRJS 8115 - Writing A Quality Prospectus</td>
<td>5 cr.</td>
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| 7+      | RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
  RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
  RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis | 4 cr. |
|         | CRJS 9000 - Dissertation | 20 cr. |

**Public Management and Leadership**

Faced with mounting performance demands and new financial challenges, managers in today's public and nonprofit institutions must be able to increase efficiency and effectiveness across their organizations. In this specialization, students will develop strategies for sparking transformative change in a public organization of their choosing. They can gain leadership and interpersonal
skills that can help them be competent leaders, shape public policy, and inspire and motivate their employees.

Degree Requirements—Advanced

- Total credits (77 cr.)
- Foundation course (1 cr.)
- Core courses (56 cr.)
- Dissertation course (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8390 - Strategic Context of Public Management and Leadership
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8391 - Transformative Change in a Shared Power World
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8392 - The Language of Leadership
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)

- CRJS 9000 - Dissertation

Course Sequence

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* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

**Degree Requirements—Non-Advanced**

- Total credits (92 cr.)
- Foundation course (1 cr.)
- Core courses (56 cr.)

**Specialization Courses (15 cr.)**

- Dissertation course (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

**Foundation Course (1 cr.)**

- CRJS 8000 - Foundations of Doctoral Study

**Core Courses (56 cr.)**

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8171 - Theories and Frameworks for Adult Learning
• RSCH 8100 - Research Theory, Design, and Methods
• CRJS 8177 - Using Technology to Enhance Adult Learning
• RSCH 8200 - Quantitative Reasoning and Analysis
• CRJS 8764 - Instructional Design for Online Course Development
• RSCH 8300 - Qualitative Reasoning and Analysis
• CRJS 8381 - Program Evaluation
• CRJS 8115 - Writing A Quality Prospectus
• RSCH 8250 - Advanced Quantitative Reasoning and Analysis

OR

• RSCH 8350 - Advanced Qualitative Reasoning and Analysis

OR

• RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Specialization Courses (15 cr.)**

• CRJS 8390 - Strategic Context of Public Management and Leadership
• CRJS 8391 - Transformative Change in a Shared Power World
• CRJS 8392 - The Language of Leadership

**Dissertation (20 cr.)**

• CRJS 9000 - Dissertation

**Course Sequence**

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<td>7+</td>
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Emergency Management

In the event of an impending hurricane or in the aftermath of a manmade disaster, effective leaders who can manage and motivate response teams are in demand. In this specialization, students will focus on both skill development and methods for building robust, effective teams. Students also will explore new emergency management leadership tactics required in today's global world and industries, including ethical issues that can arise in some situations. This specialization will help prepare students to apply for certificates from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.

Degree Requirements—Advanced

- Total credits (77 cr.)
- Foundation (1 cr.)
- Core Courses (56 cr.)
- Dissertation (20 cr.) Minimum of four terms of 5 credits each
- Four Ph.D. residencies to equal a minimum of 16 days

Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- CRJS 8381 - Program Evaluation
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis
Dissertation (20 cr.)

- CRJS 9000 - Dissertation

Course Sequence--Advanced

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* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

Degree Requirements—Non-Advanced

- Total credits (92 cr.)
- Foundation (1 cr.)
- Core Courses (56 cr.)
- Specialization (15 cr.)
- Dissertation (20 cr.) Minimum of four terms of 5 credits each
- Four Ph.D. residencies to equal a minimum of 16 days
Foundation Course (1 cr.)
- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)
- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis

Specialization Courses (15 cr.)
- CRJS 8100 - Critical Issues in Emergency Management
- CRJS 8200 - Risk Assessment, Preparedness, and Hazard Mitigation
- CRJS 8300 - Disaster Response and Recovery

Dissertation (20 cr.)
- CRJS 9000 - Dissertation

Course Sequence—Non-Advanced

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Homeland Security Policy and Coordination

Now more than ever, America’s security rests in the hands of those with the ability to navigate the intricacies of public policy. Students explore how public policy designed to safeguard the nation can be enacted without infringing upon individual rights and freedoms. In this specialization, they will study homeland security-related trends and issues, such as how national security agencies collaborate to keep the public safe as well as applications of the National Incident Management System (NIMS).

Degree Requirements—Advanced

- Total credits (77 cr.)
- Foundation (1 cr.)
- Core Courses (56 cr.)
- Dissertation (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

Foundation Course (1 cr.)

- CRJS 8000 - Foundations of Doctoral Study

Core Courses (56 cr.)

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8381 - Program Evaluation
- CRJS 8115 - Writing A Quality Prospectus
• RSCH 8250 - Advanced Quantitative Reasoning and Analysis  
  OR  
• RSCH 8350 - Advanced Qualitative Reasoning and Analysis  
  OR  
• RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

• CRJS 9000 - Dissertation

**Course Sequence**

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| 7+      | RSCH 8250 - Advanced Quantitative Reasoning and Analysis  
  OR  
         | RSCH 8350 - Advanced Qualitative Reasoning and Analysis  
  OR  
         | RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis               | 4 cr.   |
|         | CRJS 9000 - Dissertation                                                 | 20 cr.  |

* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

**Degree Requirements—Non-Advanced**

• Total credits (92 cr.)
• Foundation (1 cr.)
• Core Courses (56 cr.)

**Specialization Courses (15 cr.)**
• Dissertation (20 cr.) Minimum of four terms of 5 credits
• Four Ph.D. residencies to equal a minimum of 16 days

**Foundation Course (1 cr.)**
• CRJS 8000 - Foundations of Doctoral Study

**Core Courses (56 cr.)**
• CRJS 8350 - History and Contemporary Issues in Criminal Justice
• CRJS 8351 - Policy and Analysis in Criminal Justice Systems
• CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
• CRJS 8137 - The Nature of Crime and Criminology
• RSCH 8100 - Research Theory, Design, and Methods
• CRJS 8215 - Controversies in Criminal Justice
• RSCH 8200 - Quantitative Reasoning and Analysis
• CRJS 8217 - Technological Solutions and 21st-Century Crime
• CRJS 8381 - Program Evaluation
• RSCH 8300 - Qualitative Reasoning and Analysis
• CRJS 8115 - Writing A Quality Prospectus
• RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
• RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
• RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Specialization Courses (15 cr.)**
• CRJS 8320 - Public Policy Implications of Terrorism Legislation and Policies
• CRJS 8321 - Terrorism: A Systemic Approach for Emergency Management
• CRJS 8322 - Critical Incident Planning and Leadership

**Dissertation (20 cr.)**
• CRJS 9000 - Dissertation

**Course Sequence**

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**Law and Public Policy**

Through this specialization, students explore how past and present legal decisions influence the creation of public policy. In their coursework, students cover foundational legal concepts, landmark cases, and current trends in law and policy. Students also have the opportunity to examine the legal knowledge that is made available to public policy practitioners.

**Degree Requirements—Advanced**

- Total credits (77 cr.)
- Foundation (1 cr.)
- Core Courses (56 cr.)
- Dissertation (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

**Foundation Course (1 cr.)**

- CRJS 8000 - Foundations of Doctoral Study

**Core Courses (56 cr.)**

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- CRJS 8381 - Program Evaluation
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- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**
- CRJS 9000 - Dissertation

**Course Sequence**

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**CRJS 9000 - Dissertation**

| 20 cr. |

* Students select any 5-credit-hour graduate course from the Ph.D. in Criminal Justice Specialization Courses.

**Degree Requirements—Non-Advanced**

- Total credits (92 cr.)
- Foundation (1 cr.)
- Core Courses (56 cr.)

**Specialization Courses (15 cr.)**

- Dissertation (20 cr.) Minimum of four terms of 5 credits
- Four Ph.D. residencies to equal a minimum of 16 days

**Foundation Course (1 cr.)**

- CRJS 8000 - Foundations of Doctoral Study

**Core Courses (56 cr.)**

- CRJS 8350 - History and Contemporary Issues in Criminal Justice
- CRJS 8351 - Policy and Analysis in Criminal Justice Systems
- CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration
- CRJS 8137 - The Nature of Crime and Criminology
- RSCH 8100 - Research Theory, Design, and Methods
- CRJS 8215 - Controversies in Criminal Justice
- RSCH 8200 - Quantitative Reasoning and Analysis
- CRJS 8217 - Technological Solutions and 21st-Century Crime
- CRJS 8381 - Program Evaluation
- RSCH 8300 - Qualitative Reasoning and Analysis
- CRJS 8115 - Writing A Quality Prospectus
- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
  **OR**
  RSCH 8350 - Advanced Qualitative Reasoning and Analysis
  **OR**
  RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Specialization Courses (15 cr.)**

- CRJS 8810 - Fundamentals of Law and Public Policy
- CRJS 8811 - Legal Research for Public Policy
- CRJS 8812 - Contemporary Cases and Issues in the Courts
Dissertation (20 cr.)

- CRJS 9000 - Dissertation

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Ph.D. in Public Policy and Administration (Course-Based)

The Ph.D. in Public Policy and Administration program is designed to prepare students to address the challenges of governance and service delivery that exist both in the U.S. and around the world. Coursework explores public policy theory, research, and practice in a global context, enabling students to gain expertise in effective U.S. policy management and the ability to apply those insights to problems facing the world at large. The Ph.D. in Public Policy and Administration can position students for career opportunities in research, higher education, or administration in the private, public, or nonprofit sector. Students in this program may choose a specialization that fits their personal and/or career objectives.
Learning Outcomes

At the end of the program, students will be able to:

1. Discuss leadership concepts and theories that have been used to effectively lead and manage in the public sector.
2. Analyze evidence-based research, theories, and models used to promote participation in public and nonprofit policy processes.
4. Ethically apply the major theories and concepts of public policy and public administration within organizations.
5. Evaluate models and best practices utilizing diverse perspectives in local, state, national, and international public agencies by using evidence-based research.

Specializations

- Criminal Justice
- Emergency Management
- Health Policy
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Law and Public Policy
- Local Government Management for Sustainable Communities
- Nonprofit Management and Leadership
- Policy Analysis
- Public Management and Leadership
- Terrorism, Mediation, and Peace

Degree Requirements

- 82 total quarter credit hours
- Program of study
- Foundation course (1 cr.)
- Core courses (30 cr.)
- Foundation Research Sequence (12 cr.)
- Advanced Research course (4 cr.)

Specialization Courses (15 cr.)

- Proposal, dissertation, and oral presentation (20 cr.)
- Minimum enrollment of 8 quarters enrollment, depending on the transfer of credits awarded
- Four 4-day residencies
Core Curriculum

Foundation Course (1 cr.)
- PPPA 8000 - Foundations of Doctoral Study

Core Courses (30 cr.)
- PPPA 8405 - Ethics and Social Justice♦
- PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination♦
- PPPA 8431 - Finance and Budgeting for the Public Sector♦
- PPPA 8111 - Leadership and Organizational Change♦
- PPPA 8112 - Governance and Public Policy♦
- PPPA 8115 - Writing a Quality Prospectus

Foundation Research Sequence (12 cr.)
Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100P must be completed prior to Residency 2 of the academic residencies. RSCH 8200P and RSCH 8300P must be completed prior to beginning the dissertation or attending Residency 3.
- RSCH 8100P - Research Theory, Design, and Methods
- RSCH 8200P - Quantitative Reasoning and Analysis
- RSCH 8300P - Qualitative Reasoning and Analysis

Advanced Research Course (4 cr.)
All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.
One of the following three courses is required:
- RSCH 8250P - Advanced Quantitative Reasoning and Analysis
- RSCH 8350P - Advanced Qualitative Reasoning and Analysis
- RSCH 8450P - Advanced Mixed-Methods Reasoning and Analysis

Dissertation (20 cr.)
- PPPA 9000 - Dissertation

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Public Policy and Administration (Course-Based) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

Students may complete the General Program if they want to pursue an area of interest that is not among the specializations currently offered. This provides students maximum flexibility by allowing them to design a program that most closely matches their personal and professional goals.
Specialization Curriculum (15 cr.)

Choose any three Specialization Courses from any of the Ph.D. in Public Policy and Administration specializations.

Criminal Justice

This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the American criminal justice system.

Specialization Curriculum (15 cr.)

- PPPA 8137 - The Nature of Crime and Criminology
- PPPA 8215 - Controversies in Criminal Justice
- PPPA 8217 - Technological Solutions and 21st-Century Crime

Emergency Management

The emergency situations of today’s complex environments call for a new leadership approach and effective collaboration among public safety professionals. The specialization in Public Safety Management offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

Specialization Curriculum (15 cr.)

- PPPA 8101 - Critical Issues in Emergency Management
- PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation
- PPPA 8301 - Disaster Response and Recovery

Health Policy

Americans have seen radical changes in the healthcare industry over the past several years. They’ve watched it go from an independent structure to a collection of major business enterprises, which in turn has changed the way healthcare is delivered. As the healthcare environment changes, managers must quickly adapt to succeed. The Health Policy specialization helps students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers, so they can manage effectively and successfully in this unique environment.

Specialization Curriculum (15 cr.)

- PPPA 8841 - Health Policy and Management
Homeland Security Policy and Coordination

Today's complex public safety environment demands smart policy on emergency response strategies. This specialization prepares homeland security professionals to implement protective measures without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals' safety and freedom.

Specialization Curriculum (15 cr.)

- PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies
- PPPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness
- PPPA 8322 - Critical Incident Planning and Leadership

International Nongovernmental Organizations (NGOs)

In an era of increasing globalization, it is important for leaders of nonprofit organizations and governmental departments at the local, state, and national levels to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide.

By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

Specialization Curriculum (15 cr.)

- PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness
- PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments
- PPPA 8332 - Placing NGOs in the Global Context

Law and Public Policy

Students gain an understanding of the relations hips between law and public policy and they access vital legal knowledge available to public policy practitioners.

Specialization Curriculum (15 cr.)

- PPPA 8810 - Fundamentals of Law and Public Policy
- PPPA 8811 - Legal Research for Policy Practitioners
- PPPA 8812 - Contemporary Cases and Issues in the Courts
Local Government Management for Sustainable Communities

Students gain an understanding of the interrelated elements that make a community viable. Additionally, students access the tools and resources for sustainable community development as they prepare for a career as a town manager, department head, or director of a social service organization.

Specialization Curriculum (15 cr.)

- PPPA 8820 - Elements of Sustainable and Livable Communities
- PPPA 8821 - Tools for Sustainable Community Development
- PPPA 8822 - Current Issues in Regional and Local Public Policy

Nonprofit Management and Leadership

Investment in social capital is as important as investment in physical and human capital. Without constant attention to democratic and social institutions, a society and its individuals cannot prosper. Recently, considerable attention has been paid to the decline in social capital in the United States and to declining participation in many social institutions. The Nonprofit Leadership and Management specialization investigates these issues and prepares students to become knowledgeable social change agents through scholarly inquiry, applied research, and effective participation in these nonprofit institutions.

Specialization Curriculum (15 cr.)

- PPPA 8850 - Introduction to the Nonprofit Sector
- PPPA 8851 - Board Governance and Volunteer Management
- PPPA 8852 - Resource Development

Policy Analysis

Policy shapes the workings of government and its partners. This specialization provides a critical context within which organizations and individuals act in a democratic society. It will prepare students to function knowledgeably within this context and to work collaboratively to help shape public policy development and implementation.

Specialization Curriculum (15 cr.)

- PPPA 8380 - Policy and Politics in American Political Institutions
- PPPA 8381 - Public Policy and Evaluation
- PPPA 8382 - Public Policy and Finance
Public Management and Leadership

Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and nonprofit institutions. The Public Management and Leadership specialization prepares scholar-practitioners to lead reform in public administration.

Specialization Curriculum (15 cr.)

- PPPA 8390 - Strategic Context of Public Management and Leadership
- PPPA 8391 - Transformative Change in a Shared-Power World
- PPPA 8392 - The Language of Leadership

Terrorism, Mediation, and Peace Specialization

The threat of terrorism is a constant concern prompting a continuing focus on preventing and resolving terrorist attacks. In this specialization, students will learn the immediate and long-term implications of anti-terrorist legislation and policies. They will study how terrorism policies are drafted and enforced while they analyze the ethical issues related to human rights and the psychology of terrorism. Students will explore the effects of disaster, crisis, and trauma and the appropriate interventions for individuals and groups. And students will examine the roots of international and domestic terrorism, the catalysts and motivations for terrorist acts, and how media and technology may aid or counter terrorist activities.

Specialization Curriculum (15 cr.)

- PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies
- PPPA 8740 - Disaster, Crisis, and Trauma
- PPPA 8741 - Psychology of Terrorism
BACHELOR’S DEGREE PROGRAMS

B.S. in Human Services

This program prepares students to meet the growing need for qualified professionals who have a broad understanding of human services program development, implementation, and evaluation. Through this curriculum, students gain the practical skills required to assist individuals and communities in crisis. The curriculum comprises courses through which students have the opportunity to develop core human services competencies, including managing and resolving conflict, organizing community resources, and interacting with diverse communities.

Learning Outcomes

Upon completion of the B.S. in Human Services program, students will be able to:

1. Articulate historical and current issues that have shaped the development of the human services profession.
2. Articulate the role that human service professionals play in working with individuals, communities, and families in need.
3. Identify strategies to address marginalization and social stratification for diverse communities in support of social change initiatives.
4. Advocate client needs across a variety of social domains.
5. Utilize knowledge of formal and informal networks in the human services delivery systems.
6. Apply appropriate models for addressing crisis-related problems in the lives of clients.
7. Apply legal and ethical standards in providing client services and maintaining client records.
8. Evaluate service delivery and program effectiveness.

Concentrations

- Addiction
- Child and Adolescent Development
- Courts and the Legal System
- Criminal Justice
- Culture Studies
- Global Social Justice and Civic Engagement
- Leadership and Administration
- Psychology
- Self-Designed
Addiction

Degree Requirements

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (45 cr.)
- Concentration courses (30 cr.)
- Elective courses (55 cr.)
- Capstone course (5 cr.)

Core Curriculum

General Education Courses (46 cr.)

See the general education section of this Walden University Catalog. 
**Note:** At least three general education courses taken must be at the 3000 level or higher, including SOCI 4080.

Core Courses (45 cr.)

- PSYC 2010 - Introduction to Human Services♦
- EDUC 1006 - Child, Family, and Community Relationships♦
- IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City♦
- PSYC 3010 - Crisis and Intervention♦
- PSYC 4008 - Intergroup Conflict and Peace Building♦
- CRJS 4402 - Planning and Budgeting♦
- HUMN 4003 - Measuring Effectiveness of Human Services Delivery♦
- HUMN 4002 - Effective Human Services Interviewing♦
- HUMN 4001 - Case Management for Persons in Need♦

Elective Courses (55 cr.)

Choose 11 courses from either general education or other Walden bachelor's degree programs. At least 20 elective credits must be at the 3000–4000 level. Elective credits should total 55 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. **Note on Minors:** Electives can also be used to complete a six-course minor.

Capstone Course (5 cr.)

- HUMN 4920 - Capstone♦

Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Human Services program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
Addiction

**Concentration Curriculum (35 cr.)**
- HUMN 2003 - Human Development: Adulthood
- HUMN 2005 - Social Influences on Behavior
- HUMN 2006 - Introduction to Addiction
- HUMN 3010 - Crisis and Intervention
- HUMN 3012 - Prevention and Treatment of Addiction
- HUMN 4004 - Brain and Behavior
- HUMN 4005 - Case Management and Addictions

Child and Adolescent Development

The period from childhood to adolescence is a complex time of transformational physical changes as well as important mental and social development. There are many social influences that can affect the attitudes, beliefs, and behaviors of children and adolescents. In the online B.S. in Human Services Child and Adolescent Development concentration, students will learn the key theories related to the biological and behavioral maturation processes of this age group. They will examine the trends and issues that affect children and adolescents today—including Internet use, social media, substance abuse, (cyber) bullying, eating disorders, depression, suicide, and teenage pregnancy.

**Concentration Curriculum (30 cr.)**
- PSYC 2002 - Human Development: Childhood and Adolescence
- PSYC 2005 - Social Influences on Behavior
- PSYC 2008 - Learning
- EDUC 3203 - Infant/Toddler Mental Health
- EDUC 3204 - Family Cultures of Infants and Toddlers
- EDUC 3301 - School-Age and Adolescent Development
- EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents
- EDUC 4205 - Developmentally Appropriate Practices in Infant Settings
- EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings
- EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society
- EDUC 4303 - Trends and Issues in School-Age Children
- EDUC 4304 - Trends and Issues in Adolescence

Criminal Justice

In the Criminal Justice concentration, students examine contemporary criminal justice systems in the United States, focusing on the role of law enforcement and other systems of social control. The curriculum provides students with the opportunity to explore the corrections system, research causes of crime, analyze contemporary problems and trends in victimology, and recommend ways to make the system more cost effective, efficient, and streamlined.
Concentration Curriculum (30 cr.)

- CRJS 1001 - Contemporary Criminal Justice Systems
- CRJS 2001 - Criminology and Social Control
- CRJS 2002 - Juvenile Delinquency and Justice
- CRJS 2003 - Criminal Law
- CRJS 3001 - Corrections
- CRJS 3002 - Courts and Judicial Process
- CRJS 3003 - Law Enforcement
- CRJS 3004 - Data Analysis for the Criminal Professional
- CRJS 4201 - Restorative Justice
- CRJS 4202 - Mobilizing and Coordinating Community Response
- CRJS 4203 - Victimology
- PSPA 4010 - Contemporary Legal Debates

Courts and the Legal System

In this concentration, students examine the U.S. legal system, including criminal and civil law, the courts, and judicial process. Students gain a broad understanding of how the legal system functions in an increasingly complex and diverse society. Through coursework, students investigate the factors that contribute to juvenile delinquency and the concept of juvenile justice. They also learn strategies for restorative justice, focusing on repairing the harm caused by criminal behavior to victims and communities.

Concentration Curriculum (30 cr.)

- CRJS 2002 - Juvenile Delinquency and Justice
- CRJS 2003 - Criminal Law
- CRJS 3002 - Courts and Judicial Process
- CRJS 3004 - Data Analysis for the Criminal Professional
- CRJS 4201 - Restorative Justice
- CRJS 4202 - Mobilizing and Coordinating Community Response
- PSPA 3010 - Civil Law

Cultural Studies

Through this concentration, students explore methods for interpreting behavior and communicating more effectively in a multicultural world. Students examine culturally diverse values and social attitudes, and they determine how such principles and perspectives shape experiences and relationships. The curriculum comprises courses focused on the influences of gender, race, ethnicity, and sexual orientation on school-age children; methods to overcome challenges in cross-cultural situations; and evaluations of psychological issues from a global rather than a domestic perspective.

Concentration Curriculum (30 cr.)

- PSYC 2001 - Cross-Cultural Psychology
- PSYC 3005 - Racial and Ethnic Identities
Global Social Justice and Civic Engagement

Through the Global Social Justice and Civic Engagement concentration, students examine the social benefits and complexities that result from globalization. They also identify the major challenges to peace and sustainability in the global environment as well as effective strategies for producing positive social change. Through coursework, students focus on social entrepreneurship, the significance of volunteerism, and the importance of organizations dedicated to promoting social justice throughout the world.

**Concentration Curriculum (30 cr.)**

- PSPA 1002 - Global Issues in Politics
- PSPA 2030 - Leadership and Volunteerism
- PSPA 2050 - Social Entrepreneurship
- PSPA 3030 - Social Change in the Community
- PSPA 3040 - Global Social Justice
- PSPA 4030 - Communication for Social Change
- PSPA 4040 - Service in the Global Community
- PSYC 4006 - Global Perspectives in Psychology
- COMM 4001 - Intercultural Communication

Leadership and Administration

In the Leadership and Administration concentration, students explore the role of leaders and leadership in the public sector. The curriculum includes an analysis of the principles of public administration, the role of ethics in public leadership, the psychology of leadership, and necessary skills for leaders in the public sector. Through coursework, students have the opportunity to explore many of the questions and issues surrounding the making of public policy.

**Concentration Curriculum**

- PSPA 1002 - Global Issues in Politics
- PSPA 2001 - Principles of Public Administration
- PSPA 2002 - The Making of Public Policy
- PSPA 2030 - Leadership and Volunteerism
- PSPA 3002 - Ethics in Public Leadership
- PSPA 4020 - New Skills for Leaders in the Public Sector
- PSYC 3009 - Psychology of Leadership
- COMM 4001 - Intercultural Communication
- CRJS 3002 - Courts and Judicial Process
Psychology

Students in this concentration examine the ways that biology, society, multiculturalism, race, and ethnicity influence human behavior, focusing on the influence of global trends on individual and group conduct. Through a variety of course assignments, students apply what they learn to case studies and real-life examples. The curriculum includes cross-cultural psychology, racial and ethnic identities, methods of psychological inquiry, and global perspectives in psychology.

Concentration Curriculum (30 cr.)

- PSYC 1002 - Psychology as a Natural Science
- PSYC 1003 - Psychology as a Social Science
- PSYC 2001 - Cross-Cultural Psychology
- PSYC 3002 - Data Analysis and Presentation
- PSYC 3003 - Methods in Psychological Inquiry
- PSYC 3005 - Racial and Ethnic Identities
- PSYC 3007 - Influence and Persuasion
- PSYC 4006 - Global Perspectives in Psychology

Self-Designed

In this concentration, students create their own curriculum to best meet their areas of interest. Students may select six courses from the other concentrations in the B.S. in Human Services program. Possible course selections include Methods of Psychological Inquiry, Criminology and Social Control, Criminal Law, Social Influences on Behavior, Psychology of Gender, Social Change in the Community, and Ethics in Public Leadership.

Concentration Curriculum (30 cr.)

Students choose six courses from any other B.S. in Human Services concentration courses.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program. When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement. Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
   b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
   c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
• Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
• Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

AIM Program Chart

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td></td>
</tr>
</tbody>
</table>
| M.S. in Early Childhood Studies | - EDUC 5005 - Foundations: Early Childhood Studies  
- EDUC 5160 - Early Childhood Development  
- EDUC 5161 - Effective Programs and Practices  
- EDUC 5162 - Issues and Trends in the Early Childhood Field |
| Students may select any or all of these courses. Individual course prerequisites apply. | Note: These courses are 8 weeks in length. |
| M.S. in Instructional Design and Technology | - EDUC 5105 - Organizations, Innovation, and Change  
- EDUC 5115 - Learning Theories and Instruction  
- EIDT 5100 - Instructional Design  
- EIDT 5110 - Advanced Instructional Design |
| Students may select any or all of these courses. Individual course prerequisites apply. | Note: These courses are 8 weeks in length. |
| College of Health Sciences | |
### School of Health Sciences

#### Master of Public Health (MPH)
*Students may select any or all of these courses. Individual course prerequisites apply.*
*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*

**Note:** These courses are 11 weeks in length.

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

#### College of Social and Behavioral Sciences

#### School of Public Policy and Administration

#### Master of Public Administration (MPA)
*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- MMPA 5200 - Introduction to Public Administration
- MMPA 5405 - Ethics and Social Justice
| Master of Public Policy (MPP) | • MMPP 5280 - Policy and Politics in American Political Institutions  
Students may select any or all of these courses. Individual course prerequisites apply.  
Note: These courses are 11 weeks in length. |
|---|---|
| M.S. in Emergency Management | • MSEM 5364 - Managing Public Safety Organizations♦  
• MSEM 5100 - Critical Issues in Emergency Management  
• MSEM 5480 - Applied Research and Evaluation Methods♦  
• MSEM 5363 - Public Safety Issues♦  
Students may select any or all of these courses. Individual course prerequisites apply.  
Note: These courses are 11 weeks in length. |
| M.S. in Nonprofit Management and Leadership | • NPMG 5200 - Introduction to the Nonprofit Sector  
• NPMG 5405 - Ethics and Social Justice  
• NPMG 5420 - Organizational Management and Leadership  
• NPMG 5431 - Finance and Budgeting for the Nonprofit Sector  
• NPMG 5435 - Human Resource Management: Building a Capable Workforce  
• NPMG 5480 - Applied Research and Evaluation Methods  
Students may select up to five of these courses. Individual course prerequisites apply.  
Note: These courses are 11 weeks in length. |
<table>
<thead>
<tr>
<th><strong>M.S. in Criminal Justice</strong></th>
<th><strong>M.S. in Criminal Justice Leadership and Executive Management</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
<td>Students may select any or all of these courses. Individual course prerequisites apply.</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
</tr>
</tbody>
</table>

- CRJS 5137 - The Nature of Crime and Criminology
- CRJS 5215 - Controversies in Criminal Justice
- CRJS 5511 - Special Populations
- CRJS 5217 - Technological Solutions and 21st-Century Crime
- CRJS 5203 - Victimology

<table>
<thead>
<tr>
<th><strong>School of Psychology</strong></th>
<th><strong>Applied Psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply.</td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td><strong>Note:</strong> These courses are 11 weeks in length.</td>
<td>PSYC 5245 - Social Psychology</td>
</tr>
</tbody>
</table>

- PSYC 5781 - Psychopathology From a Clinical Perspective

<table>
<thead>
<tr>
<th><strong>Crisis Management and Response</strong></th>
<th><strong>Educational Psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5701 - Culture and Psychology</td>
<td>PSYC 5215 - Lifespan Development</td>
</tr>
<tr>
<td>PSYC 5740 - Disaster, Crisis, and Trauma</td>
<td>PSYC 5765 - Educational Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>General Psychology</strong></th>
<th><strong>PSYC 5701 - Culture and Psychology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5215 - Lifespan Development</td>
<td>PSYC 5201 - Culture and Psychology</td>
</tr>
<tr>
<td>PSYC 5245 - Social Psychology</td>
<td>PSYC 5220 - Psychology of</td>
</tr>
</tbody>
</table>
### Personality

**Health Psychology**
- PSYC 5215 - Lifespan Development
- PSYC 5745 - Health Psychology

**Psychology of Culture**
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

**Psychology, Public Administration, and Social Change**
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

**Social Psychology**
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

**Terrorism and Security**
- PSYC 5245 - Social Psychology
- PSYC 5741 - Psychology of Terrorism

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### M.S. in Forensic Psychology

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- FPSY 5101 - Introduction to Forensic Psychology
- FPSY 5115 - Understanding Forensic Psychology Research
- FPSY 5125 - Assessment in Forensic Psychology Settings
- FPSY 5135 - Criminal Behavior
- FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
- FPSY 5720 - Abnormal Behavior

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### School of Social Work and Human Services

**M.S. in Clinical Mental Health Counseling**

*These courses are open only to students in the B.S. in Human Services and B.S. Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.*

- HUMN 5100 - Introduction to Mental Health Counseling
<table>
<thead>
<tr>
<th>Note:</th>
<th>These courses are 11 weeks in length.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. in Addiction Counseling</td>
<td>These courses are open only to students enrolled in the B.S. in Human Services Addictions concentration or the B.S. in Psychology Addictions concentration. Students may select any or all of these courses. Individual course prerequisites apply. Note: These courses are 11 weeks in length.</td>
</tr>
<tr>
<td>Undergraduate Minors</td>
<td>Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student’s major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.</td>
</tr>
</tbody>
</table>
| Undergraduate Minors | - Minor in Applied Instructional Design and Technology  
- Minor in Business  
- Minor in Child Development  
- Minor in Communication  
- Minor in Criminal Justice  
- Minor in Educational Studies  
- Minor in Healthcare Management  
- Minor in Health Promotion and Wellness  
- Minor in Health Studies  
- Minor in Introductory Design and Technology  
- Minor in Political Science and Public Administration  
- Minor in Psychology  
- Minor in Public Health |

- HUMN 5722 - Counseling and Psychotherapy Theories♦  
- HUMN 5316 - Techniques of Counseling♦  
- HUMN 5723 - Multicultural Counseling♦  
- HUMN 5103 - Introduction to Addiction  
- HUMN 5204 - Assessment in Counseling and Addiction  
- HUMN 5202 - Theories, Treatment, and Case Management of Addiction  
- HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations  
- HUMN 5215 - Lifespan Development♦
M.S. in Human Services

Human services professionals make a positive difference every day. A commitment to improving the quality of life for others benefits the entire community. Walden's M.S. in Human Services program helps students make an even greater impact by preparing them with the skills they need to become effective leaders in fostering social change. Students in this online master's degree program focus on expanding their understanding of the delivery, accessibility, accountability, and coordination of agency services.

By earning their M.S. in Human Services degree at Walden, students broaden their knowledge as human services professionals and advance their understanding of human services theory, research, and practice. Students learn strategies to address the ethical and social justice issues that are impacting the effective delivery of human services throughout the world today. As graduates of the M.S. in Human Services program, students can work in a variety of roles providing direct services to individuals, families, or communities or providing leadership to agencies and programs.

When students choose Walden's M.S. in Human Services, they can benefit from the flexibility of online learning and from MobileLearnSM. Offered exclusively at Walden, MobileLearn not only enables students to choose where and when they learn, but it also gives them the ability to choose how they learn.

Learning Outcomes

Graduates in the M.S. in Human Services program will be prepared to:

1. Articulate the role that human services leaders play in promoting social change and advocacy for individuals, families, and communities in need.
2. Interpret and apply human services research to inform the practice of human services delivery systems.
3. Synthesize findings from research to develop culturally and contextually relevant interventions and direct services.
4. Use knowledge of formal and informal networks in the development and evaluation of human services delivery systems.
5. Apply legal and ethical standards in the administration and delivery of human services systems.
6. Discuss how personal values and attitudes affect leadership, planning, and advocacy activities.

Specializations

- General Program
- Criminal Justice
• Disaster, Crisis, and Intervention
• Family Studies and Interventions
• Human Services Administration
• Military Families and Culture
• Public Health
• Social Policy Analysis and Planning

Degree Requirements

• General Program: 46 total quarter credit hours; with optional specialization: 51 total credit hours
• Foundation course (1 cr.)
• Core courses (30 cr.)

Elective courses (10 cr.) or optional Specialization Courses (15 cr.)

Core Curriculum

Foundation Course (1 cr.)

• HUMN 6000 - Foundation of Graduate Study in Human Services

Core Courses (30 cr.)

• HUMN 6150 - History and Development of Human Services
• HUMN 6151 - Human Services Theory, Research, and Practice
• HUMN 6701 - Culture and Psychology
• HUMN 6405 - Ethics and Social Justice
• HUMN 6152 - Human Services Administration
• HUMN 6326 - Research and Program Evaluation

Elective Courses (10 cr.)
Choose two elective courses (5 cr. each) from any M.S. in Human Services specialization.

Capstone Course (5 cr.)

• HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professionals

Course Sequence

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMN 6000 - Foundation of Graduate Study in Human Services</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>HUMN 6150 - History and Development of Human Services</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>HUMN 6151 - Human Services Theory, Research, and Practice</td>
<td>5</td>
</tr>
</tbody>
</table>
HUMN 6701 - Culture and Psychology 5
HUMN 6405 - Ethics and Social Justice 5
HUMN 6152 - Human Services Administration 5

HUMN 6326 - Research and Program Evaluation 5

Elective or Specialization Courses 10–15*
HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professionals 5

*The General Program requires two electives (5 cr. each) in place of Specialization Courses.

Program Data
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the M.S. in Human Services program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

General Program

Electives (10 cr.)
Choose any two graduate-level courses (5 cr. each) for the elective.

Criminal Justice
This specialization is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. Through this coursework, students gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Specialization Courses (15 cr.)
- HUMN 6350 - Historical and Contemporary Issues in Criminal Justice
- HUMN 6511 - Treatment of Forensic Populations
- HUMN 6530 - Forensic Applications in Community Settings
Disaster, Crisis, and Intervention

Whether it’s an act of nature or an act of terror, effective crisis management leaders are needed to curtail the effects of the disaster and implement relief efforts. The focus of this specialization is on theories and strategies to meet the needs of individuals, families, and communities in crisis. Students can explore common reactions that communities share following a disaster and the psychological and behavioral disorders individuals can develop as a result. Coursework will allow students to gain an understanding of how different counseling practices are used to help individuals overcome the disorders. Students will examine how to analyze a crisis at both a local and regional level and apply their knowledge to design a crisis plan to prepare for future emergencies.

**Specialization Courses (15 cr.)**

- HUMN 6336 - Crisis, Trauma, and Disaster Response
- HUMN 6145 - Crisis Management
- HUMN 6741 - Psychology of Terrorism

Family Studies and Interventions

In diverse populations, human services professionals must be in tune with the special needs of underrepresented or marginalized groups such as low-income, single-parent, gay and lesbian families, bisexual, and transgender. In this M.S. in Human Services specialization, students can explore a broad spectrum of theoretical and clinical approaches to intervention. At the completion of your studies, they will be able to recognize special treatment considerations and develop multimodal therapeutic approaches.

**Specialization Courses (15 cr.)**

- HUMN 6361 - Human Sexuality
- HUMN 6811 - Community Psychology
- HUMN 6356 - Marriage, Couple, and Family Therapy

Human Services Administration

What does it take to assume a leadership role in the human services field? The focus of this specialization is on topics such as public management and leadership, program development and implementation, and staff development and training—the core competencies students will need to effectively lead a human services agency or organization. Study the theoretical foundations of organizational behavior and gain an understanding of how they can be incorporated in management and planning. After completing the program, students will understand how to evaluate the efforts of human services organizations to improve their effectiveness within the community.

**Specialization Courses (15 cr.)**

- HUMN 6392 - The Language of Leadership
- HUMN 6111 - Leadership and Organizational Change
Military Families and Culture

This specialization prepares students to address the unique needs of former and active military personnel, veterans, and their families. Through their coursework, students explore the military culture and lifestyle and examine the emotional and behavioral impact of parent-child separation, frequent family relocations, and extensive deployments. Students also can gain an understanding of post-traumatic stress disorder (PTSD) and vicarious trauma and study the latest approaches for working with members of the armed forces.

**Specialization Courses (15 cr.)**

- HUMN 6401 - Trauma, Crisis, and Stress With Military Personnel
- HUMN 6402 - Working with Military Spouses, Families, and Children

Public Health

As the population grows, the prevention of widespread disease and disability becomes paramount. In this specialization, students will analyze the major public health issues impacting communities today and discover how prevention of these issues can effect positive social change. Explore the social, environmental, and economic factors that impact public health, and gain strategies for organizing and overseeing population-based disease prevention and health promotion programs.

**Specialization Courses (15 cr.)**

- HUMN 6050 - Population Health and Issues in Disease Prevention
- HUMN 6400 - Public Health Leadership and Systems Thinking
- HUMN 6130 - Communications, Marketing, and Public Relations for Public Health Leaders

Social Policy Analysis and Planning

Creating sustainable social change means knowing how to work effectively with legislators, lobbyists, and other stakeholders in a challenging public and political arena. In the Social Policy and Analysis and Planning specialization, students have the opportunity to learn the strategies used to shape and implement public policy today. From healthcare to hate crimes to the environment, students can learn how they can impact the legislation that governs society.

**Specialization Courses (15 cr.)**

- HUMN 6451 - Public Policy Analysis
- HUMN 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HUMN 6810 - Fundamentals of Law and Public Policy
Master of Social Work (MSW)

The Master of Social Work (MSW) degree program is designed to prepare students to provide services to individuals, families, groups, organizations, and communities. With a focus on advanced clinical practice, students learn to draw from social work theory and methods to engage, evaluate, and intervene in the problems experienced by individuals, families, and groups. Skills gained through this program can be applied in schools, hospitals, private practice, social service agencies, and mental health clinics. Optional elective clusters give students the opportunity to increase their knowledge in one of six key areas, and customized case studies throughout the program add perspective to the curriculum. Graduates will be prepared to provide culturally and contextually relevant social work services in their practice and to provide mentoring, supervision, advocacy, and collaboration activities with their varied client populations.

Learning Outcomes

Graduates of Walden's Master of Social Work (MSW) program will be prepared to:

1. Develop a professional orientation and identity as a social worker.
2. Apply legal and ethical standards in the administration of social work.
3. Apply principles of advocacy that promote cultural understanding and positive social change in individuals, communities, and society.
4. Utilize evidence-based research and critical-thinking skills to inform practice in meeting the needs of diverse clientele.
5. Synthesize and apply theories of human growth and development to develop culturally responsive social work practices.
6. Apply knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities.

Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>CSWE Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the development of a professional orientation and identity as a</td>
<td>EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
</tr>
<tr>
<td>social worker. (PG 1)</td>
<td></td>
</tr>
<tr>
<td>Apply legal and ethical standards in clinical social work practice. (PG 2)</td>
<td>EPAS 2.1.2 Apply social work ethical principles to guide professional practice.</td>
</tr>
<tr>
<td>Apply principles of advocacy that promote cultural understanding and positive</td>
<td>EPAS 2.1.4 Engage diversity and difference in practice.</td>
</tr>
<tr>
<td>social change. (PG 3)</td>
<td>EPAS 2.1.5 Advance human rights and social and economic justice.</td>
</tr>
<tr>
<td></td>
<td>EPAS 2.1.8 Engage in policy practice to advance social and economic well-being and</td>
</tr>
<tr>
<td></td>
<td>to deliver effective social work services.</td>
</tr>
</tbody>
</table>
Utilize evidence-based research and critical-thinking skills to inform practice clinical social work practice in meeting the needs of diverse clientele. (PG 4)

EPAS 2.1.3 Apply critical thinking to inform and communicate professional judgments.

EPAS 2.1.6 Engage in research-informed practice and practice-informed research.

Synthesize and apply theories of human growth and development to develop culturally responsive social work practices. (PG 5)

EPAS 2.1.7 Apply knowledge of human behavior and the social environment.

Demonstrate knowledge and skills in the areas of engagement, assessment, intervention, and evaluation with individuals, families, and groups. (PG 6)

EPAS 2.1.9 Respond to contexts that shape practice.

EPAS 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Degree Requirements**

- 92 total quarter credits*
- Core courses (70 cr.)
- Elective courses (10 cr.)
- Field Experience (12 cr.)
- 8 days of residency (two 4-day residencies)

*Note:* The following (tracks) are available for the MSW program:

- Part-time—This track is similar to most traditional master's-level programs in which students either complete one or two courses per quarter.
- Two-year, full-time—This track requires students to complete two courses in the first quarter, while completing three courses at the same time in many of the remaining quarters.
- Advanced Standing—This track is for students who enter the program with a Bachelor of Social Work (BSW) degree that is accredited by the Council on Social Work Education (CSWE). They will begin the program with the introductory course that all MSW students take but then move to the advanced-level courses.

**Curriculum**

**Foundation Course (1 cr.)**


**Core Courses (60 cr.)**

- SOCW 6101 - Essential Skills for Social Work Practice
- SOCW 6200 - Human Behavior and the Social Environment I
- SOCW 6051 - Diversity, Human Rights, and Social Justice
• SOCW 6210 - Human Behavior and the Social Environment II
• SOCW 6301 - Social Work Practice Research I
• SOCW 6351 - Social Policy, Welfare, and Change
• SOCW 6060 - Social Work Theory and Practice
• SOCW 6111 - Advanced Clinical Social Work Practice I
• SOCW 6090 - Psychopathology for Social Work
• SOCW 6121 - Advanced Clinical Social Work Practice II
• SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations
• SOCW 6361 - Social Policy: Analysis and Advocacy

**Elective Courses (10 cr.)**

Choose two elective courses from any one of the elective cluster options below.

**Field Experience Courses (12 cr.)**

• SOCW 6500 - Social Work Field Education I
• SOCW 6510 - Social Work Field Education II
• SOCW 6520 - Social Work Field Education III
• SOCW 6530 - Social Work Field Education IV

**Course Sequence**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCW 6101 - Essential Skills for Social Work Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>2</td>
<td>SOCW 6200 - Human Behavior and the Social Environment I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 1—Completed before Field Education I</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6051 - Diversity, Human Rights, and Social Justice</td>
<td>5 cr.</td>
</tr>
<tr>
<td>3</td>
<td>SOCW 6210 - Human Behavior and the Social Environment II</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6301 - Social Work Practice Research I</td>
<td>5 cr.</td>
</tr>
<tr>
<td>4</td>
<td>SOCW 6351 - Social Policy, Welfare, and Change</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6500 - Social Work Field Education I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>5</td>
<td>SOCW 6510 - Social Work Field Education II</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>Elective 1*</td>
<td>5 cr.</td>
</tr>
<tr>
<td>6</td>
<td>SOCW 6060 - Social Work Theory and Practice</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6111 - Advanced Clinical Social Work Practice I</td>
<td>5 cr.</td>
</tr>
<tr>
<td>7</td>
<td>SOCW 6090 - Psychopathology for Social Work</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>SOCW 6311 - Social Work Practice Research II</td>
<td>5 cr.</td>
</tr>
<tr>
<td></td>
<td>Residency 2—Completed before Field Education III</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>
### Elective Clusters

The following optional elective clusters are designed to help students more deeply explore a particular area of interest within the field of clinical social work.

- General Program
- Addiction Counseling
- Children, Families, and Couples
- Crisis and Trauma Cluster
- Forensic Populations and Settings
- Medical Social Work
- Military Families and Culture

### Note on Licensure

Licensure for MSW prepared social workers varies greatly from state to state. Each state board responsible for regulating the practice of social work has its own academic, licensure, and certification requirements and issues its own license to practice as a social worker.

In most states, the academic credential required for licensure to practice as a social worker is an MSW degree from a social work program which has been accredited by the Council on Social Work Education (CSWE). The Walden MSW program is not CSWE accredited but has applied for accreditation and is currently considered to be in pre-candidacy.

Because no program can guarantee licensure upon graduation, we encourage students to consult the appropriate social work licensing agency in the state in which they plan to practice to determine the specific academic requirements for licensure. Walden enrollment advisors can provide information relating to the state-by-state MSW degree requirements for MSW licensure. However, it remains the individual's responsibility to understand, evaluate, and comply with all licensing requirements for the state in which he or she intends to practice. Walden makes no representations or guarantee that completion of its coursework or programs will permit an individual to achieve state licensure, authorization, endorsement, or other state credential as a social worker.
Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Master of Social Work (MSW) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Addiction Counseling

Addictions can have a detrimental effect on society. Courses in this elective cluster are designed to help students prepare for social work practice with individuals, families, and communities impacted by addictions. Topics covered include the history, philosophy, and trends in addiction counseling; an overview of the various models of treatment, recovery, and relapse prevention; and a survey of current psychotropic medications used in treating mental, behavioral, and addictive disorders.

Cluster Courses:
- SOCW 6103 - Introduction to Addictions
- SOCW 6202 - Treatment of Addictions
- SOCW 6743 - Psychopharmacology and Biopsychosocial Considerations

Course Sequence

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Children, Families, and Couples Cluster

Families, children, and couples living in today's society are faced with a multitude of social, emotional, and economic challenges. This elective cluster helps prepare students to address the diverse needs of these groups in a clinical setting. Courses enable students to expand and apply theories to social work practice with children, families, and couples. Students also gain an understanding of the legal and ethical aspects of working in this specialty area, and they have an opportunity to study human sexuality in the context of couples, marriage, and family counseling.

Choose two of the following:

- SOCW 6346 - Child and Adolescent Counseling
- SOCW 6356 - Theories and Techniques in Marriage, Couples, and Family Counseling
- SOCW 6362 - Human Sexuality

Course Sequence

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### Crisis and Trauma Cluster

Designed for students who want to gain an understanding of how traumatic events affect society, this elective cluster focuses on how to work with individuals and communities who have experienced disasters and crises. Coursework includes the fundamentals of crisis management and crisis leadership, ethical and legal considerations in crisis and trauma response, current theories and treatment models for sexual trauma, crisis in individuals and families, and worldwide or national crises.

**Cluster Courses:**
- SOCW 6145 - Crisis Management
- SOCW 6333 - Vicarious Trauma and Compassion Fatigue
- SOCW 6336 - Crisis, Trauma, and Disaster Response

### Course Sequence

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Forensic Populations and Settings Cluster

In this elective cluster, students have an opportunity to examine the fundamentals of working with forensic populations including sex and drug offenders, female offenders, and mentally ill offenders, among others. Courses provide a foundation in the psychological and sociological theories of criminal behavior and explore the facets of community crime prevention, restorative justice, and working with populations who are participating in or affected by the legal system.

Cluster Courses:
- SOCW 6511 - Treatment of Forensic Populations
- SOCW 6350 - Forensic Applications in Community Settings
- SOCW 6135 - Criminal Behavior

Course Sequence

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**Medical Social Work Cluster**

Individual patients or the family of a person with a chronic illness face a unique set of challenges related to the medical arena. In this elective cluster, students extend their knowledge of the role of medical social workers, the needs of clients and families, the issues faced by vulnerable populations, and how to work as part of a care team in a hospital, nursing home, or hospice facility. Students gain knowledge in supporting individual clients, families, and communities using resources and services for those dealing with acute or chronic illness, terminal illness, disability, or the challenges of aging.
**Cluster Courses:**
- SOCW 6204 - Medical Social Work I
- SOCW 6205 - Medical Social Work II
- SOCW 6743 - Psychopharmacology and Biopsychosocial Considerations

**Course Sequence**

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Military Families and Culture

This elective cluster prepares students to address the needs of former and active military personnel, veterans, and their families. Courses help students gain an understanding of post-traumatic stress disorder; vicarious trauma; and how extended deployments, parent-child separation, and frequent family relocations can affect individuals and their children, spouses, or other family members. Students explore current methodologies and best practices in working with members of the armed forces.

Cluster Courses:

- SOCW 6400 - Military Culture
- SOCW 6401 - Trauma, Crisis, and Stress With Military Personnel
- SOCW 6402 - Working With Military Spouses, Families, and Children

Course Sequence

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**DOCTORAL DEGREE PROGRAMS**

**Doctor of Social Work (DSW)**

The Doctor of Social Work (DSW) is a postgraduate program designed to prepare students as advanced practitioners who employ action research to design, implement, and assess social work and social welfare programs and policies for suitability for the diverse needs of families, communities, and society. This program may prepare students to design culturally and contextually relevant social services; mentor others in their efforts to provide social services to individuals, communities, and society; and provide leadership and advocacy in the social work profession regarding needs of individuals and communities with schools, governments, health services, criminal justice systems, and mental health organizations.

The DSW program specifically differs from the Ph.D. in Social Work because the development and training in the DSW is focused on providing advanced development for the practitioner-scholar. The Ph.D. program is focused on developing scholar-practitioners for service as researchers, agency leaders, policy analysts, and educators.

**Learning Outcomes**

At the end of this program, graduates will be able to:

1. Apply current research, best practices, and theory-based prevention and intervention strategies to address social problems and needs of social groups.
2. Address etiology and dynamics of social problems and social needs by using research in the field.
3. Apply results from research and evaluation to improve prevention and intervention strategies in social work practice.
4. Critically examine the history of social work, its mission, and its core values.
5. Promote social change by collaborating with clients, various professional agencies, organizations, and communities to advocate for the needs of culturally diverse clientele.
7. Apply ethical decision making to social work research and practice.

**Specializations**

- Addictions and Social Work
- Clinical Expertise
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Interventions
• Medical Social Work
• Policy Practice
• Social Work Administration

Degree Requirements
• 77 Total credits
• Foundation course (1 cr.)
• Core courses (41 cr.)

Specialization Courses (15 cr.)
• Doctoral Study Action Research Project (four terms, each 5 cr. = total 20 cr.)
• 3 years estimated time to completion (based on individual student progress)
• Residency (one 6-day face-to-face session)

Core Curriculum

Foundation Course (1 cr.)
• SOCW 8000 - Foundations of Graduate Study

Core Courses (41 cr.)
• SOCW 8110 - Advanced Social Work Theory and Practice
• SOCW 8116 - History and Development of Social Work
• SOCW 8137 - Contemporary Issues, Social Change, and Social Policy
• SOCW 8210 - Survey Research Methods
• SOCW 8138 - Program and Practice Evaluation
• SOCW 8117 - Diversity and Multiculturalism

Doctoral Action Research Project (20 cr.)
• SOCW 8600 - Action Research Project

Course Sequence

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**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Doctor of Social Work (DSW) program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**Addictions and Social Work**

The Addictions and Social Work specialization prepares students to expand their professional service to support families, individuals, and communities around addictions treatment and case management and the development of prevention, intervention, and consultation around addiction.

**Specialization Courses**

- SOCW 8103 - Introduction to Addiction
- SOCW 8203 - Theories, Treatment, and Case Management of Addictions
- SOCW 8785 - Prevention, Intervention, and Consultation

**Clinical Expertise**

An advanced social work practitioner can make a positive impact in the community on various levels. This specialization can help prepare students for a career as an expert in clinical social work practice. Students will have the opportunity to focus their studies in supervision, treatment of forensic populations, and addiction case management. Students can gain the knowledge to become a supervisor of Master of Social Work students or advance their current clinical practice.
Specialization Courses

- SOCW 8570 - Social Work Supervision
- SOCW 8203 - Theories, Treatment, and Case Management of Addictions
- SOCW 8571 - Treatment of Forensic Populations

Criminal Justice

The specialization in Criminal Justice is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students will examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They will explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. And they will gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Specialization Courses

- SOCW 8350 - Historical and Contemporary Issues in Criminal Justice
- SOCW 8351 - Policy Analysis in the Criminal Justice System
- SOCW 8785 - Prevention, Intervention, and Consultation

Disaster, Crisis, and Intervention

The Disaster, Crisis, and Intervention specialization examines theories and strategies to respond to the initial basic needs of a community in an emergency situation and how to assist victims and their caregivers after the initial crisis has passed. Students will study skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. They will examine the actions and behaviors that follow a disaster; learn how to address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. Students will explore a crisis from a community and regional level and gain experience by designing a crisis plan to prepare for future emergencies. In this specialization, students also address the psychological impact of terrorism on communities.

Specialization Courses

- SOCW 8145 - Crisis Management
- SOCW 8785 - Prevention, Intervention, and Consultation
- SOCW 8333 - Vicarious Trauma and Compassion Fatigue

Family Studies and Interventions

The Family Studies and Intervention Strategies specialization provides students with techniques for utilizing advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities,
gay and lesbian, single-parent, and low-income families. Students will explore developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

**Specialization Courses**

- SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling
- SOCW 8346 - Child and Adolescent Counseling
- SOCW 8785 - Prevention, Intervention, and Consultation

**Medical Social Work**

The Family Studies and Intervention Strategies specialization provides students with techniques for utilizing advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities, gay and lesbian, single-parent, and low-income families. Students will explore developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

**Specialization Courses**

- SOCW 8204 - Medical Social Work I
- SOCW 8205 - Medical Social Work II
- SOCW 8815 - Contemporary Gerontology/Geriatric Psychology

**Policy Practice**

Effective policy and sustainable change are the result of successful collaboration with legislators, lobbyists, grass-roots organizations and other groups, and individuals. This specialization can help students advance social welfare by identifying community needs and learning best practices in working with key stakeholders on today's most pressing social policy issues. Students will have the opportunity to analyze the key factors that influence decision making related to positive social change and learn how to engage with community, state, and federal governments.

**Specialization Courses**

- SOCW 8451 - Public Policy Analysis
- SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- SOCW 8809 - Fundamentals of Law and Public Policy

**Social Work Administration**

Strong leadership, strategic program development, and effective implementation can enhance an agency's ability to serve its target populations. This specialization helps students focus on these and other aspects of administration within the context of advancing social welfare. The curriculum is designed to help students gain insight into organizational behavior, staff development, internal and community relations, and management. Students can apply their
knowledge to help social work agencies develop effective strategies for improving the well-being of the individuals and groups they serve.

**Specialization Courses**

- SOCW 8152 - Human Services Administration
- SOCW 8750 - Leadership Development
- SOCW 8786 - Strategic Context of Public Management and Leadership

**Ph.D. in Human Services**

Social service practitioners face an increasingly diverse clientele, as delivery systems and client populations become more multicultural and include a broader range of complex issues. The Ph.D. in Human Services program prepares students to excel within a diverse service-delivery system by equipping them with action-oriented research skills and context-sensitive knowledge for application within unique practice environments.

**Learning Outcomes**

At the end of the program, students will be able to:

1. Analyzes and evaluates theories, models, historical foundations, and conceptual frameworks related to the profession of human services through a process of scholarly inquiry.
2. Evaluates and applies ethical, social, multicultural, diversity, and political considerations to scholarly inquiry and professional practice.
3. Evaluates qualitative, quantitative, and/or mixed-methods research published in professional journals, textbooks, and other scholarly resources.
4. Applies principles of quantitative, qualitative, or mixed methods to research design.
5. Applies qualitative, quantitative, and/or mixed-methods research in the investigation of problems or phenomena in human services practice.
6. Evaluates and applies social change theories to human services practice and research.
7. Evaluates and applies lifespan human development theories in human services research and practice.

**Specializations**

- General Program
- Clinical Social Work
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Intervention Strategies
- Human Services Administration
- Public Health
- Social Policy Analysis and Planning
• Military Families and Culture
The Advanced Customized Specialization (15 cr.) option gives students a unique way to meet specialization requirements. Gain a deeper level of knowledge in a specific area of interest and benefit from an independent, self-directed learning experience under the guidance of a mentor.

Degree Requirements

• 112 total quarter credits
• Foundation course (1 cr.)
• Professional Development Plan and program of study
• Core courses (60 cr.)

Specialization Courses (15 cr.)

• Foundation Research Sequence (12 cr.)
• Advanced Research Course (4 cr.)
• Elective courses (15 cr.)
• Proposal, dissertation, and oral presentation (20 cr.)
• Four 4-day residencies

Core Curriculum

Foundation Course (1 cr.)
• HUMN 8000 - Foundations of Graduate Study in Human Services

Core Courses (60 cr.)
• HUMN 8150 - History and Development of Human Services
• HUMN 8151 - Human Services Theory, Research, and Practice
• HUMN 8701 - Culture and Psychology
• HUMN 8405 - Ethics and Social Justice
• HUMN 8152 - Human Services Administration
• HUMN 8327 - Research and Program Evaluation
• HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professionals
• HUMN 8240 - Human Motivation
• HUMN 8550 - Preparing for Dissertation
• HUMN 8750 - Leadership Development
• HUMN 8420 - Organizational Management and Leadership
• HUMN 8431 - Finance and Budgeting for the Public Sector

Foundation Research Sequence (12 cr.)
Courses composing the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100U must be
completed prior to Residency 2 of the academic residencies. RSCH 8200U and RSCH 8300U must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100 - Research Theory, Design, and Methods
- RSCH 8200 - Quantitative Reasoning and Analysis
- RSCH 8300 - Qualitative Reasoning and Analysis

**Advanced Research Course (4 cr.)**

All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements. One of the following three courses is required:

- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
- OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
- OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Elective Course (15 cr.)**

Choose any three elective courses from any Ph.D. in Human Services specialization or the Specialization Courses (5 cr. each for a total of 15 cr.).

**Dissertation (20 cr.)**

- HUMN 9001 - Dissertation

**Program Data**

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Human Services program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

**General Program**

Students can create their own learning experience through the General Program. They will have the flexibility to design a program that may include courses on criminal justice, clinical studies, or child and family services. Students will explore the topics that interest them most and that closely match their personal and professional goals.

**Specialization Curriculum (15 cr.)**

For the General Program, students are required to complete any three (5-cr. each) graduate-level courses.
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Counseling Specialization (Course-Based)

The Counseling specialization focuses on healthy life adjustment, biopsychosocial stress, human diversity, and a synthesis of social, behavioral, and developmental approaches to human growth. Graduates utilize a learning philosophy that emphasizes developmental theories and the broad application of these theories to promote positive, health-oriented growth with emphasis on helping others achieve greater psychological, social, academic, vocational, and ethical development.

Specialization Curriculum (15 cr.)

- HUMN 8337 - Techniques in Counseling

Choose two:

- HUMN 8723 - Counseling and Psychotherapy Theories
- HUMN 8215 - Lifespan Development
- HUMN 8725 - Multicultural Counseling
- HUMN 8240 - Human Motivation
- HUMN 8306 - Ethics and Legal Issues in Counseling
- HUMN 8785 - Prevention, Intervention, and Consultation

Advanced Customized Specialization (15 cr.)

The Advanced Customized option gives students a unique way to meet the coursework requirements in this program. Gain a deeper level of knowledge in a specific area of interest and benefit from an independent, self-directed learning experience under the guidance of a mentor.

Required Specialization Course (5 cr.)

Students choose an area of specialization and take one required course for that area, listed below:

- **General:** Any graduate level course offered by Walden University
- **Clinical Social Work:** HUMN 8110 - Advanced Social Work Theory and Practice
- **Criminal Justice:** HUMN 8529 - Forensic Application in Community Settings
- **Disaster, Crisis, and Intervention:** HUMN 8145 - Crisis Management
- **Family Studies and Intervention Strategies:** HUMN 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling
- **Human Services Administration:** HUMN 8111 - Leadership and Organizational Change
- **Public Health:** HUMN 8050 - Global Health and Issues in Disease Prevention
- **Social Policy Analysis and Planning:** HUMN 8451 - Public Policy Analysis

Advanced Customized Experiences (10 cr.)

The remaining 10 hours for the specialization consist of independent learning experiences:

- HUMN 8404 - Advanced Customized Experience A
- HUMN 8406 - Advanced Customized Experience B
Clinical Social Work

Students can advance their knowledge of social work theory, policy, and practice with a specialization in Clinical Social Work. They will study the leadership skills necessary to design and implement more effective policies that provide culturally and contextually relevant services to those in need. And they will gain valuable experience conducting research from both macro and micro perspectives in an effort to inform best practices in their fields. This specialization focuses on outreach and advocacy practices in addition to clinical applications.

Specialization Curriculum (15 cr.)

- HUMN 8110 - Advanced Social Work Theory and Practice
- HUMN 8700 - Psychology and Social Change
- HUMN 8785 - Prevention, Intervention, and Consultation

Criminal Justice

The specialization in Criminal Justice is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students will examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They will explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. And they will gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Specialization Curriculum (15 cr.)

- HUMN 8529 - Forensic Application in Community Settings
- HUMN 8350 - Historical and Contemporary Issues in Criminal Justice
- HUMN 8511 - Treatment of Forensic Populations

Course Sequence

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### Disaster, Crisis, and Intervention

In this specialization, students will examine the theory and strategies to respond to the initial basic needs of a community in an emergency situation and how to assist victims and their caregivers after the initial crisis has passed. Students can study the skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. They will examine the actions and behaviors that follow a disaster; learn how to address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. And they will explore a crisis from a community and regional level, and gain experience designing a crisis plan to prepare for future emergencies. This specialization also addresses the psychology and impact of terrorism on communities.

**Specialization Curriculum (15 cr.)**

- HUMN 8338 - Crisis, Trauma, and Disaster Response

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Family Studies and Intervention Strategies

The Family Studies and Intervention Strategies specialization provides students with an understanding of the utilization of advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minority, gay and lesbian, single-parent, and low-income families. Graduates are particularly skilled at developing multi-modal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

Specialization Curriculum (15 cr.)

- HUMN 8361 - Human Sexuality
- HUMN 8810 - Community Psychology
- HUMN 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling

Course Sequence

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**Human Services Administration**

The Human Services Administration specialization focuses on the study of the theoretical foundations of organizational behavior and the practice of management and planning. Topics for inquiry include leadership, program development and implementation, creating and sustaining interorganizational and community relations, and staff development and training. Graduates are prepared to assess the effectiveness of the internal and systemic efforts of community-based human services organizations and, as a result, provide managers and direct-line staff with more effective strategies for improving the well-being of the diverse individuals and groups they serve.
**Specialization Curriculum (15 cr.)**

- HUMN 8392 - The Language of Leadership
- HUMN 8111 - Leadership and Organizational Change
- HUMN 8390 - Strategic Context of Public Management and Leadership

**Course Sequence**

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Military Families and Culture

In this specialization, students can gain insight into military culture and develop the advanced skills needed to meet the needs of former and active military personnel, veterans, and their families. Coursework focuses on post-traumatic stress disorder (PTSD), vicarious trauma, and the emotional and behavioral consequences of frequent family relocations, extensive deployments, and parent-child separation. Students also explore current approaches in working with members of the armed forces.

Specialization Courses (15 cr.)

- HUMN 8401 - Trauma, Crisis, and Stress With Military Personnel
- HUMN 8402 - Working with Military Spouses, Families, and Children
- HUMN 8403 - Military Culture

Public Health

In the Public Health specialization, students will address the critical public health issues impacting their communities today and will explore the role that health promotion plays in creating positive social change. Students will engage in an epidemiological approach to the study of disease and injury in populations, and how to apply this study to the control of public health problems. They will examine the social, behavioral, and cultural factors that impact public health and explore the chemical, physical, and biological hazards that can affect the health and safety of a community. And they will gain the key strategies needed for effectively organizing and conducting population-based disease prevention and health promotion programs.

Specialization Curriculum (15 cr.)

- HUMN 8050 - Global Health and Issues in Disease Prevention
- HUMN 8400 - Public Health Leadership and Systems Thinking
- HUMN 8129 - Communications, Marketing, and Public Relations for Public Health Leaders

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### Social Policy Analysis and Planning

In this specialization, students will impact and inform public policy and advance the greater good by identifying community needs and working with key stakeholders on issues affecting the health and welfare of the community. They will study how to analyze existing policy and the key economic and legal factors that influence decision making. And they will explore strategies behind successfully collaborating and coordinating with legislators, lobbyists, and others to create informed policy and sustainable change.

#### Specialization Curriculum (15 cr.)

- HUMN 8451 - Public Policy Analysis
- HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- HUMN 8809 - Fundamentals of Law and Public Policy

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Ph.D. in Social Work

The Ph.D. in Social Work program is designed to prepare experienced social work professionals as leaders, researchers, educators, and supervisors in the field. This program offers students an opportunity to engage in a core body of social work knowledge and processes that focus on the history and development of the profession, contemporary issues in social work, advanced social work theory and practice, program planning and evaluation, and research methods leading to a dissertation experience designed to prepare students for their roles as leaders and advocates for social change in the field.

Learning Outcomes

Graduates of this program are able to:

1. Utilize current research, best practices, and theory to promote prevention and intervention strategies that address social problems and needs of oppressed and marginalized social groups.
2. Employ various research and statistical tools to create data to address the etiology and dynamics of social problems and social needs.
3. Evaluate the role of research and evaluation in social work in improving social interventions and advancing theory development.
4. Critically evaluate the history of social work, its mission, and its core values.
5. Promote social change by collaborating with leaders, agencies, and universities to advocate for policies and programs that advance the economic and social well-being of culturally diverse clientele.

6. Demonstrate the ability to assess the role of diversity in characterizing and shaping the human experience.

7. Apply ethical decision making and practices in social work.

Specializations

- Addictions and Social Work
- Clinical Expertise
- Criminal Justice
- Disaster, Crisis, and Intervention
- Family Studies and Interventions
- Medical Social Work
- Policy Practice
- Social Work Administration

Degree Requirements

- 77 total credits
- Foundation course (1 cr.)
- Core course (25 cr.)

Specialization Courses (15 cr.)

- Dissertation (four terms for a total of 20 cr.)
- 10 quarters; 3 years estimated time to completion (based on individual student progress)
- Four 4-day residency sessions

Core Curriculum

Foundation Course (1 cr.)

- SOCW 8000 - Foundations of Graduate Study

Core Courses (25 cr.)

- SOCW 8110 - Advanced Social Work Theory and Practice
- SOCW 8116 - History and Development of Social Work
- SOCW 8137 - Contemporary Issues, Social Change, and Social Policy
- SOCW 8138 - Program and Practice Evaluation
- SOCW 8550 - Preparing for Dissertation
**Foundation Research Sequence (12 cr.)**

Courses comprising the Foundation Research Sequence are conducted online and require weekly readings, participation in discussions, and assignment completion. Course instructors guide discussions and evaluate discussion and application assignments. RSCH 8100 must be completed prior to Residency 2 of the academic residencies. RSCH 8200 and RSCH 8300 must be completed prior to beginning the dissertation or attending Residency 3.

- RSCH 8100 - Research Theory, Design, and Methods
- RSCH 8200 - Quantitative Reasoning and Analysis
- RSCH 8300 - Qualitative Reasoning and Analysis

**Advanced Research Sequence (4 cr.)**

All Ph.D. students are required to complete one advanced-level research course that mirrors the methodology of their intended dissertations. The university offers three advanced courses; individual programs may have other advanced options. Students should refer to their specific programs of study to determine program-specific requirements.

One of the following three courses is required:

- RSCH 8250 - Advanced Quantitative Reasoning and Analysis
- OR
- RSCH 8350 - Advanced Qualitative Reasoning and Analysis
- OR
- RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis

**Dissertation (20 cr.)**

- SOCW 9000 - Dissertation

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Program Data

Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the Ph.D. in Social Work program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.

Addictions and Social Work

The Addiction and Social Work specialization prepares students to expand their professional service to support families, individuals, and communities around addictions treatment and case management and the development of prevention, intervention, and consultation around addiction.

Specialization Courses

- SOCW 8103 - Introduction to Addiction
- SOCW 8203 - Theories, Treatment, and Case Management of Addictions
- SOCW 8785 - Prevention, Intervention, and Consultation

Criminal Justice

The specialization in Criminal Justice is designed for professionals involved in all aspects of public safety, including law enforcement and rehabilitation. Students will examine the factors that contribute to criminal behavior, such as urban decay, substance abuse, and poverty. They will explore the use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, including restorative justice as it relates to both criminals and the victims of crimes. And they will gain a greater insight into the problems facing the criminal justice system and how they can begin to address these challenges.

Specialization Courses

- SOCW 8350 - Historical and Contemporary Issues in Criminal Justice
- SOCW 8351 - Policy Analysis in the Criminal Justice System
- SOCW 8117 - Diversity and Multiculturalism
Clinical Expertise

An advanced social work practitioner can make a positive impact in the community on various levels. This specialization can help prepare students for a career as an expert in clinical social work practice. Students will have the opportunity to focus their studies in supervision, treatment of forensic populations, and addiction case management. Students can gain the knowledge to become a supervisor of Master of Social Work students or advance their current clinical practice.

Specialization Courses

- SOCW 8117 - Diversity and Multiculturalism
- SOCW 8570 - Social Work Supervision
- SOCW 8571 - Treatment of Forensic Populations

Disaster, Crisis, and Intervention

The Disaster, Crisis, and Intervention specialization examines theories and strategies to respond to the initial basic needs of a community in an emergency situation and how to assist victims and their caregivers after the initial crisis has passed. Students will study skills and practices specific to crisis counseling, including theories of crisis intervention and models for working with different populations. They will examine the actions and behaviors that follow a disaster; learn how to address stress, coping, and adjustment difficulties; and study psychological disorders such as post-traumatic stress disorder. Students will explore a crisis from a community and regional level and gain experience by designing a crisis plan to prepare for future emergencies. In this specialization, students also address the psychological impact of terrorism on communities.

Specialization Courses

- SOCW 8145 - Crisis Management
- SOCW 8333 - Vicarious Trauma and Compassion Fatigue
- SOCW 8117 - Diversity and Multiculturalism

Family Studies and Interventions

The Family Studies and Intervention Strategies specialization provides students with techniques for utilizing advanced clinical theory and research methodology within a unique, client-centered ecological context. Students are exposed to a broad spectrum of theoretical and clinical approaches to intervention, which emphasize the special needs of ethnic and racial minorities, gay and lesbian, single-parent, and low-income families. Students will explore developing multimodal therapeutic approaches and recognizing special treatment considerations within a diverse client delivery system.

Specialization Courses

- SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling
- SOCW 8346 - Child and Adolescent Counseling
- SOCW 8117 - Diversity and Multiculturalism
Medical Social Work

The Medical Social Work specialization provides students techniques for supporting individual clients or patients, families, and communities around resources and support services for vulnerable populations such as people with acute or chronic illness, terminal illness, disabilities, and challenges of age. Students in this specialization explore working as a part of treatment and care teams in hospitals, nursing homes, and hospice facilities and with caretakers and other treatment facilities. In this specialization, students are exposed to the roles and competencies of medical social workers, the needs of clients and families, particularly the aging population, and resource planning and support for vulnerable populations.

Specialization Courses

- SOCW 8204 - Medical Social Work I
- SOCW 8205 - Medical Social Work II
- SOCW 8815 - Contemporary Gerontology/Geriatric Psychology

Policy Practice

Effective policy and sustainable change are the result of successful collaboration with legislators, lobbyists, grass-roots organizations and other groups, and individuals. This specialization can help students advance social welfare by identifying community needs and learning best practices in working with key stakeholders on today's most pressing social policy issues. Students will have the opportunity to analyze the key factors that influence decision making related to positive social change and learn how to engage with community, state, and federal governments.

Specialization Courses

- SOCW 8451 - Public Policy Analysis
- SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination
- SOCW 8809 - Fundamentals of Law and Public Policy

Social Work Administration

Strong leadership, strategic program development, and effective implementation can enhance an agency's ability to serve its target populations. This specialization helps students focus on these and other aspects of administration within the context of advancing social welfare. The curriculum is designed to help students gain insight into organizational behavior, staff development, internal and community relations, and management. Students can apply their knowledge to help social work agencies develop effective strategies for improving the well-being of the individuals and groups they serve.

Specialization Courses

- SOCW 8152 - Human Services Administration
- SOCW 8750 - Leadership Development
- SOCW 8117 - Diversity and Multiculturalism
- HUMN 6403 - Military Culture
THE COLLEGE OF UNDERGRADUATE STUDIES

The College of Undergraduate Studies is the academic unit of Walden University responsible for the required general education curriculum, which is a component of all baccalaureate degree programs of the university.

Additionally, the college is responsible for the B.S. in Interdisciplinary Studies and the curricular emphases within the interdisciplinary studies program. The college collaborates closely with the other colleges and schools of the university in the planning and delivery of undergraduate degree programs, particularly as they relate to general education.

The college's faculty members are highly qualified and represent the wide array of disciplines contained in the general education and Interdisciplinary Studies curricula. The college collaborates with all of the academic and student support units of the university regarding the quality of the overall university experience of undergraduate students.
THE CENTER FOR DEGREE ACCELERATION

The Center for Degree Acceleration provides several opportunities for students to accelerate their time to degree completion and reduce the cost of their program of study. The Center helps undergraduate students by providing multiple pathways to demonstrate college-level learning acquired outside of the classroom and earn college credits including:

- Allowing students to easily transfer previous college-level courses or an associate's degree.
- Serving as the point of contact between enrollment advisors and academic advisors to enable students to foster earlier degree completion.
- Offering guidance to students on ways to obtain academic credit for college-level learning through a portfolio development course.
- Instructing students on other options to earn credit by examination.
- Providing guidance on the Accelerate into Master's (AIM) programs.

The Walden University General Education Curriculum

Bachelor's degree programs at Walden University combine academic study with real-world applications to prepare students for today's competitive economy and society in business, technology, education, social, behavioral, and health sciences. General education courses blend with degree program courses to provide the breadth and depth of knowledge needed by the 21st-century citizen.

Walden's general education outcomes focus on discovery, evaluation, expression, perspective, and change. Students explore these ways of thinking and working in courses in communication, humanities, natural sciences, mathematics, and social sciences. Undergraduates learn critical and creative thinking, written and verbal communication skills, problem-solving, and group skills. These competencies prepare students for diverse public and professional lives where they will help shape a changing global community.

Learning Outcomes

The Walden University General Education learning outcomes are as follows:

1. Discovery: Students will locate and identify appropriate sources of information using multiple sources and methods, including bibliographic, textual, experiential, and experimental research.
2. *Evaluation:* Students will critically assess texts and arguments in multiple forms and contexts using quantitative and qualitative logic, the scientific method, ethics, and pragmatics.

3. *Expression:* Students will effectively and ethically communicate information and opinions verbally and nonverbally using written, oral, behavioral, and visual methods adapted for diverse audiences and purposes.

4. *Perspective:* Students will be able to articulate the consistency and flexibility of knowledge as it is experienced across time, space, and culture.

5. *Change:* Students will articulate how their ability to discover, evaluate, and express ideas from different perspectives is instrumental in their progress toward achieving personal goals and effecting social change.

**General Education Areas and Requirements**

(Minimum of 46 cr. total)

*Note:* A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult their academic advisor if they have questions about individual program requirements.

**Written and Oral Communications**

(Minimum of two courses; ENGL 1001 OR ENGL 1001E is required)

- COMM 1001 - Contemporary Communications
- COMM 1003 - Introduction to Mass Communication
- COMM 1004 - Interpersonal Communication
- COMM 2002 - Fundamentals of Public Speaking
- COMM 4001 - Intercultural Communication
- ENGL 1001 - English Composition
- ENGL 2002 - Professional Writing for Successful Communication

**Humanities**

(Minimum of two courses; HMNT 1001 is required.)

- ARTS 2001 - Fundamentals of Photographic Arts
- ENGL 2050 - Women’s Literature and Social Change
- ENGL 2110 - Creative Writing: Fundamentals of Short Fiction
- ENGL 3110 - Creative Writing: Contemporary Nonfiction and Poetry
- HMNT 1001 - Living and Learning in a Technological World
- HMNT 1050 - Humanities Through the Arts
- HMNT 3001 - Modern Popular Culture
- PHIL 1001 - Introduction to Philosophy
- PHIL 2001 - Ethics
- PHIL 3010 - Science and Spirituality
- RELG 2001 - World Religions

**Mathematics/Natural Sciences**
(Minimum of two courses)

- BIOL 1001 - Introduction to Biology ♦ *
- BIOL 2320 - Nutritional Science ♦
- BIOL 3020 - Essentials of Human Anatomy and Physiology ♦ *
- CHEM 1001 - Introduction to Chemistry ♦
- MATH 1030 - College Math ♦
- MATH 1025 - Exploring Mathematics in the Everyday World ♦
- MATH 1040 - College Algebra Concepts ♦
- NASC 1001 - Environmental Science ♦
- PHSC 1001 - Earth Science ♦
- SCNC 4001 - Analyzing Contemporary Scientific Controversies ♦
- STAT 3001 - Statistical Methods and Applications ♦

Social Sciences

(Minimum of two courses; SOCI 4080 or SOCI 4080E required)

- ANTH 3001 - Indigenous Peoples in the Modern World ♦
- CUGS 2010 - What’s Your Problem? ♦ *
- GEOG 1001 - World Regional Geography ♦
- HIST 2005 - World History 1900–1945 ♦
- HIST 2006 - World History 1945–2000 ♦
- POLI 1001 - American Government and Politics ♦
- PSYC 1001 - Introduction to Psychology ♦ *
- SOCI 1001 - Introduction to Sociology ♦
- SOCI 2001 - Multicultural Dimensions of Society ♦ *
- IDST 1035 - Self in Society: An Interdisciplinary Approach ♦
- IDST 1050 - Interdisciplinary Experience: Identity in a Global Society ♦
- IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City ♦
- IDST 4002 - Seminar in Public Service ♦ *
- SOCI 4080 - Social Responsibility ♦ *

*Students have the option of taking this course in a 12-week format.

Foundation Course

Many university students find they need to refresh their skills in mathematics before taking college-level courses. The College of Undergraduate Studies offers a foundational course in mathematics to prepare students for success in their degree programs. This preparatory course has a much lower tuition rate than college-level courses. The course does not apply to graduation and is not transferable to other institutions of higher education.

- MATH 0090 - Basic Algebra ♦

Elective Writing and Math Courses

The following courses are designed to prepare students for their required composition or mathematics general education requirements. Course credit applies toward degree completion as elective credit, but will not fulfill general education requirements.

- ENGL 1000 - Academic Writing ♦
- MATH 1010 - Intermediate College Math ♦
Courses That Must Be Taken at Walden

Programs Requiring Specific General Education Courses

The following general education courses are required for Bachelor of Science programs. HMNT 1001 and SOCI 4080 must be taken at Walden University. The other courses in this table are eligible for transfer credit. Also see the Transfer Maximum by Program table in the Walden University Student Handbook.

<table>
<thead>
<tr>
<th>Program</th>
<th>Required Communications Courses</th>
<th>Required Math Courses</th>
<th>Required Social Science Courses</th>
<th>Required Humanities Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. in Accounting</td>
<td>ENGL 1001*</td>
<td>MATH 1040</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Business Administration</td>
<td>ENGL 1001*</td>
<td>MATH 1030</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Business Communication</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Child Development</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 2001 SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Communication</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Computer Information Systems</td>
<td>ENGL 1001*</td>
<td>MATH 1040</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Criminal Justice</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Forensic Psychology</td>
<td>ENGL 1001* COMM 4001</td>
<td>MATH 1030 AND STAT 3001</td>
<td>PSYC 1001* SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Health Studies</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030 AND STAT 3001* AND BIOL 3020</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Healthcare Management</td>
<td>ENGL 1001*</td>
<td>MATH 1030 OR MATH 1040 AND BIOL 3020*</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Human Services</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 4080* PSYC 1001*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Information Technology</td>
<td>ENGL 1001*</td>
<td>MATH 1040</td>
<td>SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Instructional Design and Technology</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR MATH 1030</td>
<td>SOCI 2001 SOCI 4080*</td>
<td>HMNT 1001</td>
</tr>
<tr>
<td>B.S. in Interdisciplinary</td>
<td>ENGL 1001*</td>
<td>MATH 1025* OR</td>
<td>SOCI 4080*</td>
<td>HMNT</td>
</tr>
</tbody>
</table>
Studies

Bachelor of Science in Nursing (BSN) Completion Program  
ENGL 1001*  
STAT 3001 BIOL 3020  
SOCI 4080*  
HMNT 1001

B.S. in Political Science and Public Administration  
ENGL 1001*  
MATH 1025* OR MATH 1030  
GEOG 1001 SOCI 4080*  
HMNT 1001

B.S. in Psychology  
ENGL 1001*  
MATH 1030  
SOCI 4080*  
HMNT 1001

B.S. in Public Health  
ENGL 1001*  
STAT 3001 AND BIOL 3020*  
SOCI 4080*  
HMNT 1001

*Students have the option of taking this course in a 12-week format.

**B.S. in Interdisciplinary Studies**

The B.S. in Interdisciplinary Studies degree program provides adult students, well-versed in life experience, an approach and the tools to understand and respond to complex situations, issues, and problems that might arise within a workplace, family environment, or community. In the program, students achieve mastery of the interdisciplinary methods through application in Interdisciplinary Studies courses focusing on the phenomena of urban communities, population movements, identity, and other topics. Students in the Interdisciplinary Studies program become the future knowledge creators and innovators needed to see and solve increasingly complex societal issues.

**Emphases**

Additionally, the B.S. in Interdisciplinary Studies program provides adult students with an opportunity to create flexible career options through the use of "emphases" that are drawn from other degree programs in the university to obtain an understanding and the skills needed in professions of interest. Students are required to choose two emphases in their Interdisciplinary Studies program. Each emphasis must consist of six courses from another Walden undergraduate program.

**Learning Outcomes**

At the end of this program, students will be able to:

1. Comprehend and translate terminology across multiple program areas and perspectives.
2. Use symbols, metaphors, and models to communicate their understanding of complex issues.
3. Demonstrate systemic interdisciplinary reasoning.
4. Demonstrate inclusive thinking and techniques of integration to move toward interdisciplinary approaches to problem-solving and decision making.
5. Conduct, analyze, and apply interdisciplinary research.
6. Understand the importance of solving problems alongside individuals with multiple perspectives.
7. Evaluate the relevance of contextual factors to understand an issue.

**Degree Requirements**

- 181 total quarter credit hours (including 45 cr. completed at Walden)
- General education courses (46 cr.)
- Interdisciplinary core experience courses (40 cr.)
- Capstone courses (5 cr.)
- Elective courses (30 cr.)
- Emphasis courses (60 cr.)

**Curriculum**

**General Education Courses (46 cr.)**

See the general education section of this *Walden University Catalog*.

**Note:** A minimum of 55 quarter credits must be completed at the 3000 or 4000 level in order to meet program requirements. In some cases, this means that students will need to select 3000 or 4000 level courses as either general education or elective options. Students should consult with their Academic Advisor if they have questions about individual program requirements.

**Interdisciplinary Core Experience Courses (40 cr.)**

- **IDST 1035 - Self in Society: An Interdisciplinary Approach**
- **IDST 1050 - Interdisciplinary Experience: Identity in a Global Society**
- **IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City**
- **PSPA 3030 - Social Change in the Community**
- **PSPA 3040 - Global Social Justice**
- **IDST 3050 - Interdisciplinary Experience: Change and Population Movements Across Borders**
  Choose one of the following:
  - **COMM 4001 - Intercultural Communication**
  OR
  - **IDST 4002 - Seminar in Public Service**
  OR
  - **IDST 4003 - Seminar With Internship**
  OR
  - **IDST 4004 - Seminar With Study Abroad**
  - **IDST 4001 - Seminar in Interdisciplinary Research**

**Capstone Courses (5 cr.)**

Students must complete the following course:

- **IDST 4080 - Capstone—Interdisciplinary Methodology**
Elective Courses (30 cr.)
Choose six courses from general education, B.S. in Interdisciplinary Studies, or other Walden bachelor’s degree programs. At least 55 credits must be at the 3000–4000 level. Elective credits should total 30 to meet the program requirements. Students may also be eligible to transfer previous credit to meet their elective requirements. Note on Minors: Electives can also be used to complete a six-course minor.

Emphasis Courses (60 cr.)
Students must choose two emphases. Each emphasis consists of six required courses from another Walden undergraduate program.

Accounting Emphasis (30 cr.)
- BUSI 1002 - Introduction to Management and Leadership
- ACCT 1003 - Introduction to Accounting I
- ACCT 2003 - Introduction to Accounting II
- ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis
- FNCE 3001 - Financial Management
- ACCT 3001 - Intermediate Accounting I

Business Administration Emphasis (30 cr.)
- BUSI 1002 - Introduction to Management and Leadership
- MRKT 3001 - Marketing
- ACCT 1003 - Introduction to Accounting I
- FNCE 3001 - Financial Management
- HRMG 3001 - Human Resource Management
- ISYS 3001 - Information Systems in Enterprise

Child Development Emphasis (30 cr.)
- EDUC 1004 - Child Development
- EDUC 4005 - Cultural and Linguistic Diversity
- EDUC 1005 - Child Health, Safety, and Nutrition
- EDUC 2001 - Language Development
- EDUC 3003 - Observation and Assessment of the Young Child
- EDUC 1006 - Child, Family, and Community Relationships

Communication Emphasis (30 cr.)
- COMM 1003 - Introduction to Mass Communication
- COMM 1004 - Interpersonal Communication
- COMM 2001 - Dynamics of Group Communication
- MEDC 3001 - Communicating Through Media and Technology
- COMM 3002 - Negotiation and Persuasion
- COMM 2003 - Writing for the Digital Age
Computer Information Systems Emphasis (30 cr.)

- CMIS 1004 - Object-Oriented Programming Concepts
- ITEC 1010 - IT Infrastructure
- CMIS 2001 - Internet Computing
- ITEC 2040 - Systems Analysis
- ITEC 2050 - Systems Design
- ITEC 2060 - Database Management Systems

Criminal Justice Emphasis (30 cr.)

- CRJS 1001 - Contemporary Criminal Justice Systems
- CRJS 2003 - Criminal Law
- CRJS 3002 - Courts and Judicial Process
- CRJS 3003 - Law Enforcement
- CRJS 4102 - The Criminal Mind
- CRJS 2001 - Criminology and Social Control

Forensic Psychology Emphasis (30 cr.)

- PSYC 1001 - Introduction to Psychology
- FPSY 2001 - Cross-Cultural Psychology
- FPSY 2005 - Social Influences on Behavior
- FPSY 2101 - Introduction to Forensic Psychology
- FPSY 4111 - Forensic Interviewing and Investigation
- FPSY 4112 - Forensic Assessment

Health Studies Emphasis (30 cr.)

- HLTH 4300 - Personal Health and Wellness
- HLTH 1005 - Context of Healthcare Delivery
- HLTH 2110 - Behavioral and Cultural Issues in Healthcare
- HLTH 2115 - Aging Across the Lifespan
- HLTH 3115 - Public and Global Health
- HLTH 3100 - Ethical and Legal Issues in Healthcare

Human Services Emphasis (30 cr.)

- PSYC 1001 - Introduction to Psychology
- PSYC 2010 - Introduction to Human Services
- EDUC 1006 - Child, Family, and Community Relationships
- PSYC 4008 - Intergroup Conflict and Peace Building
- HUMN 4001 - Case Management for Persons in Need
• **HUMAN 4002 - Effective Human Services Interviewing**

**Information Technology Emphasis (30 cr.)**

• *ITEC 1010 - IT Infrastructure*
• *ITEC 1020 - Networking Fundamentals*
• *ITEC 2020 - IT Theory Fundamentals*
• *ITEC 2030 - Operating Systems Fundamentals and Administration*
• *ITEC 3020 - Computer Security Fundamentals*
• *ITEC 4101 - Network Security*

**Instructional Design and Technology Emphasis (30 cr.)**

• *EDUC 1014 - Understanding Today’s Instructional Environments*
• *EDUC 1015 - How People Learn*
• *EIDT 2001 - Technology and Learning*
• *EIDT 2004 - Instructional Design I*
• *EIDT 3002 - Multimedia Tools*
• *EIDT 3004 - Instructional Design II*

**Political Science and Public Administration Emphasis (30 cr.)**

• *POLI 1001 - American Government and Politics*
• *PSPA 1003 - Political Controversies*
• *PSPA 2001 - Principles of Public Administration*
• *PSPA 2002 - The Making of Public Policy*
• *PSPA 3001 - Constitutional Law*
• *PSPA 3002 - Ethics in Public Leadership*

**Psychology Emphasis (30 cr.)**

• *PSYC 1001 - Introduction to Psychology*
• *PSYC 3002 - Data Analysis and Presentation*
• *PSYC 2002 - Human Development: Childhood and Adolescence*
• *PSYC 2005 - Social Influences on Behavior*
• *PSYC 3004 - Psychological Disorders*
• *PSYC 4002 - Brain and Behavior*

**Public Health Emphasis (30 cr.)**

• *PUBH 1000 - Foundations of Public Health*
• *HLTH 2110 - Behavioral and Cultural Issues in Healthcare*
• **PUBH 3000 - Environmental Health**
• **HLTH 4200 - Principles of Epidemiology**
• **PUBH 3100 - Human Disease and Prevention**
• **PUBH 4000 - Public Health Education and Communication**

**Self-Designed Emphasis (30 cr.)**
Must be approved by the program director. Students should contact their Academic Advisor for assistance with the Self-Designed option.

**Program Data**
Walden is committed to providing the information you need to make an informed decision about where you pursue your education. Click here to find detailed information for the B.S. in Interdisciplinary Studies program relating to the types of occupations this program may lead to, completion rate, program costs, and median loan debt of students who have graduated from this program.
OTHER UNDERGRADUATE OPTIONS

Accelerate Into Master's (AIM) Programs

Walden University offers opportunities for advanced undergraduate students to accelerate time to the completion of a master's degree. This option, called Accelerate Into Master's (AIM), allows undergraduate students to complete graduate-level courses, upon approval of their advisor, that will fulfill the requirements for their undergraduate program as well as graduate requirements for a future master's program.

When undergraduate students attempt a 5000-level course, they may earn a C in the graduate-level course but only a grade of B or better will carry over to the graduate program. Students who receive a C grade will be awarded a grade of C*, which will permit the grade to be used toward the undergraduate-level requirement but not toward the master's-level requirement.

Students who do not receive a B or better are not permitted to continue taking 5000-level courses. Later admission to the master's program requires that students must repeat that course as a master's student.

Requirements

Walden University offers several opportunities for advanced undergraduate students in certain programs to accelerate time to completion in certain master's degree programs.

1. Undergraduates can complete no more than 50% of the total courses required for master's degree completion, excluding thesis, practicum, or capstone. (Individual programs determine specific eligible courses and some programs may limit the number of courses available.)

2. To be eligible to begin AIM courses, students must:
   a. Have an overall GPA equal to that required for admission to the associated master's degree.
   b. Have completed a minimum of 90 credits and any specific core requirements associated with their bachelor's program listed below. (Individual programs may determine additional prerequisites.)
   c. Be in good financial standing.
   d. Not have any incompletes.

3. AIM courses are (5000-level) graduate courses.*
   a. Tuition for these courses is charged at the undergraduate rate.
b. Courses taken as an undergraduate count as fulfilling undergraduate degree requirements.
c. Grades for graduate courses taken as an undergraduate are incorporated into the undergraduate GPA.

4. Students must get a B or better in each course to have that course applied to the master's program.
   o Students who get lower than a B in an AIM course will not be allowed to take any more 5000-level courses. Later admission to the master's program requires that the student must repeat that course as a master's student.

5. Students are expected to maintain the undergraduate GPA expected for admission to the associated master's program.
   o Falling below this GPA prevents the student from taking any additional graduate courses as an undergraduate student.

6. Upon completion of the undergraduate program requirements, students should file an Intent to Graduate form.

7. Students who complete these courses successfully are not required to pursue the master's degree and/or may defer enrollment to a future date. Transfer of credit policies, including those related to expiration, would apply.

Taking AIM courses does not guarantee admission into a master's program. Upon admission to the master's program, all AIM graduate courses completed with a B or better are applied to graduate program. The graduate GPA is calculated based only on those graduate courses taken as a graduate student.

Institutional coursework expires within 10 years unless otherwise notated by the individual academic unit or program.

*Note: Graduate students cannot register for AIM courses.

**AIM Program Chart**

<table>
<thead>
<tr>
<th>Master's program</th>
<th>Eligible courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Richard W. Riley College of Education and Leadership</td>
<td>• EDUC 5005 - Foundations: Early Childhood Studies</td>
</tr>
<tr>
<td></td>
<td>• EDUC 5160 - Early Childhood Development</td>
</tr>
<tr>
<td>M.S. in Early Childhood Studies</td>
<td>• EDUC 5161 - Effective Programs and Practices</td>
</tr>
<tr>
<td>Students may select any or all of these courses. Individual course prerequisites apply. Note: These courses are 8 weeks in length.</td>
<td>• EDUC 5162 - Issues and Trends in the Early Childhood Field</td>
</tr>
</tbody>
</table>
### M.S. in Instructional Design and Technology

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 8 weeks in length.*

- EDUC 5105 - Organizations, Innovation, and Change
- EDUC 5115 - Learning Theories and Instruction
- EIDT 5100 - Instructional Design
- EIDT 5110 - Advanced Instructional Design

### College of Health Sciences

### School of Health Sciences

### Master of Public Health (MPH)

*Students may select any or all of these courses. Individual course prerequisites apply.*

*It is recommended that students complete PUBH 5101 prior to enrolling in any other MPH courses.*

*Note: These courses are 11 weeks in length.*

- PUBH 5101 - Principles of Communication in Public Health
- PUBH 5002 - Essentials of Public Health: A Case Study Approach
- PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health
- PUBH 5165 - Environmental Health
- PUBH 5235 - Program Design, Planning, and Evaluation
- PUBH 5175 - Health Policy and Management

### Master of Healthcare Administration (MHA)

*Students may select any or all of these courses. Individual course prerequisites apply.*

*Note: These courses are 8 weeks in length.*

- MMHA 5015 - Foundations of Healthcare Administration
- MMHA 5100 - U.S. Healthcare Delivery System
- MMHA 5135 - Health Policy and Economics
- MMHA 5205 - Health Law and Ethics

### School of Nursing
### Master of Science in Nursing (MSN)

**Note:** These courses are 11 weeks in length.

- **NURS 5050 -** Policy and Advocacy for Improving Population Health
- **NURS 5051 -** Transforming Nursing and Healthcare Through Technology
- **NURS 5052 -** Essentials of Evidence-Based Practice

*Students must be admitted to the RN-BSN-MSN track to complete these AIM courses.*

### College of Social and Behavioral Sciences

### School of Public Policy and Administration

### Master of Public Administration (MPA)

*Students may select up to five of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- **MMPA 5200 -** Introduction to Public Administration
- **MMPA 5405 -** Ethics and Social Justice
- **MMPA 5420 -** Organizational Management and Leadership
- **MMPA 5431 -** Finance and Budgeting for the Public Sector
- **MMPA 5435 -** Human Resource Management: Building a Capable Workforce
- **MMPA 5451 -** Public Policy Analysis
- **MMPA 5480 -** Applied Research and Evaluation Methods

### Master of Public Policy (MPP)

*Students may select any or all of these courses. Individual course prerequisites apply.*

**Note:** These courses are 11 weeks in length.

- **MMPP 5280 -** Policy and Politics in American Political Institutions
- **MMPP 5405 -** Ethics and Social Justice
- **MMPP 5111 -** Leadership and Organizational Change

### M.S. in Emergency Management

*Students may select any or all of these courses. Individual course prerequisites apply.*

- **MSEM 5364 -** Managing Public Safety Organizations
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<th>Note: These courses are 11 weeks in length.</th>
<th>M.S. in Nonprofit Management and Leadership</th>
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<tr>
<td>• MSEM 5100 - Critical Issues in Emergency Management</td>
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<td>• MSEM 5480 - Applied Research and Evaluation Methods♦</td>
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<td>• MSEM 5363 - Public Safety Issues♦</td>
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<td>• NPMG 5200 - Introduction to the Nonprofit Sector</td>
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<td>• NPMG 5480 - Applied Research and Evaluation Methods</td>
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<tr>
<th>M.S. in Criminal Justice</th>
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<tr>
<td>• CRJS 5137 - The Nature of Crime and Criminology</td>
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<td>• CRJS 5215 - Controversies in Criminal Justice</td>
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<td>• CRJS 5511 - Special Populations</td>
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<td>• CRJS 5217 - Technological Solutions and 21st-Century Crime</td>
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<td>• CRJS 5203 - Victimology</td>
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<th>M.S. in Criminal Justice Leadership and Executive Management</th>
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<th>School of Psychology</th>
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<td>M.S. in Psychology</td>
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<td>• PSYC 5215 - Lifespan Development</td>
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Students may select any or all of these courses for the listed specializations. Individual course prerequisites apply. 

Note: These courses are 11 weeks in length.

- PSYC 5245 - Social Psychology
- PSYC 5781 - Psychopathology From a Clinical Perspective

Crisis Management and Response
- PSYC 5701 - Culture and Psychology
- PSYC 5740 - Disaster, Crisis, and Trauma

Educational Psychology
- PSYC 5215 - Lifespan Development
- PSYC 5765 - Educational Psychology
- PSYC 5701 - Culture and Psychology

General Psychology
- PSYC 5215 - Lifespan Development
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology
- PSYC 5220 - Psychology of Personality

Health Psychology
- PSYC 5215 - Lifespan Development
- PSYC 5745 - Health Psychology

Psychology of Culture
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

Psychology, Public Administration, and Social Change
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

Social Psychology
- PSYC 5245 - Social Psychology
- PSYC 5701 - Culture and Psychology

Terrorism and Security
- PSYC 5245 - Social Psychology
- PSYC 5741 - Psychology of
M.S. in Forensic Psychology

Students may select up to five of these courses. Individual course prerequisites apply.

* FPSY 5101 - Introduction to Forensic Psychology
* FPSY 5115 - Understanding Forensic Psychology Research
* FPSY 5125 - Assessment in Forensic Psychology Settings
* FPSY 5135 - Criminal Behavior
* FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology
* FPSY 5720 - Abnormal Behavior

Note: These courses are 11 weeks in length.

School of Social Work and Human Services

M.S. in Clinical Mental Health Counseling

These courses are open only to students in the B.S. in Human Services and B.S Psychology programs. Students may select any or all of these courses. Individual course prerequisites apply.

* HUMN 5100 - Introduction to Mental Health Counseling
* HUMN 5722 - Counseling and Psychotherapy Theories
* HUMN 5316 - Techniques of Counseling
* HUMN 5723 - Multicultural Counseling

Note: These courses are 11 weeks in length.

Undergraduate Minors

Students have the option to select a minor after starting their undergraduate program. Unlike an undergraduate concentration, a minor must be in a discipline outside the student's major. Students should verify individual requirements for each minor, including which programs are ineligible. An undergraduate minor consists of six or more courses with a minimum of two at the upper level. Students wishing to add a minor to their program should contact their academic advisor. Students may select a maximum of two minors.

* Minor in Applied Instructional Design and Technology
* Minor in Business
* Minor in Child Development
* Minor in Communication
* Minor in Criminal Justice
* Minor in Healthcare Management
* Minor in Health Promotion and Wellness
* Minor in Health Studies
* Minor in Introductory Design and Technology
- Minor in Political Science and Public Administration
- Minor in Psychology
- Minor in Public Health
B.S. in Business Administration Dual Degree

In the fall of 2005, Walden University created partnership programs with Laureate Universities in Latin America, enabling students at the Universidad del Valle de Mexico (UVM), and later at Universidad Latina Heredia (ULatina) located in Costa Rica, and Universidad Latinoamericana de Ciencias & Tecnologia (ULACIT) located in Panama, to earn bachelor's degrees at their home institution and at Walden.

As part of its increasing focus as a global university, Walden University offers a dual degree (DD) program that allows students from various universities within the Laureate network to obtain degrees from Walden University while simultaneously earning degrees at universities in their home institutions.

Graduates in the DD program obtain both their home institution Bachelor of Science (B.S.) in Business Administration as well as a B.S. in Business Administration from Walden University. Both programs can be completed in nine semesters.

The Walden DD program is designed to give students the tools for an international career in business. It is a 10-course sequence of core courses in the Walden B.S. in Business Administration program that, taken in conjunction with the home institution B.S. in Business Administration program allows the student to earn a B.S. in Business Administration from Walden University.

The DD program has many benefits:

• It offers an intensive curriculum designed to build business skills.
• Upon graduation, the student will have a completed business plan.
• Three M.B.A.-level courses allow the student to articulate into the Walden M.B.A. program.
• The course sequence is designed to allow the student the same amount of time to complete the bachelor's degree at their local university.
• Students can earn a degree from a U.S. university without leaving their home country.

The DD program offers start dates every semester: January, May, and September. Please consult with the Walden coordinator for specific details.

Course Sequence
Global Business Concentration Program

The Global Business Concentration (GBC) is designed for students who wish to enhance their global business knowledge, complete coursework from a U.S. university, and gain business knowledge and experience. Students are not required to have previous coursework in business, and thus, students from non-business majors interested in obtaining training and a credential in business from a U.S. institution can participate. The concentration is a three-course sequence, two of which are used in the DD program.

The Global Business Concentration has many benefits:
- It requires only three semesters of coursework to complete the sequence.
- Students will receive a Certificate of Recognition from Walden University upon successful completion of the courses.

Course Sequence

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>N/A - Student Readiness Orientation</td>
<td>N/A</td>
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<tr>
<td>MGMT 3001V - Management in the 21st Century</td>
<td>3 sem. cr.</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MGMT 3105V</td>
<td>Global Business in the 21st Century</td>
</tr>
<tr>
<td>MGMT 5101E</td>
<td>Capstone</td>
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</tbody>
</table>
ACCT 1000 - Developing Student Portfolios in Accounting

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course, students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques for managing and maintaining an electronic portfolio. Note about required first courses: Students should review the program description section of the Walden University Catalog carefully to determine which first course is required.

ACCT 1001 - Accounting I♦

(5 cr.) An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students work toward gaining requisite skills that they can apply to future courses and projects in their program. Through weekly discussions, they practice communicating with peers while examining the central policies and procedures of an accounting system and utilizing basic terminology, such as language found in the four main types of financial statements. Students prepare basic financial statements through which they learn how statements are constructed and interrelated. They also examine acceptable methods of valuing assets, liabilities, and owner’s equity. For an interdisciplinary perspective, students explore how computer technology lends to the profession by examining the types of programs available to perform accounting tasks. (Prerequisite(s): MATH 1001 or MATH 1002 or STAT 3001, and BUSI 1001 or HLTH 4000.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 1003 - Introduction to Accounting I♦

(5 cr.) Students in this course take a top-down approach to understanding introductory accounting documents and procedures by exploring a business’s financial statements, including the balance sheet, income statement, and cash flow statement. Students explore the practical uses for information that can be gleaned from these statements, individually and as a whole, through a detailed examination of the properties and characteristics of each statement. Students engage in application assignments and discussions on a variety of topics, such as regulations that should be followed when preparing financial statements as promulgated by generally accepted accounting principles (GAAP). Students examine the U.S. use of GAAP in comparison to the use of International Financial Reporting Standards. (Prerequisite(s): BUSI 1001 or 1002, and MATH 1001, 1002, 1030, or 1040.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2001 - Accounting II
A continuation of Accounting I, this course builds upon students’ knowledge of accounting principles, including the basic techniques and procedures of internal reporting in organizations and corporations. Students examine a variety of terms and concepts, enabling them to gain a clear understanding of corporate reporting and the fundamental elements of managerial accounting. Students apply strategies involving cost behavior, job-order, cost-volume-profit analysis, performance planning and budgeting, standard costs and variance analysis, relevant costs, and the statement of cash flows to real-world scenarios. Students also assess best practices in employing relevant information in the decision-making process, acquiring practical skills to use in addressing actual accounting problems in the professional arena. (Prerequisite(s): ACCT 1001.)

ACCT 2002 - Managerial Accounting: Introduction to Financial Planning and Analysis

(5 cr.) Managerial accounting provides important data to the individuals responsible for directing and controlling an operation. Through this course, students learn about the essential elements of managerial accounting, including strategic, organizational, and operational decision making using financial information. They examine cost-volume-profit analysis, capital budgeting, operational budgeting, forecasting tools, and performance measurement. Students work through case studies and functional exercises for a contextual understanding of managerial accounting, including the application of quantitative methods to determine performance, planning, and control in operations. (Prerequisite(s): ACCT 2003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 2003 - Introduction to Accounting II

(5 cr.) A continuation of Accounting I, this course builds upon students’ knowledge of accounting principles, providing a basic foundation of key managerial accounting concepts and activities. Students learn how managers use accounting information for decision making in an organization. They explore how to develop business plans for small businesses and larger manufacturing corporations as well as how to distinguish between the two types of organizations. Through a variety of assignments focusing on the coverage of cost-volume-profit analysis, performance planning, and budgeting, students have the opportunity to gain managerial decision-making skills, helping them prepare for issues they may encounter in the field. (Prerequisite(s): ACCT 1003 or ACCT 1001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 3001 - Intermediate Accounting I

(5 cr.) Although businesses often use the same authoritative standards in the production and presentation of financial statements, statements may still differ in a variety of ways. Recognizing these differences requires careful analysis and a variety of techniques. This course provides students with an overview of prevailing accounting issues as well as the ethical considerations encountered in the process; it is the first in a four-course sequence and builds upon content covered in introductory accounting courses. Students explore the principles of accrual accounting and interpret the steps in the accounting cycle. They learn about financial statement presentation.
and disclosure requirements, and they examine the conceptual framework and measurement principles underlying financial accounting. They also assess the relationship between the reporting and auditing functions in corporations. Additionally, students evaluate differences between Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards and apply these standards to their coursework. *(Prerequisite(s): ACCT 2003.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 3002 - Auditing and Internal Controls**

*(5 cr.)* Auditing a company’s financial statements requires the ability to apply generally accepted auditing standards to a variety of situations. In this course, students learn the specifics of auditing and how to choose appropriate audit testing. They explore a variety of topics, including professional ethics, audit planning and documentation, audit evidence, statistical tools, materiality and risk, and audit reports for different assurance and non-assurance services. Students examine internal controls and accounting systems as well as software designed for evaluating business information. Through a group project, students work toward gaining practical knowledge and problem-solving skills as they analyze real audit issues and cases. Students apply the Statements of Audit Standards from the Audit Standards Board and Audit Standards of the Public Company Accounting Oversight Board to their auditing situations. *(Prerequisite(s): ACCT 2003.)* **Note:** Concurrent enrollment in ACCT 3001 is recommended.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 3003 - Intermediate Accounting II**

*(5 cr.)* How does a business handle its investments and capital, and what are the generally accepted accounting principles when valuing inventory? This course provides students with the opportunity to consider and respond to prevailing accounting questions as well as gain insight on related ethical considerations; it is the second in a four-course sequence and is a continuation of Intermediate Accounting I. Students learn ways to categorize, measure, and report on cash, receivables, inventories, and investments. They gain practice in financial statement presentation and disclosure requirements. Through evaluation and online discussion, students explore the auditing function as well as inventory cost methods. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards. *(Prerequisite(s): ACCT 3001.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ACCT 3004 - Intermediate Accounting III**

*(5 cr.)* Physical assets continually change in value; knowing how to account for them is an important task in proper financial statement disclosure. In this course, students investigate current accounting issues as well as the ethical considerations encountered in the process; this course is the third in a four-course sequence and is a continuation of Intermediate Accounting II. Students examine the measurement and accounting for property, plant, and equipment. They also
explore intangible assets, current liabilities, and contingencies. They focus on financial statement presentation and discuss how it relates to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards. (Prerequisite(s): ACCT 3003.)

**ACCT 3005 - Intermediate Accounting IV**

(5 cr.) What is capital structure, and how can a business use it for sustainability and reaching long-term goals? This course provides students with the opportunity to respond to such questions as well as to gain insight on related ethical considerations; it is the fourth in a four-course sequence and is a continuation of Intermediate Accounting III. Students explore the measurement and reporting principles for stockholders’ equity, retained earnings, long-term liabilities, long-term receivables, discontinued operations, and extraordinary items. They gain further practice in financial statement presentation and disclosures and explore their relationship to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards. (Prerequisite(s): ACCT 3004.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACCT 3006 - Accounting Information Systems**

(5 cr.) Nearly all businesses have an accounting system that provides appropriate financial information required to make informed, timely decisions. Therefore, the design of the system is vital to the efficiency and internal controls of acquiring such information. This course provides students with the fundamental concepts of accounting systems design, including how accounting systems capture important business transactions that drive decisions and execution. Students learn about the technology of accounting systems, file processing, database concepts and tools, and internal control and risks. They also explore how to audit the information system as well as how to use the information system to perform audit functions. Through the examination of the latest commercial accounting software, students learn about technological developments for the production of reports and exchange of business data. (Prerequisite(s): ACCT 2003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACCT 4001 - Government and Nonprofit Accounting**

(5 cr.) The function and role of private and public sector organizations are often very different; therefore, the accounting principles used to run for-profit businesses and government businesses cannot always be the same. In this course, students compare and contrast the characteristics of government and nonprofit organizations and explore the ethical and social responsibilities of accountants working with these institutions. They also examine the measurement and reporting requirements for governmental and nonprofit organizations. They engage in discussions about the concepts of fund accounting, budget and control issues, and revenue and expense recognition. Students gain hands-on experience preparing financial statements for each type of organization. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and pronouncements of the Government Accounting
ACCT 4002 - Advanced Financial Accounting I

(5 cr.) Lease accounting from the perspectives of the lessor and lessee is an important consideration for business as an alternative to financing. But what options are available for lessors and lessees in accounting for lease transactions? This course provides students with the opportunity to investigate and respond to prevailing accounting issues in this area. This course continues the three-course sequence of Intermediate Accounting. Students assess and explain the measurement and reporting disclosures for leases, pensions, equity compensation, derivatives, and earnings per share. They apply best practices in the presentation of financial statements and analyze how this relates to the auditing function. Students also gain hands-on practice in determining pension obligations and expenses. As a basis for their coursework, students apply the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards. (Prerequisite(s): ACCT 3005.)

ACCT 4003 - Advanced Financial Accounting II

(5 cr.) How can external users to an organization employ the statement of cash flow as a means to foresee an organization’s prospect for future earnings? This course provides students with the opportunity to research and answer accounting questions such as this; it is the second in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students examine the measurement and reporting disclosures for changes in accounting principles, correction of errors, the statement of cash flows, segment and interim reporting, and deferred taxes. Students continue to learn about financial statement presentation and disclosures as well as how these elements relate to the auditing function. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards. (Prerequisite(s): ACCT 4002.)

ACCT 4004 - Advanced Financial Accounting III

(5 cr.) Whether it is to expand technical offerings or to gain the competitive edge over smaller entities, companies often merge together or acquire other companies. Often, this creates a positive effect on the companies involved; other times, it create severe financial strains on a company’s limited financial resources. In this course, students investigate prevalent accounting issues such as this; it is the third in a three-course sequence and continues the approach used in the Intermediate Accounting sequence. Students explore the measurement and reporting disclosures for mergers, acquisitions, and foreign currency translation. Students continue to learn financial statement presentation of business combinations and explore some of the auditing issues in this area. As a basis for their coursework, students use the Financial Accounting Standards Board’s Accounting Standards Codification and International Financial Reporting Standards.
ACCT 4005 - Federal Taxation I: Individual Taxation

(5 cr.) In this course, students have the opportunity to gain a fundamental understanding of personal income taxes and how they are computed. They also learn appropriate tax concepts and terminologies important for students wishing to pursue a career in accounting and taxes. Students examine the federal income tax structure and apply income tax accounting to cases of individual and sole proprietorship taxation as they assemble information and documentation needed to prepare federal tax returns. They analyze federal income tax laws governing gross income, deductions, calculation of income tax rates, income tax credits, and the alternative minimum tax for individuals. (Prerequisite(s): ACCT 2003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4006 - Federal Taxation II: Corporate Taxation

(5 cr.) This course is a continuation of Federation Taxation I and focuses on corporate federal taxes. Students appraise the role taxation plays on organizations, the corporate structure, and tax strategies. They learn about the application of federal income taxes business entities, including corporations, partnerships, and entities taxed as partnerships and S corporations. They also examine gift and estate taxes and income taxation of estates and trusts. Students contextualize their learning through the preparation of a corporate federal tax return and related schedules. They consider the allocation of partnership taxable income and other deductions, credits, self-employment taxes, and loss carrybacks and carryforwards. Through the evaluation of legal and ethical issues involved in federal tax practice, students become familiar with laws, best practices, and the responsibilities of accounting professionals. (Prerequisite(s): ACCT 4005.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 4007 - Treasury Management

(5 cr.) Treasury managers are in charge of an organization’s liquid assets, and their primary goal is to manage and balance risk and returns available to the organization. In this course, students explore the role of the treasury manager and engage in specialized applications in cash management, cash forecasting and budgeting, cash conversion cycles, accounts payable, and accounts receivable. They appraise liquidity risk management, treasury management systems, foreign exchange management, off-balance sheet financing, and bank/financial institution management relations. This course also provides students with the opportunity to gain critical-thinking skills through analytical activities involving real-world problems, such as issues with generally accepted accounting principles’ emphasis on accrual accounting versus the economic results of transactions from a cash flow perspective. (Prerequisite(s): ACCT 1003, ACCT 2003, and FNCE 3001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ACCT 4900 - Accounting Capstone Project

(5 cr.) A capstone course is designed to bring together knowledge gained through the entire program and to permit students to demonstrate mastery of the various course competencies. The major course project in this capstone course is a strategic case study. Through this project, students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through coursework and the final capstone project, students appraise and explain a variety of topics, such as basic accounting theory, financial reporting, deferred taxes, engagement planning, client risk, auditing, concepts of accounting and investment percentage, objectives of the statement of cash flows, contracts, sales, bankruptcy, the debtor-creditor relationship, and business law and ethics. This course provides students the chance to demonstrate their understanding and competency in complex problem identification and solution. (Prerequisite(s): All required core and upper-division Accounting courses.)

ACCT 6100 - Effective Communication for the Accountant♦

(3 sem. cr.) An essential skill for nearly all accountants is the ability to communicate effectively with organizations to manage internal and external relationships. This course emphasizes the importance of communication in accounting and provides students the opportunity to practice using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly-writing skills. Students explore various written and presentational forms of communication that accountants use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They learn about concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking and blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the roles and responsibilities of the accountant as well as the ethical methodologies required to maintain a professional obligation to the community and their clients.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6110 - Legal and Ethical Issues in Accounting♦

(3 sem. cr.) Too often we hear about cases of financial fraud and misconduct involving major corporations in the news. It is a social and professional obligation of accountants to be concerned and knowledgeable about topics involving legal and ethical issues in accounting and financial reporting. In this course, students learn to appreciate this role and explore the various legal and professional responsibilities of which public and private accountants must be aware when developing financial statements and reports. They examine a variety of issues, such as the differences between statute and regulation and between common and statutory law. Students also assess the role of bankruptcy and its impact on business relationships. Through the extensive use of current and seminal case studies, students take a practical approach to examining the best practices of doing business in today’s sociopolitical climate from a legal and ethical perspective.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6120 - Financial Management Tools for Decision Making

(3 sem. cr.) Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization’s competitive position.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6130 - Managerial Accounting for Organizational Performance

(3 sem. cr.) One of the primary functions of the accountant’s role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6140 - Current Trends in Accounting Standards

(3 sem. cr.) This course allows the students to enhance and utilize advanced accounting research skills in order to investigate and review the current and emerging accounting issues and changes in promulgated accounting standards that could impact 21st-century business. The student will examine a variety of up-to-date and relevant topical areas that are discussed in sources such as: the Financial Accounting Standards Board, International Accounting Standards Board, and Securities and Exchange Commission. As a result of their studies in this course, students will be able to anticipate changes in accounting standards and analyze potential impacts for making informed decisions and recommendations to management.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ACCT 6600 - Managing Operational and Financial Business Risks

(3 sem. cr.) Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6610 - Managing Regulatory Compliance

(3 sem. cr.) Regulatory compliance involves the policies and processes that organizations use to ensure that they follow the rules and regulations in place by the firms that control financial activity in a given jurisdiction. In this course, students explore the facets of regulatory compliance, focusing on the role of accounting with respect to corporate governance within an organizational setting. They also focus on how organizations build transparency into their governance and compliance systems. Students review and explore the responsibilities of management in terms of compliance and auditing and explore the complex processes of checks and balances that comprise compliance systems. Students further develop their understanding of regulatory compliance through a review of the Foreign Corrupt Practices Act and the Sarbanes-Oxley Act, in addition to an evaluation of decisions made by the Securities and Exchange Commission and the Public Corporation Accounting Oversight Board.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6620 - Accounting Theory and Application

(3 sem. cr.) In this quantitative course, students examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6621 - Global Information Systems Development

(3 sem. cr.) Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore
development. Topics include legal, economic, cultural and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; and quality and process standards.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.) Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a “walk-through” technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6640 - Solving CPA Problems♦

(3 sem. cr.) In this course, students review content pulled directly from prior certified public accountant (CPA) exams on a variety of topics, including current accounting trends, managerial accounting, and regulatory issues. Students conduct research, discuss with peers, and analyze the answers to actual CPA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CPA exam.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6650 - Forensic and Advanced Auditing Topics♦

(3 sem. cr.) In this course, students are provided with tools, techniques, and insight to evaluate the potential for fraud within current operating and financial reporting systems. Students examine creative accounting techniques and red flags of fraud, such as the development of false financial statements; misuse of corporate resources; false revenue recognition; and fraud perpetrated for the benefit of third parties, shareholders, and managers. They explore special topics, such as the override of existing internal controls and absence of proper accounting documentation. Students also examine fraud audit standards, principles of legal evidence, and concepts of the Daubert Rule. Additionally, students examine strategies for identifying sources of securing evidence to prevent loss, corruption, and contamination.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6660 - International Perspectives in Accounting♦

(3 sem. cr.) Students in this course examine current topics in international standards for accounting, including financial statement presentation, auditing, and accounting for importers,
exporters, and multinational corporations to gain a comprehensive understanding of the various perspectives involved in international accounting. Students examine foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, inflation accounting, and international taxation and its impact on an organization’s international financial statements. Additionally, students analyze issues in accounting for multinationals, including areas of accounting and financial reporting standards. They also conduct an evaluation of international accounting harmonization efforts, including those involving accounting standards, to acquire an appreciation of the importance of comparability in regard to international financial statements.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6665 - Initiating and Managing Change♦

(3 sem. cr.) This course explores effective strategies to initiate change in order to achieve organizational goals, as well as how to manage unplanned or unwelcome change. Students will explore a variety of approaches and methods to transition individuals and organizations within a changing environment. Students will distinguish between reactive responses and proactive responses to change, including examining the implications of culture, inertia, and uncertainty. Additionally, students will explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6670 - Not-for-Profit and Government Accounting♦

(3 sem. cr.) Students explore accounting and financial reporting principles for nonprofit and governmental organizations in this course. They examine issues regarding fund accounting principles, budgetary accounting, and financial reporting practices. Through a variety of assignments on the specifics of the nonprofit and government accounting arena, students develop and hone diagnostic skills and their analytical problem-solving ability. Students learn about the concepts, procedures, and mechanics of financial and managerial accounting and the role of accounting information in nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6675 - Critical Thinking for Effective Management♦

(3 sem. cr.) This course is designed to improve the student’s overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students will hone their diagnostic reading skills and will learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ACCT 6680 - Leadership in a Global Landscape

(3 sem. cr.) Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6685 - Creating Sustainable Solutions Through Systems Thinking

(3 sem. cr.) This course explores systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students will use systems thinking tools to model single, double, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students will be introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6690 - Principles of Project Management

(3 sem. cr.) Students in this course are introduced to the knowledge, skills, tools, and techniques needed to manage projects successfully throughout a project life cycle. Students are exposed to project management knowledge areas and process groups as well as the distinguishing characteristics of each. They study the ways these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project. Note: Students who have the need to complete this course as a degree requirement after September 2013 should instead be registered for ACCT 6991.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6691 - Practices in Project Management

(3 sem. cr.) Students in this course are introduced to the knowledge, skills, tools, and techniques needed to manage projects successfully throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

ACCT 6695 - Leading Strategic Initiatives for Growth and New Value
(3 sem. cr.) This course focuses on the development and implementation of business strategies that enable a competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACCT 6781 - Information Security Governance

(3 sem. cr.) This course covers information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security.

ACMG 6100 - Effective Communication for the Accountant

(3 sem. cr.) An essential skill for nearly all accountants is the ability to communicate effectively with organizations to manage internal and external relationships. This course emphasizes the importance of communication in accounting and provides students the opportunity to practice using the tools required for effectual and efficient presentation of information while gaining critical-thinking, reading, and scholarly-writing skills. Students explore various written and presentational forms of communication that accountants use within organizational and managerial settings. Students examine techniques for developing and presenting white papers, memoranda used to communicate issues and recommendations to management, and financial and nonfinancial information. They learn about concepts in balanced communication coverage and how to adapt to constantly changing modes of communication, including social networking and blogging, and using professional organizations and training programs to their advantage. Through these activities, students gain a better understanding of the roles and responsibilities of the accountant as well as the ethical methodologies required to maintain a professional obligation to the community and clients.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6110 - Legal and Ethical Issues in Accounting

(3 sem. cr.) Too often we hear about cases of financial fraud and misconduct involving major corporations. It is a social and professional obligation of accountants to be concerned and knowledgeable on topics involving legal and ethical issues in accounting and financial reporting. In this course, students learn to appreciate this role and explore the various legal and professional responsibilities of which public and private accountants must be aware when developing financial statements and reports. They examine a variety of issues, such as the differences between statute and regulation and between common and statutory law. Students also assess the role of bankruptcy and its impact on business relationships. Through the extensive use of current and seminal case studies, students take a practical approach to examining the best practices of doing business in today’s sociopolitical climate from a legal and ethical perspective.
ACMG 6120 - Financial Management Tools for Decision Making

(3 sem. cr.) Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization’s competitive position.

ACMG 6130 - Managerial Accounting for Organizational Performance

(3 sem. cr.) One of the primary functions of the accountant’s role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques, and they become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

ACMG 6140 - Current Trends in Accounting Standards

(3 sem. cr.) This course allows the student to enhance and utilize advanced accounting research skills in order to investigate and review the current and emerging accounting issues and changes in promulgated accounting standards that could impact 21st-century business. The student will examine a variety of up-to-date and relevant topical areas that are discussed in sources such as the Financial Accounting Standards Board, International Accounting Standards Board, and the Securities and Exchange Commission. As a result of their studies in this course, students will be able to anticipate changes in accounting standards and analyze potential impacts for making informed decisions and recommendations to management.
ACMG 6600 - Managing Operational and Financial Business Risks

(3 sem. cr.) Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6610 - Managing Regulatory Compliance

(3 sem. cr.) Regulatory compliance involves the policies and processes that organizations use to ensure that they follow the rules and regulations in place by the firms that control financial activity in a given jurisdiction. In this course, students explore the facets of regulatory compliance, focusing on the role of accounting with respect to corporate governance within an organizational setting. They also focus on how organizations build transparency into their governance and compliance systems. Students review and explore the responsibilities of management in terms of compliance and auditing and explore the complex processes of checks and balances that compose compliance systems. Students further develop their understanding of regulatory compliance through a review of the Foreign Corrupt Practices Act and the Sarbanes-Oxley Act, in addition to an evaluation of decisions made by the Securities and Exchange Commission and the Public Corporation Accounting Oversight Board.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6620 - Accounting Theory and Application

(3 sem. cr.) In this quantitative course, students examine the process by which accounting policies are formulated and modified. Students use current research and case analyses to make critical evaluations of fundamental accounting concepts and foundations, such as revenue recognition, lease accounting, and other current issues, in light of their theoretical, empirical, practical, and political aspects. Students demonstrate their ability to use promulgated accounting literature to improve their general decision-making and communication skills in the area of accounting as they engage in functional exercises and weekly discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6621 - Global Information Systems Development

(3 sem. cr.) Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural, and intellectual property issues; 24-hour
development; strategic division of labor; case studies of specific geographies; and quality and process standards.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6630 - Tax Analysis and Decision Making♦

(3 sem. cr.) Students in this course are provided with an overview of current topics in taxation strategies for individuals and corporations. They learn about the Internal Revenue Code on tax differences, including book and tax accounting, inclusions, exclusions, deductions, credits, and tax aspects of property transactions. Students employ a “walk-through” technique through which they gain first-hand experience in the use of tax research services. Students also explore how economic, social, and cultural forces influence tax policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6640 - Solving CPA Problems♦

(3 sem. cr.) In this course, students review content pulled directly from prior certified public accountant (CPA) exams on a variety of topics, including current accounting trends, managerial accounting, and regulatory issues. Students conduct research, discuss with peers, and analyze the answers to actual CPA exam items to gain a thorough understanding of the format, concepts, and principles on which exam questions are based, gaining confidence and preparedness for taking the CPA exam.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6650 - Forensic and Advanced Auditing Topics♦

(3 sem. cr.) In this course, students are provided with tools, techniques, and insights to evaluate the potential for fraud within current operating and financial reporting systems. Students examine creative accounting techniques and red flags of fraud, such as the development of false financial statements; misuse of corporate resources; false revenue recognition; and fraud perpetrated for the benefit of third parties, shareholders, and managers. They explore special topics, such as the override of existing internal controls and absence of proper accounting documentation. Students also examine fraud audit standards, principles of legal evidence, and concepts of the Daubert Rule. Additionally, students examine strategies for identifying sources of securing evidence to prevent loss, corruption, and contamination.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6660 - International Perspectives in Accounting♦

(3 sem. cr.) Students in this course examine current topics in international standards for accounting, including financial statement presentation, auditing, and accounting for importers, exporters, and multinational corporations to gain a comprehensive understanding of the various
perspectives involved in international accounting. Students examine foreign exchange rates and markets, controlled economy accounting, social responsibility reporting, inflation accounting, and international taxation and its impact on an organization’s international financial statements. Additionally, students analyze issues in accounting for multinationals, including areas of accounting and financial reporting standards. They also conduct an evaluation of international accounting harmonization efforts, including those involving accounting standards, to acquire an appreciation of the importance of comparability in regard to international financial statements.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACMG 6665 - Initiating and Managing Change**

(3 sem. cr.) This course explores effective strategies to initiate change in order to achieve organizational goals, as well as how to manage unplanned or unwelcome change. Students will explore a variety of approaches and methods to transition individuals and organizations within a changing environment. Students will distinguish between reactive responses and proactive responses to change, including examining the implications of culture, inertia, and uncertainty. Additionally, students will explore the importance of understanding motivation and effective communication in mitigating negative reactions to change and facilitating the change process itself.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACMG 6670 - Not-for-Profit and Government Accounting**

(3 sem. cr.) Students explore accounting and financial reporting principles for nonprofit and governmental organizations in this course. They examine issues regarding fund accounting principles, budgetary accounting, and financial reporting practices. Through a variety of assignments on the specifics of the nonprofit and government accounting arena, students develop and hone diagnostic skills and their analytical problem-solving abilities. Students learn about the concepts, procedures, and mechanics of financial and managerial accounting and the role of accounting information in nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACMG 6675 - Critical Thinking for Effective Management**

(3 sem. cr.) This course is designed to improve the student’s overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students will hone their diagnostic reading skills and will learn to construct effective, ethical, evidence-based arguments, which are fundamental capabilities of effective managers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ACMG 6680 - Leadership in a Global Landscape**
(3 sem. cr.) Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6685 - Creating Sustainable Solutions Through Systems Thinking♦

(3 sem. cr.) This course explores systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students will use systems thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students will be introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6690 - Principles of Project Management♦

(3 sem. cr.) This course introduces students to the knowledge, skills, tools, and techniques needed to manage projects successfully throughout a project life cycle. Students are exposed to project management knowledge areas and process groups as well as the distinguishing characteristics of each. Students study the ways these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project. **Note:** Students who have the need to complete this course as a degree requirement after September 2013 should instead be registered for ACMG 6991.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ACMG 6691 - Practices in Project Management

(3 sem. cr.) Students in this course are introduced to the knowledge, skills, tools, and techniques needed to manage projects successfully throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

ACMG 6695 - Leading Strategic Initiatives for Growth and New Value♦

(3 sem. cr.) This course focuses on the development and implementation of business strategies that enable a competitive advantage, with an emphasis on understanding the current environment
AMDS 8002 - Writing a Quality KAM Demonstration

(2 cr.) The Knowledge Area Module (KAM) allows students to focus directly on their area of interest, from initial inquiry to the final capstone project. KAMs set the framework for a faculty-guided study comprising three components: Breadth, Depth, and Application. This course covers the structure of the KAM as well as research and writing techniques needed for the successful development of a KAM. Under instructor guidance, students draft a Learning Agreement for their first KAM, through which they select their theme and focus. (Prerequisite(s): AMDS 8008 and all other core courses.) Note: Completion is required before KAM studies can begin in the Information Systems Management specialization.

AMDS 8008 - Foundations for Doctoral Study

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. Note: Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment and must successfully complete it before proceeding with KAMs or coursework.

AMDS 8110 - Management Information Systems

(4 cr.) Students are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as the principles for providing effective implementation of information technology. Students engage in multiple discussions and case studies through which they sharpen communication skills and gain a real-world understanding of how management information systems function. As the course progresses, students develop their ideas and reasoning on a variety of current issues in information systems and complete a research paper to define their position.

AMDS 8121 - Current Research in Social Change (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8125 - Organizational Performance Improvement
What is business process redesign and how can it be used to achieve improvements in performance measures? Students in this course are provided with the opportunity to investigate questions such as this and survey a wide array of current literature from experts in the field. Students learn about the concepts of performance improvement and process re-engineering. They work toward achieving high-level improvements in organizational performance through redesigned business processes and the use of information technology to re-engineer an organization. Students analyze the data required for organizational performance improvement and then develop and present a report or case study of an organizational setting in the context of performance analysis and improvement. Students also engage in discussion assignments to share ideas and perspectives with peers and to reflect on weekly topics.

AMDS 8131 - Professional Practice and Social Change (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8135 - Project Management

(4 cr.) The process of creation, from conception through completion, is complex and requires a diverse set of management skills. Students are introduced to the theory, tools, and techniques needed to manage projects successfully. Students engage in coursework focusing on effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. They examine logistical aspects of project management, such as cost, schedule, technical planning, and control methods. Students also have the opportunity to gain hands-on practice through the application of management software to a typical project plan and tracking activity.

AMDS 8215 - Systems Analysis, Design, and Implementation

(4 cr.) Students in this course have the opportunity to examine the analysis, design, and development of computer-based information systems to enhance their knowledge base in software engineering. They compare the key characteristics of object-oriented methodologies with traditional methods for an understanding of how various types of systems require different software engineering techniques. Students learn about the life-cycle concept and related activities, including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies. Collaborating with peers, students sharpen critical-thinking and communication skills as they engage in weekly discussions on topics such as software processes, design and implementation, dependability and security, and general topics in software engineering.

AMDS 8221 - Current Research in Human Development-Decision Analysis (Operations Research)

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8225 - Database Concepts**

(4 cr.) In consideration of the rise of Web-enabled databases, there continues to be a looming risk of threat to computer systems, such as viruses and worms. Students in this course examine major trends in information systems to gain skills required to address database issues such as these. They explore methods of data security, quality, and availability. They examine database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Students engage in peer discussions on topics such as methods for creating, managing, sorting, and processing data files. They also explore concepts of relational database methods and issues of managing information in a database.

**AMDS 8231 - Professional Practice and Human Development-Applied Decision Analysis (Operations Research)**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8235 - Communications and Networking**

(4 cr.) Through this course, students learn about new business opportunities created by telecommunications technologies and consider what implications these have in the field. They analyze contemporary topics in the telecommunications industry, including competing standards, regulatory constraints, and current applications of hardware. They learn the concepts and terminology of data communications, network design, and distributed information systems. Students also assess and discuss topics such as communications equipment, protocols and architecture, transmission alternatives, communications environments, regulatory issues, and network pricing and management.

**AMDS 8300 - Advanced Individual Studies: New Faculty Training**

(4 cr.) This online faculty development course not only teaches the skills and strategies necessary for effective online teaching, but it also gives students first-hand experience communicating within the actual software environment that they may be using to teach an online course. The course replicates the Walden online classroom and provides a model for online instruction. It takes students from the initial stages of course content creation through actual setup of a classroom site. Students in this course have the opportunity to develop and share teaching methods, organization models, and communication techniques for successful online instruction and learning.
**AMDS 8301 - Advanced Individual Studies: Academic Publishing Option**

(4 cr.) This advanced individual study course is designed for students who wish to integrate learning from the core curriculum in preparation for advanced KAM and dissertation research. In this course, students gain hands-on practice using research tools, writing a literature review, evaluating peer research, and providing feedback as a reviewer. They also explore the process involved in preparing a proposal for publication and academic publication in general. Students review *The International Journal of Applied Management and Technology* (IJAMT), an online refereed journal, to examine current issues and collaborate with peers in the area of business and technology management.

**AMDS 8305 - Readings in Information Systems**

(4 cr.) Students in this course examine the information systems (IS) body of knowledge and explore the role of an IS scholar-practitioner. Students are provided with a variety of contemporary reference sites and current and classic literature to utilize in their research practice and review. Through a review of the literature, students classify and evaluate what accredited scholars and researchers have written on topics that interest students most. By studying the literature, they increase their understanding of what it means to be an IS doctoral student as well as a scholar-practitioner, including responsibilities, expectations, and roles. Demonstrating critical-thinking and communication skills, students apply concepts learned in the course to develop new perspectives; they express their ideas and findings through discussion assignments in collaboration with peers.

**AMDS 8316 - Security Management and Risk Assessment**

(4 cr.) Reliable, secure transfer of information is vital to the operation and management of all businesses. The information transfer process, however, has presented a series of challenges as modern technology and the Internet have transformed the way business is conducted. Students in this course examine the need for security measures, policies, and careful assessment to ensure data integrity in electronic commerce. They explore management aspects of information security from a business perspective as well as the implications of information security risks faced by organizations. Students learn ways to identify threats and implement safeguards on corporate networks and the Internet. They also explore topics including the return on security investment, business continuity planning, development of security policies, and information security auditing.

**AMDS 8321 - Current Research in Organizational and Social Systems-Systems Engineering (Operations Research)**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8325 - E-Commerce Strategies**
Electronic commerce continues to drive the growth of business and globalization in a variety of ways. Business managers need to be aware of how to harness e-commerce for competitive advantage. Students in this course are introduced to the emerging theories and practices of e-commerce tactics. Students explore strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups. They identify critical issues associated with efficient control and implementation of e-strategies. Through case studies and interactive exercises, students gain practical insight on a variety of topics, such as external assessment, e-strategy development, and system and infrastructure issues.

**AMDS 8331 - Professional Practice and Organizational and Social Systems-Applications of Systems Engineering and Analysis (Operations Research)**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8335 - Principles of Knowledge Management**

(4 cr.) Information systems (IS) enable organizations to identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) systematically. Students in this course examine these processes as well as how IS lends to the enhancement of organizational productivity and competitiveness. They also examine how information technology supports the organizational knowledge process. Students explore the role of knowledge workers in regard to management and development of knowledge management (KM) initiatives. They contextualize their study by assessing current organizational efforts and the nature of technologies that support KM processes. **Note:** This is a 6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

**AMDS 8510 - Theories of Organizational Dynamics and Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8511 - Theory of Deterministic Methods**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8512 - Classical and Emerging Paradigms of Leadership**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8513 - Theory of Corporate Finance**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8514 - Global Total Quality Management**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8515 - Theory of Financial Accounting**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8520 - Contemporary Research and Issues in Theories of Organizational Dynamics and Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
AMDS 8521 - Current Research in Deterministic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8522 - Current Research on Leadership Development

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8523 - Current Research in Corporate Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8524 - Methods and Tools for Managing Quality Improvement

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8525 - Current Research in Financial Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8530 - Professional Practice Application of a Theory of Organizational Dynamics and Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8531 - Professional Practice: Application of Deterministic Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8532 - Professional Practice Application of a Theory of Leadership Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8533 - Professional Practice: Application of Corporate Finance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8534 - Reliability and Cost of Quality

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8535 - Professional Practice: Application of Financial Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
**AMDS 8610 - Decision Theory and Analysis**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8611 - Theory of Stochastic Methods**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8612 - Model of Organizational Change and Development**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8613 - Theory of Investments and International Finance**

(3 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8614 - Management for World-Class Products**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8615 - Theory of Auditing and International Accounting**
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8620 - Current Research in Decision Sciences**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8621 - Current Research in Stochastic Methods**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8622 - Current Research on a Model of Organizational Change**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8623 - Current Research in Investments and International Finance**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8624 - Collaborative/Concurrent Engineering Management**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8625 - Current Research in Auditing and International Accounting**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8630 - Models for Decision Making**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8631 - Professional Practice: Application of Stochastic Methods**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8632 - Professional Practice Application of an Organizational Change Model**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**AMDS 8633 - Professional Practice: Application of Investments and International Finance**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
AMDS 8634 - Product Life-Cycle Cost and Time to Market

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8635 - Professional Practice: Application of Auditing and International Accounting

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8710 - Research Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8720 - Selected Research Methods

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8730 - Research Design

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

AMDS 8800 - Epistemology and the Practice of Knowledge and Learning Management

(4 cr.) The course is a broad foundation for the study of knowledge and learning management. Students explore and discuss the history of knowledge from the early contributors, including
Plato and Aristotle, to contemporary writers. They review the evolution of major movements and identify the foremost schools of thought, including rationalism, empiricism, functionalism, structuralism, and behaviorism. Students are also provided with a contemporary approach through the study of authors involved with knowledge, learning, and change management, including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles, and Rogers. Students have the opportunity to demonstrate their critical-thinking and interpretive skills as they propose and defend a set of guiding principles for the practice of knowledge management. **Note:** This is a 12-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

**AMDS 8801 - Principles of Learning Management**

**4 cr.** The foundation of all universities is based on key competencies, principles, and goals. Students in this course identify these factors in relation to an organization’s core curriculum and the effectiveness of an organization’s learning management. Students explore and define the emergence of learning management, the responsibilities of the chief learning officer, and the foundations of adult learning and development. They also explore the role of corporate universities and distance learning in support of organizational learning. Students gain practice in evaluating performance gaps as well as developing strategies for moving their organization forward. **Note:** This is a 6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.

**AMDS 8810 - Integrating Knowledge Management With Strategic Initiatives**

**4 cr.** Knowledge management (KM) is an integral and essential component of an organizational system at both the operational and strategic levels. Students in this course examine major organizational change initiatives and determine how KM can be used to leverage these initiatives. They learn how factors such as quality, systems thinking, environmental scanning, convergence, and constructive conflict are essential components in the integration of KM in regard to planning, decision making, and implementing operational and strategic initiatives. Students examine embedded system elements, such as leadership and corporate culture. They also assess ways to circumvent roadblocks and pursue pathways to needed change when the adoption of a KM initiative requires structural and behavioral change to gain organizational acceptability. **(Prerequisite(s): Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)**

**AMDS 8811 - Advanced Knowledge Management Concepts**

**4 cr.** The future of knowledge management is changing based on the demands of global competition, the needs of 21st-century organizations, and the views of futurists looking at both organizational change and organizational learning. In this course, students explore this change and the future of knowledge management as well as the history of knowledge. Students learn about the merging roles of chief knowledge officers and chief learning officers. Using knowledge gained in the course and requisite critical-thinking and creative skills, students tackle the future demands of knowledge management through the development of a strategic initiative. **(Prerequisite(s): Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)**
**AMDS 8812 - Expert Systems**

(4 cr.) In this course, students examine the role of expert systems in knowledge management, including the use of artificial intelligence, neural systems, and other advanced concepts in the creation, retrieval, and competitive use of knowledge. Students use case studies to examine various types of expert systems. Upon thorough assessment of these systems, they examine current technologies used for deployment and determine which of these is most appropriate for the system. Students also define the taxonomy of knowledge that is applied to expert systems through the production of a knowledge map. *(Prerequisite(s): Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)*

**AMDS 8813 - E-Systems**

(4 cr.) What are some of the ways that companies measure Web traffic and advertising efforts to enhance their marketability? In this course, students have the opportunity to answer questions such as this through an examination of the function of e-systems, Internet, e-commerce, e-business, and business-to-business knowledge management (KM). They learn about the new languages, HTML, and other emerging applications. Focusing on the technical portions of KM, students define KM systems and examine how KM systems work in conjunction with other e-systems. Students process course content and share ideas with their peers through discussions on topics such as the difference between KM systems and the KM discipline, system interrelationship and methodologies, Internet-enabled KM systems, and design processes. *(Prerequisite(s): Foundation and core courses AMDS 8008 OR SBSF 8005; and AMDS 8800, AMDS 8801, and AMDS 8335; or permission of the program director.)*

**AMDS 8830 - Adult Learning**

(4 cr.) Although it’s true that many of the traditional styles of learning are applicable to both child and adult learners, adult learning presents many differences in regard to the design, implementation, and evaluation of content and instruction. Students in this course examine the foundational concepts essential for understanding adult learning and developing adult learning content, including understanding the adult as a client, diagnostic procedures for adult education, participative learning, and small-group theory in adult education. Students assess the various adult education models as well as the basic elements of adult education program design. Using classic literature and theory, they also have the opportunity to develop their own adult education philosophy to put into practice in the professional area. *(Prerequisite(s): Foundation and core courses, or permission of the program director.)*

**AMDS 8831 - Lifelong Learning**

(4 cr.) A well-established presumption is that lifelong learning improves the effectiveness of adult learners and strengthens career development. In this course, students identify strategies for these outcomes. They also examine and discuss how individuals use education to develop career options, while organizations use education to help obtain and retain the best individuals. Students assess elements of adult learning in contrast to human resource development in corporate education to identify the factors of success. They also engage in practical assignments to
discover the current role of technology in the design and function of lifelong learning. 
(Prerequisite(s): Foundation and core courses; or permission of the program director.)

**AMDS 8832 - Education Design for Adult Learners**

(4 cr.) What is transformational learning, and which approaches are most effective? Students are provided with the opportunity to answer questions such as these through the examination of theories and concepts of the learning process, including intelligence, cognition, motivation, and facilitation of adult learners. Students evaluate the components involved in the design and development of an adult learning curriculum. Gaining hands-on experience, students apply existing principles and current concepts to design a curriculum for a specific adult-learner population. They also engage in the reflection process by assessing their project as well as their existing experience in curriculum development to identify areas for additional knowledge and skill building. Aiding their continual doctoral-level study, students prepare an annotated bibliography to help them better understand their sources and to ensure the relevance, accuracy, and quality of sources used in research. (Prerequisite(s): Foundation and core courses; or permission of the program director.)

**AMDS 8833 - Integration of Knowledge and Learning Management With Strategic Educational Initiatives**

(4 cr.) In this course, students examine the design and use of appropriate organizational learning, including the function of corporate universities, distance-learning techniques, and other advanced educational concepts. Using case studies and contemporary presentations by experts in the field, students gain tools to help plan, implement, and assess learning projects for corporations and traditional and nontraditional universities. Students also build a learning program case study based on their current experiences in learning management to gain a thorough understanding of the elements and governing dynamics of learning initiatives. They use findings from their case study to complete a final paper in the form of a proposal through which they demonstrate the breadth and depth of knowledge of learning and knowledge management principles and practices. (Prerequisite(s): Foundation and core courses; or permission of the program director.)

**AMDS 8899 - Capstone Seminar**

(6 cr.) Students in this course integrate all of their previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal. Students assess various research methods and data-gathering techniques; determine best practices; explore the various Walden resources; and review APA style and the Walden evaluation format. They consider their professional goals in the context of their education and develop plans for continued learning and career development in the context of their personal objectives and priorities. Students also identify future areas for research and development in their specialization. Throughout this seminar course, students engage in discussions to share progress, new perspectives, and peer feedback. (Prerequisite(s): Foundation, core, and specialization courses, and at least one KAM; or permission of the program director.)

**AMDS 9000 - Dissertation**
This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for AMDS 9000, they will be registered each term until successful completion of the dissertation. (Prerequisite(s): Foundation course, core KAMs, RSCH 8100Z, and RSCH 8200Z.)

**ANTH 3001 - Indigenous Peoples in the Modern World**

(5 cr.) In this course, students work toward developing a modern and inclusive understanding of indigenous peoples of the world. They explore indigenous identity; historical continuity with pre-colonial and/or pre-settler societies; indigenous identity in relation to natural resources; and indigenous languages, cultures, and beliefs. Students complete a series of weekly field note assignments in which they address topics or themes related to the exploration of their own indigenous identity. Through this course, students gain the knowledge needed to explain processes of indigenization, adaptation, and communication as phenomena of globalization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ARTS 2001 - Fundamentals of Photographic Arts**

(5 cr.) Students in this course are introduced to the fundamentals of photography and visual fine arts using photography as the medium of expression. Students will be required to have simple film or digital cameras to produce their photographs. Topics include history and principles of design such as emotion, line, plane, space, color, light, value, texture, proportion, and scale. Upon completion, the students will be able to communicate ideas and experiences through photography, edit a portfolio of photographs in color and monochrome, and participate in an online exhibition of images. (Prerequisite(s): ENGL 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 1001 - Introduction to Biology**

(5 cr.) The basis of study in a variety of fields requires the capacity to view the world from multiple perspectives as well as the ability to ask investigative question on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions and application-based assignments that emphasize basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, and diversity. The course also provides students with an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and a better understanding of biology as it applies to everyday life.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 1001E - Introduction to Biology**
The basis of study in a variety of fields builds upon the capacity to view the world from multiple perspectives as well as the ability to ask investigative questions on the intricacies of life. Students in this course work toward gaining such skills as they survey fundamental biological principles. They engage in discussions, application-based assignments, and hands-on lab work that emphasize basic biology, cell biology, metabolism, genetics, evolution, ecology, and diversity. Students also gain an introduction to the scientific method. Through this course, students have the opportunity to increase their fundamental understanding of biology as it applies to everyday life. **Note:** This course is delivered over a 12-week term, but is equated to BIOL 1001.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 2320 - Nutritional Science**

(5 cr.) An understanding of the fundamental principles of nutrition can help people make important decisions regarding a healthy diet to keep the body functioning as it should. This course introduces students to the fundamentals of the nutritional sciences with an emphasis on the biochemistry of human systems. Through discussions, lab work, and other practical assignments, students explore the body’s digestive and metabolic processes, the components of a healthy diet, the role of nutrition in growth and health through the life cycle, and the relationships between nutrition, health, culture, and the environment. Through this course, students gain knowledge needed to apply scientific principles when interpreting nutritional information. (Prerequisite(s): ENGL 1001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 3020 - Essentials of Human Anatomy and Physiology**

(5 cr.) This course is a study of human anatomy and physiology, which is the structure and function of bodily systems. The course extends from an analysis of cellular processes and tissue structures to the 11 major systems of the human body. Students focus specifically on the regulatory functions of the body that maintain homeostasis and how disruptions in homeostasis may result in injury and/or disease. This course is designed for a general education undergraduate audience. (Prerequisite(s): ENGL 1001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BIOL 3020E - Essentials of Human Anatomy and Physiology**

(5 cr.) This course is a study of human anatomy and physiology, which is the structure and function of bodily systems. The course extends from an analysis of cellular processes and tissue structures to the 11 major systems of the human body. Students focus specifically on the regulatory functions of the body that maintain homeostasis and how disruptions in homeostasis may result in injury and/or disease. This course is designed for a general education undergraduate audience. **Note:** This course is delivered over a 12-week term, but is equated to BIOL 3020. (Prerequisite(s): ENGL 1001.)
BUSI 1000 - Developing Student Portfolios

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course, students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques for managing and maintaining an electronic portfolio. **Note about required first courses:** Students should review the program description section of the Walden University Catalog carefully to determine which first course is required.

BUSI 1001 - Introduction to Business

(5 cr.) In this introductory course, students address the roles and functions of managers, specifically, principles and procedures for planning, organizing, leading, and controlling organizations. Students engage in practical assignments, focusing on the application of theory to reality. Through this course, students gain an understanding of the interrelationships among the functions, components, and disciplines that comprise the field of management. Students acquire comprehensive perspectives on management and leadership to use as a foundation for the further study of the management of business. **Note:** Students who have the need to complete this course as a degree requirement after July 2012 should instead register for BUSI 1002.

BUSI 1002 - Introduction to Management and Leadership

(5 cr.) The role and functions of managers, specifically principles and procedures for planning, organizing, leading, and controlling organizations, are addressed in this introductory course. Emphasized is the practical application of theory to reality. This course is structured so that students have the opportunity to see the interrelationships among the functions, components, and disciplines that comprise the field of management and thereby gain a comprehensive perspective as a foundation for the further study of management.

BUSI 2001 - Business Law

(5 cr.) Responsible business leaders and decision makers must conduct transactions and operations according to clearly defined rules, laws, and processes to ensure stability and protection for their company. Students in this course examine the legal issues faced by managers, fundamental legal principles, and common issues in the field, such as workplace law, contract disputes, and intellectual property guidelines. Students engage in discussions and application assignments focused on the responsibilities of business professionals, such as understanding the fundamental legal principles in business and commerce; analyzing business contracts; adhering
to legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and understanding the regulatory context. *(Prerequisite(s): BUSI 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 2002 - Global Business**

(5 cr.) This course is a survey of the global business environment in the 21st century. Students examine the basic concepts of global business activity and theory. They also engage in a variety of conceptual and application-based assignments, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. *(Prerequisite(s): BUSI 1001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 2003 - Operations**

(5 cr.) An overview of the concepts, methodologies, and applications of business operations management is provided to students in this course. Students can learn about operations as related to the process of transforming resources into products and services. They explore the responsibility of operations managers to make sound, cost-effective decisions that increase the productivity and competitiveness of manufacturing and service organizations. Students also have the opportunity to learn the process of planning, implementing, and monitoring operations to ensure the continuous improvement of goods and services. *(Prerequisite(s): BUSI 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3001 - Knowledge Management and Organizational Change**

(5 cr.) Students learn how information systems enable organizations to identify, acquire, store, analyze, distribute, and reuse information and knowledge systematically from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. The course extends the theory of Knowledge Management and Intellectual Capital to the development of learning organizations and evaluates the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. *(Prerequisite(s): BUSI 1001 or BUSI 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3002 - Ethical Leadership**

(5 cr.) In this course, students prepare for a leadership role in the modern organization. They examine the basic principles of leadership, motivational theory, the importance of communication, and current and future trends. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. They engage in a range of assignments that emphasize ethical leadership through personal and interpersonal effectiveness and organizational development. Students also learn the importance of followership and the
similarities between the roles of follower and leader at all levels of the organization. 
(Prerequisite(s): BUSI 1001 or 1002.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. 
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3003 - Dynamics of Change**

(5 cr.) All businesses experience change. Sometimes, change is required to ensure stability; other times, the purpose of change is expansion for competitive advantage. In this course, students explore the responsibilities of managers and leaders to implement effective organizational change as well as to ensure that employees understand the function and benefits of change. Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They also examine methods for coping with change as an individual, a member of a group, and a member of an organization. (Prerequisite(s): BUSI 1002.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. 
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3004 - Entrepreneurship for Small Business**

(5 cr.) Students examine the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business, in this course. Students focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the nuts and bolts of day-to-day business management are examined, with issues ranging from legal matters to employment decisions. (Prerequisite(s): BUSI 1001 or BUSI 1002 or SOCI 4080.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. 
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3005 - Critical Thinking**

(5 cr.) Problem-solving and decision making based on recognizing problems, gathering data, developing alternatives, and choosing solutions are critical skills for the professional manager. In this course, students apply these skills to a variety of business examples. Students become familiar with the importance of the scientific method as the basis for critical thinking and decision making. They gain practical experience identifying logical fallacies, analyzing research methodologies, and choosing appropriate problem-solving techniques. Students also reflect on content presented in the course to consider ways to become more effective critical and logical thinkers. (Prerequisite(s): BUSI 1001, BUSI 1002, or COMM 1004.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. 
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3006 - Advanced Business Law**

(5 cr.) In this course, students build on concepts and skills learned in BUSI 2001 to gain a more comprehensive understanding of the laws, regulations, and principles that affect business operations. Students devote special attention to business law topics included on the Uniform
CPA Exam. They analyze law of agency, debtor-creditor relationships, bankruptcy, government regulation of business, real and personal property, commercial paper, and secured transactions. Through this course, students work toward gaining the ability to identify legal issues, determine if legal action is required, and to discuss the issues competently with other professionals. *(Prerequisite(s): BUSI 2001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3007 - Knowledge Management**

*(5 cr.)* Information systems enable organizations to identify, acquire, store, analyze, distribute, and reuse information and knowledge systematically from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. Students in this course examine these processes and apply the theories of knowledge management (KM) and intellectual capital to the development of learning organizations. Students also evaluate the definition of learning organizations and the creation of environments that facilitate knowledge growth and distribution. Using course concepts and theories, students reflect on KM and explain how they plan to employ it in personal and professional endeavors. *(Prerequisite(s): BUSI 1001 or BUSI 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 3008 - Corporate Entrepreneurship**

*(5 cr.)* Students in this course examine how corporations succeed and grow by embracing a culture of innovation and entrepreneurship within the organization. Students learn current models for corporate entrepreneurship and innovation that align with the strategic objectives of the enterprise. Students also examine the design of repeatable and sustainable processes that leverage existing business practices and support entrepreneurial initiatives. *(Prerequisite(s): BUSI 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**BUSI 4001 - Strategic Business Capstone Project**

*(5 cr.)* In this capstone course, students use knowledge gained throughout the entire program to demonstrate mastery of various course competencies. The major course project in which students engage is a simulation-based, strategic case study. Students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through this course, students demonstrate their understanding and competency in identifying complex problems and solutions. *(Prerequisite(s): All required core and upper-division business administration courses.)*

**BUSI 4002 - Small Business Ventures**

*(5 cr.)* The focus of this course is on evaluating business concepts and business plans for small businesses so that students can develop strategies for successfully launching and operating a
small business. Students examine the small business life cycle and explore resources available to small business owners. Real-world case studies expose students to the challenges of running a small business venture. Topics covered include startup business ideas, financing the small business, legal and liability issues, employment decisions, ethical and moral considerations, and expansion opportunities for small businesses. (Prerequisite(s): BUSI 3004 or 3008.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 4003 - Marketing Strategies for Small Business♦

(5 cr.) This course addresses the unique aspects of marketing a small business. Students examine market definition, product development, and diversification strategies designed to help small-business owners expand their business reach. Students learn effective ways small businesses can leverage technology such as e-commerce, social media, and other online marketing methods. (Prerequisite(s): BUSI 3008.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 4004 - Customer Relationship Management for Small Business♦

(5 cr.) In this course, students learn about the impact of operating decisions on customer relationships as they relate to building, maintaining, and growing a loyal customer base. Students assess approaches to customer relationship marketing and management for competitive advantage. They also evaluate strategies for excellence in customer service within a culture driven to meet and exceed customer expectations. (Prerequisite(s): BUSI 3008.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

BUSI 4900 - Capstone: Strategic Business Management

(5 cr.) In this capstone course, students use knowledge gained throughout the entire program to demonstrate mastery of various core competencies. The major course project in which students engage is a simulation-based strategic case study. Students apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. Through this course, students demonstrate their understanding and competency in identifying complex problems and solutions. Each student, based on his or her concentration area, will demonstrate validation of skills by taking part in a third-party nationwide simulation/examination administered online. (Prerequisite(s): All required core and concentration courses.)

BUSI 5510 - Leading People

(5 cr.) Modern leaders must understand contemporary leadership concepts, including varying leadership styles, ways to accommodate diversity, and the impact of culture on an organization. In this course, students focus on major leadership theories and the human dimension of business, including individual and group behaviors and organizational culture. They explore some of the basic dimensions of human resource management, as those dimensions affect the organization.
and the employee. Students explore contemporary thinking about leadership and its importance in today’s business world. They also develop a plan for personal and professional growth to enhance their current position or prepare for a successful career in leadership. *(Prerequisite(s): BUSI 1002. To register for this course, please contact the Academic Advising Team.)*

**CHEM 1001 - Introduction to Chemistry♦**

*(5 cr.)* In this course, students explore the fundamental concepts of chemistry and survey important chemical elements and their compounds. They engage in a range of assignments on such topics as chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases. Through these assignments, students gain a practical understanding of chemistry needed to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. *(Prerequisite(s): MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6100 - Introduction to Clinical Research♦**

*(3 sem. cr.)* This course provides students with an overview of the clinical research enterprise from a historical and evolutionary perspective, including examples of landmark studies and controversies. Students consider the context in which researchers design and implement human clinical studies and explore a variety of topics, including the components, general principles, and issues in clinical research; types and classification of research studies; formulation of research objectives and outcomes; definition and phases of clinical trial protocols; and the roles and responsibilities of the clinical research team and study sponsors. Students become familiar with key medical terminology, including basic concepts of health, wellness, and disease. They work toward developing critical-thinking, written, verbal, and interpersonal communication skills as well as competencies needed for student success in an online environment. Students also begin work on their portfolio through assigned learning activities, including a journal of interactions and interviews with professionals in the field, an assessment of an organization’s culture, and the identification of management challenges in clinical research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6115 - Pathophysiological Basis of Clinical Research♦**

*(3 sem. cr.)* Clinical research management or monitoring requires an understanding of the pathology under investigation as well as the corresponding physiological systems related to disease. Through this course, students gain basic knowledge of normal and pathophysiological mechanisms of disease, acquiring a foundation for clinical assessment, decision making, and management of clinical trials. Students learn methods for interpreting the rationale and procedures underlying the clinical research protocol to assess the subject’s response to therapeutic interventions adequately. Students conduct case studies on various disorders and diseases through which they explain the disease process on structural and functional levels as
well as the critical factors that relate to patients’ conditions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6130 - Ethical, Legal, and Regulatory Considerations in Clinical Investigations**

(3 sem. cr.) The nature of human clinical research and clinical investigation facilitates a host of ethical, legal, and regulatory issues related to the treatment of subjects, personal privacy, and institutional compliance, among others. Students in this course examine ethical codes of conduct, regulatory requirements, and existing laws that govern clinical research in the context of historical events that contributed to their development. They also explore recruitment and protection of human subjects; diversity and vulnerable populations in research; informed consent; privacy and confidentiality; the role of independent review committees; and the importance of reporting serious adverse events (SAEs). Students also discuss social and ethical implications of genetic technologies and research. Applying course concepts, students complete an FDA form for a clinical trial in their region, deepening their understanding of legal protocol.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6145 - Design and Conduct of the Clinical Protocol**

(3 sem. cr.) An introduction to the basic elements of research design for clinical inquiry is provided in this course. Students explore the methods and goals of clinical research; formulation of the research objective and hypothesis; identification of outcome measures; issues of reliability and validity; randomization procedures; documentation requirements; and data collection, analysis, and interpretation. Sharpening their critical-thinking skills, students consider the potential risks and benefits of a clinical trial case study, which they use to justify continuation or termination of the drug development process. They also examine practical aspects of clinical trial management, including the design of the case report form (CRF), clinical laboratory and multicenter trial administration, and outsourcing. Through a review of scholarly literature, students explore and describe the ethical and regulatory requirements for which professionals must account in the design of a clinical research study. Additionally, students explore health disparities and cultural diversity as factors that affect participation of subjects in clinical trials.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CLRA 6160 - Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials**

(3 sem. cr.) Through this course, students learn the process and procedures of managing and monitoring a clinical trial from study initiation to closeout. Students examine the basic tenets of good clinical practice (GCP), including historical considerations, compliance, and recruitment of study participants, focusing on quality assurance and data safety monitoring boards (DSMBs). Through discussions and application-based assignments, students investigate and describe the relationship between regulations and GCP; how GCP affects the practical elements of conducting clinical studies; the challenges of multi-center or large-scale trials, such as risk assessment and management; protocol management and amendments; and audits and various considerations for reporting requirements. Students in this course are provided with official guidance on GCP from
the International Conference on Harmonization (ICH) as well as operational imperatives of GCP.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6175 - Biostatistics

(3 sem. cr.) Competent and valuable clinical research administrators are able to read and evaluate the statistical accuracy of research, summarize data, and distinguish common distributions; however, to engage knowledgeably in these tasks, administrators must understand the language of clinical research, which is rooted in biostatistics. In this course, students learn applications and interpretations of biostatistics, including descriptive methodologies, commonly used statistical tests, confidence intervals, statistical inference and probability, analysis of variance, and considerations in powering a study. Students learn basic concepts of data collection and analysis using statistical computer software, such as SPSS. Applying principles of survey research, students also complete a written analysis of a survey design, through which they assess the method and validity as well as consider ways the survey could be improved.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6190 - Information and Data Management

(3 sem. cr.) The importance of information systems and information technology in increasing efficiencies in the management of clinical research data is examined in this course. The application of legal and ethical principles is considered, with attention to the development of a data collection and management plan that promotes information archiving and access as well as edit and query management. Issues of confidentiality and the security of information systems are addressed. Emerging technology that facilitates the capture and analysis of clinical study results, such as electronic data capture (EDC) and electronic case reporting forms (eCRF), is also examined.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6205 - Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries

(3 sem. cr.) In this course, students examine current trends and issues in the pharmaceutical, biotechnology, and medical device industries, focusing on how the commercial enterprise uses clinical research to bring products to market through the clinical development and regulatory process. They examine the process by which discoveries become new drugs or medical devices, the preclinical process, and the development of the clinical research plan, and they consider new drug and medical device applications, pre-market approvals, marketing authorizations, and post-marketing surveillance. Through discussions and practical assignments, students consider a variety of topics, including pharmacogenomics, pharmacoepidemiology, recent safety concerns of regulators, globalization, the politics of drug pricing and healthcare reimbursement, product life-cycle management, outsourcing of studies to developing countries, patent strategies, and accelerated approval of medications. They also analyze case studies representing several therapeutic categories from multiple perspectives, including business, medical, scientific, ethical,
regulatory, and biomedical engineering.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6220 - Health Economics and Financial Management in Clinical Research Administration

(3 sem. cr.) The medical product research and development process requires the participation of individuals who can make informed financial decisions that maximize health benefits, using economic principles and discerning the best allocation of resources for profitability. Students in this course are provided with a foundation for economic evaluation and financial management, with a focus on the development, analysis, and communication of economic and financial data in the context of clinical research. Students explore health economic issues in the global marketplace, and they analyze and describe advantages and disadvantages of conducting clinical global trials, considering issues of enrollment, informed consent, application of good clinical practice (GCP), patient compliance, and data security. In addition, students consider financial management aspects of clinical research, including estimating cost of clinical protocol, deciding whether to outsource, calculating direct clinical costs versus research administrative costs and institutional overhead, and developing and negotiating clinical trial budgets and payment terms with sponsors.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6235 - Epidemiology

(3 sem. cr.) Students are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations in this course. Students examine important study designs and discuss the strengths and weaknesses inherent in each. They also explore issues related to inference and causality that can be derived from studies as well as approaches to the evaluation of preventive measures. Students engage in assignments designed to provide practical application of course concepts on a variety of topics, such as calculation and interpretation of measures, acute outbreak investigations, incidence and prevalence, observational study designs, and investigation of randomized trials.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CLRA 6550 - Practicum

(3 sem. cr.) Students have the opportunity to apply and integrate the knowledge and skills acquired throughout the M.S. in Clinical Research Administration and further develop key professional competencies in the practicum. Students engage in a supervised field experience, which they align to their academic and professional goals. The field experience occurs at a clinical site where a research study is underway or with a research sponsor who is planning or facilitating a study. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. Students are required to complete 120 hours of practicum work. They must also
participate in an accompanying online seminar course and begin to develop an ePortfolio based on assigned professional development activities.

**CLRA 6560 - Capstone**

(3 sem. cr.) The capstone is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the M.S. in Clinical Research Administration program. Students choose from a selection of overarching themes and topical areas reflecting the breadth of subjects covered in the program. Guided by their faculty advisor, students identify a particular area of interest and produce a substantive written paper and presentation in an area of clinical research administration. Students also engage in group discussions through which they consider their career development plan, share information on their capstone research topic and process, and exchange feedback on final capstone presentations.

**CMIS 1000 - Developing Student Portfolios for CIS**

(1 cr.) A portfolio is a valuable tool for students to communicate and demonstrate their academic accomplishments as well as a means to advance their professional prospects. In this course, students learn about the tools for developing an electronic portfolio. They compose a high-level design and comprehensive outline through which they apply the structure and methods learned in the course. They also examine tools and techniques that lend to the management and maintenance of an electronic portfolio. Through peer discussion about portfolio challenges and solutions, students work toward building their communication and problem-solving skills, which they will use throughout their program. **Note about required first courses:** Students should review the program description section of the Walden University Catalog carefully to determine which first course is required.

**CMIS 1001 - Introduction to Information Systems**

(5 cr.) The definition of information systems (IS) is broad and can encompass a large number of components. The most important aspect, however, is that IS are vital to the daily function of nearly all individuals and organizations. In this course, students have the opportunity to gain an appreciation of the role that IS play in their lives as well as in different types of organizations and societies. Students obtain a broad overview of the field of IS through the examination and discussion of technology, practical applications, and related career issues. They also use case studies that represent recent situations in actual organizations to gain real-world knowledge of how a business manages its data in conjunction with business processes to create an information system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 1002 - Information Technology Infrastructure**

(5 cr.) Businesses whose systems are lacking or experience failure are at risk of significant loss of time, money, and customer faith. Therefore, information technology (IT) is essential to the function and success of nearly all businesses. Through this course, students prepare for a role in the field of IT as they learn fundamental concepts of the IT infrastructure that underlie
information systems. Students examine both hardware (computers, networks, interface devices) and software (operating systems, middleware, applications, system software) elements. They also explore key issues of capacity, performance, reliability, scale, and obsolescence for a thorough understanding of all aspects of IT infrastructure.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 1003 - Object-Oriented Programming I

(5 cr.) Modern software design and programming requires techniques that simplify the development and maintenance process. Object-oriented programming (OPP) does just this by allowing programmers to develop objects that represent complex concepts in applications. This course introduces students to fundamental aspects of computer programming in an object-oriented language. Students learn about key concepts, including real-world objects, actions, and information in terms of data and algorithms; the translation and execution of computer programs; and the notion of an organized process of software development. They engage in hands-on practice in designing, creating, running, and testing programs and discuss related topics to share ideas and obtain different perspectives. (Prerequisite(s): MATH 1040.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 1004 - Object-Oriented Programming Concepts

(5 cr.) Information systems rely on underlying programs that respond to users and process information. An information systems specialist must understand the structure and purpose of programs and be able to work with programmers to ensure designs that meet system requirements. Object-oriented programming (OOP) and design facilitates this by presenting information systems as classes and objects that represent complex system contexts in a manner directly transferrable to programming specifications. This course introduces students to fundamental aspects of computer programming in an object-oriented language. Students learn about key concepts, including real-world objects and methods in an information systems context. They engage in hands-on practice in designing, creating, and running programs and discuss programming and design topics to share ideas and obtain different perspectives. This concept focus enables students to relate programming to information systems and provides a foundation for learning specific programming languages and skills in the future. (Prerequisite(s): MATH 1040.)

CMIS 2001 - Internet Computing

(5 cr.) The Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. Students in this course learn about the functions of these components through a comprehensive evaluation of Internet computing. They examine the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance. Students have the opportunity to gain practical experience through the application of concepts, such as performance, scale, and reliability, in the design of information systems. (Prerequisite(s): CMIS
1002 or ITEC 1010.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 2002 - Object-Oriented Programming II**
(5 cr.) Students in this course elaborate their study of object-oriented programming by delving more deeply into the key concepts of programming with objects, including complex data structures. Students examine and discuss hierarchy, modularity, and abstraction—concepts that they will use in subsequent courses in the program. Students supplement their hands-on programming practice by engaging in assignments designed to provide practical application of context, including the use and development of documentation in a Web-based environment. Through this course, students learn to write more elaborate code and solve real-world problems they will encounter in the field. *(Prerequisite(s): CMIS 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 3001 - Computing and Society**
(5 cr.) There are invariably challenges in the aggressive world of information technology (IT), requiring those in the field to understand and adhere to a professional code of ethics. This course introduces students to the interaction of information systems with core social concerns, including privacy, democracy, equity, security, economic progress, and intellectual property rights. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of information systems. They also examine real-world and hypothetical case studies for a practical approach to applying the professional code of ethics to the field. *(Prerequisite(s): CMIS 2001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 3002 - Database Management Systems**
(5 cr.) All types of businesses rely on systems to manage their data and to keep the data secure, accurate, and reliable. A database is a system designed to do just this, as well as to simplify the processes of data entry, search, and retrieval. Students in this course focus on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. Students also learn to use a core subset of the structured query language (SQL) and how relational databases fit into a wide variety of practical information systems. *(Prerequisite(s): CMIS 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 3003 - Requirements Analysis**
(5 cr.) A critical step in the development of information systems, and one in which the seeds of disaster often are sown, is the analysis and definition of system requirements, both functional and
nonfunctional. This course provides students with an introduction to systems analysis and the responsibilities of a systems analyst. Students learn about the identification of stakeholders and techniques for requirement elicitation, representation (e.g., use cases), and life cycles (e.g., iterative methods, and maintenance). Students complete a comprehensive analysis project through which they work toward gaining hands-on experience meeting the responsibilities of a systems analyst. (Prerequisite(s): CMIS 3002.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 3004 - Object-Oriented Design**

(5 cr.) In this course, students learn the discipline of reducing requirements to the structural and functional design of information systems through the application of object-oriented principles to the design phase of the systems development life cycle (SDLC). They engage in discussions and assignments on a variety of topics, including conceptual modeling, design patterns, and application frameworks. They learn the basics of modeling, design representations, and the role of computer-aided software engineering (CASE) tools. Students have the opportunity to gain insight on contemporary methodologies employed in systems development, such as agile development, the Unified Process (UP), eXtreme Programming (XP), Model-Driven Architecture (MDA), and frameworks. (Prerequisite(s): CMIS 3003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 3005 - Information Systems Project Management**

(5 cr.) The process of creation, from conception through completion, is complex and requires a diverse set of management skills. This course introduces students to the knowledge, tools, and techniques needed to manage information systems projects effectively throughout a project life cycle. Students learn how information systems projects are organized and managed for efficiency and reliability. They explore topics including software process models, estimation, planning, and scheduling. Students examine case studies of successful and unsuccessful projects and gain experience with key elements of project management practice. (Prerequisite(s): CMIS 3004.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 4001 - CIS Capstone Course**

(5 cr.) In the capstone course, students complete an integrative independent study that combines multiple aspects of their computer information systems program. They review the work they have collected in their portfolio and reflect on their educational experience. Students revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They develop plans for continued learning and career development, in the context of their personal goals and priorities. (Prerequisite(s): All required core and upper-division business and computer information systems courses.)

**CMIS 4101 - Information Security and Privacy**
The responsibility of an information security specialist is to supervise operations that follow industry best practices for security and data integrity. This role helps ensure that systems are free from external threats and risks that may jeopardize or harm an organization. In this course, students examine the role of a security specialist and learn the key concepts and concerns of information security and privacy, including technical, social, and policy issues. Students examine fundamental notions of authentication, authorization, and encryption in the context of everyday information systems activities. Students analyze and discuss case studies of security and privacy breaches to understand economic and human impact. (Prerequisite(s): CMIS 2001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 4102 - Information Security Techniques I**

(5 cr.) Today, the risk of hackers infiltrating networks and computer systems is high, and all organizations are at risk of potential exploitation or data theft. In this course, students examine information security attacks and defenses at the individual computer level and explore physical and software intrusions and defenses. Students learn best practices in configuring and maintaining systems to minimize the risk of compromise. They engage in application and discussion assignments focusing on topics such as viruses, Trojan horses, physical compromise, stolen credentials, and related protective measures. (Prerequisite(s): CMIS 4101.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 4103 - Information Security Techniques II**

(5 cr.) Understanding a computer network as a symbiotic system connected to the Internet, including the relationships of network devices, such as gateways, switches, routers, and hubs, is an important step in minimizing the risk of threats that compromise networks. In this course, students examine information security attacks and defenses in the network. They consider hardware and software vulnerabilities and denial of service attacks. Students take a hands-on approach to understanding defense techniques as they complete practical exercises focused on planning, detection, and recovery measures. They also explore and discuss the social and technical aspects of anonymity in the network as they relate to network abuse and free speech. (Prerequisite(s): CMIS 4102.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CMIS 4104 - Computer Forensics**

(5 cr.) The increase of information shared online puts users, both individuals and larger entities, such as government agencies and corporations, at major risk of invasion of privacy and more serious crimes, such as child pornography, financial fraud, and personal identity theft. In this course, students learn basic approaches to analyzing information systems for evidence of illegal or inappropriate activities. They engage in a range of assignments focusing on the legal, ethical, and policy implications of various forensic techniques and monitoring practices. Students also learn to analyze forensic issues of real-world case studies to learn to choose appropriate
techniques to minimize risk and combat breaches in security. (Prerequisite(s): CMIS 4103.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4201 - Human Factors

(5 cr.) Understanding how people interact with computers in various environments is crucial to the development of interfaces that address the needs of differing personality types. In this course, students learn about human-computer interaction (HCI), including various aspects of human perception and cognitive performance that inform the design of effective and usable information system interfaces. Students also examine disabilities and appropriate adaptation thereto, such as the implementation of accessibility elements in HCI. Through the exploration of current literature and case studies, students learn techniques to help them avoid some of the most common design gaffes in the development of user interfaces. (Prerequisite(s): CMIS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4202 - HCI Evaluation Methods

(5 cr.) An effective and user-friendly human-computer interface (HCI) requires careful analysis, assessment, and modification. Students in this course learn empirical and heuristic methods for evaluating and improving human-computer interfaces. They also learn methods in conducting and analyzing user studies and ways to measure interfaces against models of human performance. Students engage in a group project through which they apply usability evaluation methods to a real-life scenario resulting in an actual HCI evaluation and report. This course also introduces students to the ethical and regulatory issues in human studies, providing them with the opportunity to understand all factors involved in conducting HCI evaluations. (Prerequisite(s): CMIS 4201.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4203 - User Interface Development

(5 cr.) How do we design interfaces for optimal efficiency and appeal? Effective design requires an understanding of the goals, needs, and skills of the user. In this course, students consider these factors and build on their knowledge of user interface evaluation to synthesize effective and usable interfaces. Students discuss a variety of topics, such as basic principles and guidelines of design, application of design principles, prototyping, and mapping. Through practical exercises and other course assignments, students apply their requirements analysis skills to develop user interface designs and use rapid prototyping tools in the process of innovation and iteration. (Prerequisite(s): CMIS 4202.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4204 - Computer-Mediated Communications
Communication through outlets such as e-mail, instant messages, blogs, and text messages is an intrinsic part of our daily lives. These evolving forms of interaction continue to progress; therefore, it’s important to know how humans use media to initiate, manage, and maintain both personal and professional interaction. This course incorporates a historical perspective through which students trace the evolution of varying styles of communication, including the persistent recurrence of key concepts, such as links and threads. Students learn about the principal modes of computer-mediated communications among individuals and groups. They also learn select approaches and tools for specific applications. Students explore contemporary practices in computer-mediated communications and assess the implications of evolving applications and solutions. (Prerequisite(s): CMIS 2001 or MEDC 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4301 - Structure of the Healthcare Industry♦

(5 cr.) What determines patients’ plan of care, and what role does technology play in their diagnosis and treatment? Through this course, students have the opportunity to answer questions such as these as well as to gain a broad understanding of healthcare as a complex business system. Students examine the main elements of the healthcare industry in the United States and elsewhere, analyzing the interests and information needs of healthcare professionals, provider organizations, researchers, pharmaceutical companies, public health agencies, regulators, insurers, individuals, and others. They examine classic literature and current articles in the field to gain an appreciation of the trends toward and obstacles to information exchange. Through this course, students also have the opportunity to survey the various professional careers available in healthcare and consider their goals and interests in relation to these opportunities. (Prerequisite(s): BUSI 1001 or BUSI 1002.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4302 - Patient Records Practice and Policy♦

(5 cr.) As in most industries, healthcare relies heavily on information technology to provide the infrastructure for healthcare delivery in the global marketplace. Through this course, students have the opportunity to gain the necessary skills to understand the complexities of healthcare information systems components. Students examine the trends in the development of standardized patient records for a variety of health-related applications. They use requisite skills in requirements analysis and design to address the challenges in the field and engage in coursework on topics including privacy, confidentiality, and standardization. Students assess and discuss a variety of topics, such as medical devices, guidelines, and standards, as well as the differences among electronic health records, electronic medical records, and personal health records. (Prerequisite(s): CMIS 4301 and HLTH 1005 [for B.S. in Health Studies or B.S. in Public Health students].)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4303 - Healthcare Information Systems Applications♦
The cost of delivering healthcare in the United States continues to grow exponentially; therefore, the industry is in need of ways to optimize the financial components associated with delivery while focusing on better quality of care. Through this course, students learn about healthcare information systems applications designed to add value to the delivery of healthcare from a financial and clinical outcomes-based perspective. Students examine some of the most important classes of healthcare information systems, ranging from patient care management to epidemiology to billing to research data analysis. Case studies provide students with a practical opportunity to exercise their information systems design and analysis skills as well as to consider social and ethical issues related to the field. (Prerequisite(s): CMIS 4302.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4401 - Educational Uses of Computing

(5 cr.) This course examines the use of computer technologies in educational settings from childhood to adulthood, including both formal and informal modalities. Students analyze case studies of approaches including media, simulations, games, group interactions, design activities, and more. They consider ancillary applications such as recordkeeping and research. They study debates on the appropriate uses of technology in education and formulate their own positions on individual and social impacts. (Prerequisite(s): CMIS 2001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4402 - eLearning Concepts and Systems

(5 cr.) Technology and network connectivity have forever changed the way universities conduct education and students achieve learning; learning is no longer confined to the traditional classroom setting within structured timeframes. Through the electronic learning (eLearning) environment, students now have the opportunity to study at their own pace, with more flexibility of time and location, such as in the evening after work or in a café away from home. In this course, students examine key structural and functional elements of eLearning systems and explore how technology lends to the development of e-learning applications. Drawing upon both their experience as eLearners and their information systems expertise, students engage in group or individual projects focused on specific aspects of the learner experience, management functionality, and other properties of eLearning systems. (Prerequisite(s): CMIS 2001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4501 - Computer-Supported Collaborative Work

(5 cr.) With the advancement of technology, most organizations, including educational institutions, now rely on multiple-user applications to maximize workflow efficiency, enhance learning, and allow for collaboration of diverse skills and experiences. In this course, students examine existing systems and proposals for information support for collaboration in formal and informal settings, along with their organizational and cultural contexts. Drawing upon students’ own experience in online collaboration and requisite knowledge of information systems analysis and design, they analyze and discuss case studies to understand new collaboration capabilities.
better and ways to improve computer-based collaborative work continually. (Prerequisite(s): CMIS 4204.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4502 - Web 2.0 Systems and Applications♦

(5 cr.) The phenomenon known as “Web 2.0” is a cluster of technologies and applications centered around collaboration among users and their collective ability to add content and value to a community. In this course, students examine these technologies and applications to understand society’s social patterns, business dealings, and even the educational and political landscape. They engage in contextual application assignments to analyze the technical and commercial properties of different approaches to systems and applications. They also have the opportunity to enhance communication skills through discussions on topics including social networks, special interest communities, volunteer collaborative efforts, and innovative incentive systems. (Prerequisite(s): CMIS 4204.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4601 - Information Systems Service Management♦

(5 cr.) Businesses often do not have the knowledge or resources to execute a project on their own. As a result, they rely on external resources, often using offshore vendors who have the skills and tools required to complete the job. Although this process allows business-lucrative opportunities, it also requires someone to manage the relationship between the organization and outside vendor. In this course, students examine the conception of information systems (IS) as collections of services aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of service-oriented architecture and the various disciplines of open interfaces, open source software, service-level agreements, and client-vendor relationships that allow complex assemblies of services to work. They analyze and discuss the business and organizational strengths and weaknesses of different approaches for a real-world, practical understanding of IS service management. (Prerequisite(s): ISYS 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CMIS 4999 - IS Capstone Project

(5 cr.) In this capstone project course, students complete an integrative information systems project that combines multiple aspects of their information systems program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of system requirements, the creation of a system design, and the development and testing of a functional computer application. Students will develop a management presentation to describe the project design and justify the continuation of the
project. Students will also examine their professional goals in the context of their education and develop plans for continued learning and career development based on their personal objectives and priorities.

COMM 1001 - Contemporary Communications

(5 cr.) Effective communicators know how to choose the type of communication that best suits their intended audience. This course introduces students to the fundamentals of effective communication in contemporary society. Students’ primary focus is communication using electronic means, such as cell phones, e-mail, instant messaging, and Internet technologies. They explore a wide range of communication methods and technologies as well as their impact on the individual and society. Through this course, students gain the knowledge and skill to use appropriate contemporary communication strategies for various settings and audiences. They also gain the ability to apply writing and critical-thinking skills to their personal, academic, and work lives. Note: Students must take this course in the first quarter.

COMM 1003 - Introduction to Mass Communication♦

(5 cr.) Students in this course are introduced to basic concepts of communication to mass audiences. Students’ primary focus is the application of communication principles and theories needed to achieve intended outcomes in crisis scenarios, public relations, public and community affairs, and when influencing thinking or opinions. Students explore mass communication theory, historical context, concepts, and applications. Through this course, students work toward gaining applied skills and sensitivity to the social impact of mass communication.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1004 - Interpersonal Communication♦

(5 cr.) Effective interpersonal communication is a necessary tool for productivity and quality of life. Students in this course examine practical concepts and skills for enhancing communication with others. They analyze and discuss theories and models of interpersonal communication, listening, verbal communication, nonverbal communication, communication styles, affective and cognitive communication, giving and receiving feedback, and communicating interpersonally in a variety of modalities. Using insights gained from their weekly analyses, students engage in a final project through which they improve the status and satisfaction of their real-world work relationships.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 1005 - Developing Student Portfolios for Communication

(1 cr.) In this course, students are provided with a framework for developing a student portfolio. Students learn the value of creating a portfolio and how it is used to communicate and demonstrate their academic accomplishments. They also explore tools and techniques that help them to develop, manage, and maintain their portfolios. Students demonstrate their ability to apply the structure and methods presented in this course by composing a high-level design and
comprehensive outline for a student portfolio. **Note about required first courses**: Students should review the program description section of the *Walden University Catalog* carefully to determine which first course is required.

**COMM 2001 - Dynamics of Group Communication**

(5 cr.) Now more than ever, organizations are looking for individuals who can work effectively in a group. Students delve into the concepts and strategies of effective group functioning while applying these concepts to a group experience. In addition, students examine research on groups and teams including the following topics: stages of team development, handling conflict effectively, communicating effectively through various modes, valuing diversity, the impacts of groupthink, and encouraging creativity.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COMM 2002 - Fundamentals of Public Speaking**

(5 cr.) Whether one participates in training, a business meeting, or community event, being a skilled public speaker differentiates an uninteresting experience from an engaging one. Students in this course work to develop and enhance their ability and confidence in presentation skills, empathic listening, and critical thinking. Topics include developing content and organizing ideas using proven techniques for the oral delivery of informative and persuasive speeches. Additional topics include audience analysis, critical listening and thinking, and the use of technology in presentations. This course gives students an opportunity to improve their public communication skills, as well as plan, create, and deliver presentations. **Note**: This course is delivered over a 6-week term but is equated to COMM 2002E, which is delivered in a 12-week term.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COMM 2002E - Fundamentals of Public Speaking**

(5 cr.) Whether one participates in training, a business meeting, or community event, being a skilled public speaker differentiates an uninteresting experience from an engaging one. Students in this course work to develop and enhance their ability and confidence in presentation skills, empathic listening, and critical thinking. Topics include developing content and organizing ideas using proven techniques for the oral delivery of informative and persuasive speeches. Additional topics include audience analysis, critical listening and thinking, and the use of technology in presentations. This course gives students an opportunity to improve their public communication skills, as well as plan, create, and deliver presentations. **Note**: This course is delivered over a 12-week term, but is equated to COMM 2002, which is delivered in a 6-week term.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COMM 2003 - Writing for the Digital Age**

(5 cr.) It has been said that “good writing is good writing no matter the medium,” but is that really true? In this course, students examine the fundamentals of writing, such as purpose,
context, voice, and structure, as well as how the implementation of those fundamentals varies for print, Internet, advertising, and broadcast mediums. Students explore the best ways to use productivity software such as documents, presentations, spreadsheets, charts, and graphs to create a compelling argument. In addition, students will study and then apply the knowledge of digital communication to interpret tone and purpose. No matter the industry or career focus, writing for the digital age is an increasingly important topic of study.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 2003E - Writing for the Digital Age**

*(5 cr.)* It has been said that “good writing is good writing no matter the medium,” but is that really true? In this course, students examine the fundamentals of writing, such as purpose, context, voice, and structure, as well as how the implementation of those fundamentals varies for print, Internet, advertising, and broadcast mediums. Students explore the best ways to use productivity software such as documents, presentations, spreadsheets, charts, and graphs to create a compelling argument. In addition, students will study and then apply the knowledge of digital communication to interpret tone and purpose. No matter the industry or career focus, writing for the digital age is an increasingly important topic of study.

**COMM 3001E - Applied Interpersonal Communication**

*(5 cr.)* In this course, students have the opportunity to examine the cognitive and affective aspects of communication, thus increasing self-awareness. They explore acceptance, perception, emotional intelligence, self-presentation, learning styles, models of human information processing, and aspects of the psychology of language. Through a comprehensive self-assessment, students gain insight into their ability to communicate, manage conflict, influence others, and work effectively with those who have different values and beliefs. *(Prerequisite(s): COMM 1004.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 3002 - Negotiation and Persuasion**
Students in this course are introduced to communication theory and research on persuasion and negotiation. Through the application of theory, this course seeks to help students become more informed, critical senders and receivers of persuasive messages in their professional and everyday lives. Students explore the skills needed to plan, design, and deliver persuasive oral and written messages, while learning to identify and resist undesirable propaganda efforts.

COMM 4001 - Intercultural Communication

Globalization has created a smaller world. Media, culture, commerce, new neighbors, and new family members have drastically increased interactions among culturally diverse people. In this global environment, people need to interact effectively with all types of people, cultures, and world views. In this course, students are provided tools for observing, evaluating, and understanding various cultures to communicate effectively with others. Students explore the impact of culture and personal identity on communication strategies. They distinguish the modes and styles of communication unique to their personal culture from the cultures of others. Students explain how theories of cultural differences can help in anticipating and overcoming challenges in intercultural situations. In addition, students apply effective intercultural communication skills to academic, personal, and professional settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 4001E - Intercultural Communication

Globalization has created a smaller world. Media, culture, commerce, new neighbors, and new family members have drastically increased interactions among culturally diverse people. In this global environment, people need to interact effectively with all types of people, cultures, and world views. In this course, students are provided tools for observing, evaluating, and understanding various cultures to communicate effectively with others. Students explore the impact of culture and personal identity on communication strategies. They distinguish the modes and styles of communication unique to their personal culture from the cultures of others. Students explain how theories of cultural differences can help in anticipating and overcoming challenges in intercultural situations. In addition, students apply effective intercultural communication skills to academic, personal, and professional settings. Note: This is a 12-week version of COMM 4001.

COMM 4101 - Organizational Communication

Students in this course work toward gaining skills to communicate effectively in a diverse, global environment. They examine the relationship of culture and personal identity to communication strategies. They also learn to distinguish the modes and styles of communication unique to their personal culture from the cultures of others; explain the theories of cultural differences; anticipate and overcome challenges in cross-cultural situations; and apply effective cross-cultural communication skills to academic, personal, and professional settings. Students engage in a final project through which they gain hands-on experience working with someone from another culture, acquiring practical skills to use in the 21-century global society.

(Prerequisite(s): MGMT 4401 or BUSI 1002.)
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 4901 - Communication Capstone

(5 cr.) The course concludes students’ study in communications as they integrate theory and practice developed throughout the program. Students create a comprehensive communications plan through which they apply concepts and tools appropriate to the needs of a chosen setting based on a thorough assessment of strategic direction, audience or market, advantages, weaknesses, obstacles, and opportunities. Note: Students complete this course after they meet all other requirements in the program.

COMM 6100 - Communication Theory in Practice: Here and Now

(3 sem. cr.) It has been said that all communication is persuasive in nature. Whether this assertion is true or not, it is likely that individuals frequently attempt to persuade others on a daily basis. In this course, students explore the theories and approaches needed to enhance persuasive messages, make communication more effective, and generate a desired effect. Students examine how to craft oral, written, and visual messages that integrate persuasive theory for a selected audience. Topics include the psychology of messaging, communicating a consistent message across various media, rhetorical theory, persuasion, negotiation, and cognitive dissonance.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6110 - Media Effects: Mass Media in Modern Society

(3 sem. cr.) Today’s mass media are constantly evolving. Technological advances have shifted the concept of mass media from analog waves to digital bytes. Both content creators and consumers interact with their media in new ways. Through this course, students prepare for today’s global audience. In this course, students examine the history and evolution of the mass media landscape. They explore the theories, concepts, and trends that support informed digital consumers and content creators. Also, students explore the effects of media on consumer actions and the ethical boundaries that arise in creating mass media. Ultimately, their study will reveal the impact of social media, the effects of media on society, and the nature of the global mass media audience.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COMM 6120 - Persuasive Storytelling

(3 sem. cr.) What do lawyers, journalists, and advertisers have in common? Whether they are addressing a jury, a readership, or a consumer, each wants to influence individuals to action and attempts to do so through persuasive storytelling. In this course, students explore the elements of a story and the approaches used to frame narratives. In addition, students examine the methods used to put persuasive theory into practice through public speaking, presentations, and written and visual communication and communicate a single story in a variety of media. Topics include written and visual narrative, elements of story, and persuasion applied to various media.
COMM 6130 - Communicating Using Social and Digital Media

(3 sem. cr.) While some companies may still be asking, “Why should we care about social media?” most are now asking, “How can we leverage the power of social media?” In this course, students examine how social media have changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

COMM 6140 - Message Design, Audience, and Evaluation

(3 sem. cr.) Using reputable sources lends credibility to a message. But how does a communication professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and Web analytics.

COMM 6150 - Interpersonal Communication

(3 sem. cr.) The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

COMM 6160 - Creative Strategy and Execution: From Brief to Presentation

(3 sem. cr.) Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communication campaign that uses traditional and digital media. Grounded in
concepts of integrated marketing communication, this course provides students with the opportunity to develop and review a creative or innovative brief. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6170 - Public Relations Concepts and Strategy**

(3 sem. cr.) To build and manage the relationship between an organization and the public successfully in today’s increasingly global community, a strategic communications plan requires the use of both traditional and new technology. Students in this course explore, from a global perspective, the needs of various public relations stakeholders, including the customer, the press, and the investor. Topics include how to change behaviors, advocate for causes, design messages for specific audiences, select appropriate communication channels, and evaluate results of public relations campaigns. Students also consider the potential legal and ethical aspects of the practice of public relations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6180 - Crisis Communication**

(3 sem. cr.) Protecting an individual, company, or organization from the potential negative results of a crisis requires the development of a crisis management plan to anticipate and mitigate risk. Students in this course explore the use of media relations and public-opinion research techniques to minimize unwanted impacts from crises. Students review real-world controversies and crisis management plans to develop original communication plans that address risks and provide value to the stakeholders. Other topics include the impact of criminal or government investigations, media inquiries, lawsuits, and other scenarios involving ethical disputes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COMM 6900 - Communication Capstone**

(3 sem. cr.) Students in this course incorporate theory in practice to synthesize knowledge gained throughout the program. Through the creation of a communication research project, students examine how a communication professional can influence others to enhance positive social change in both organizations and communities. In addition, students reflect on their own communication strengths and opportunities and develop a communication action plan. Through the completion of the research project and action plan, students have the opportunity to create portfolio pieces.

**COUN 6000 - Foundations for Graduate Study in Mental Health Counseling**
(6 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in psychology and counseling.

**COUN 6100 - Introduction to Mental Health Counseling**

(5 cr.) Students are introduced to the mental health counseling profession in this course. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The course, which focuses on the student as a future mental health counselor, provides an overview of the mental health counseling program, the profession, and professional competencies.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6101 - Foundations for Graduate Study in Counseling**

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6101A - Foundations for Graduate Study in Counseling**

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. They are provided with a foundation for academic and professional success as scholar-practitioner and social-change agents. Topics include the relation of mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. The focus of course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in psychology and counseling.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6102 - Introduction to Career Counseling**
In today’s unstable economy and fluctuating job market, individuals must contend with a gambit of challenges, including forced early retirement, working past retirement, changing jobs, and seeking further education to start new careers. For these reasons, counselors are often needed to help such individuals work through these issues. Through this course, students are introduced to the career counseling profession, including the history, philosophy, and theoretical foundations. They also explore the scope of practice, credentialing, and other professional issues. Through written assignments and other application-focused activities, students assess theories and issues specific to the career counseling role and consider their future in a professional context.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6103 - Introduction to Addiction**

(5 cr.) Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addiction counseling; professional standards for addiction counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

**COUN 6110 - Foundations of Graduate Study in School Counseling**

(5 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students are provided a foundation for academic and professional success as scholar-practitioners and social-change agents. Topics include the relation of mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Students view the New Student Orientation and read and agree to the Counseling Student Guide. The focus of the course assignments is on the practical application of writing and critical-thinking skills and the promotion of professional and academic excellence as they relate to practice in school counseling.

**COUN 6111 - Introduction to School Counseling**

(5 cr.) This is a foundation course designed to introduce students to the school counseling profession. The course explores the history of the profession; the roles, functions, and professional identity of the school counselor; and the current models of school counseling programs such as the American School Counselor Association (ASCA) national model. Students will develop knowledge of the current issues and directions for the profession, as well as the requirements and challenges of being a professional school counselor.

**COUN 6145 - Crisis Management**

(5 cr.) Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future
disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6145A - Crisis Management**

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Students develop a crisis management plan for their own community.

**COUN 6201 - Introduction to Marriage, Couple, and Family Counseling**

(5 cr.) Counselors seeking to work with couples and families must understand the changing landscape of family dynamics and the diverse perspectives through which they must practice. Students in this course are introduced to the specialty area of marriage, couple, and family counseling and are provided an orientation to professional organizations, preparation standards, credentials relevant to the specialty area, and legal and ethical issues. Students explore the history, philosophy, and trends in marriage, couple, and family counseling and examine a variety of theoretical perspectives, techniques, and related concepts, such as systems, family development, wellness, and family life cycle. Through topical literature, case studies, and shared experiences, students assess societal trends and treatment issues related to working with multicultural and diverse family systems. They also consider future trends and potential challenges in the field.

**COUN 6201A - Introduction to Marriage, Couple, and Family Counseling**

(5 cr.) Students are introduced to the specialty area of marriage, couple, and family counseling in this course. They are provided an orientation to professional organizations, preparation standards, and credentials relevant to the specialty area. Through this course, students will be exposed to the history, philosophy, and trends in marriage, couple, and family counseling. A variety of theoretical perspectives, techniques, and related concepts (e.g., systems, family development, wellness, and family life cycle) are reviewed. Societal trends and treatment issues related to working with multicultural and diverse family systems are explored. Legal and ethical issues related to working in this specialty area are addressed.

**COUN 6202 - Theories, Treatment, and Case Management of Addiction**
(5 cr.) Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**COUN 6203 - Psychopharmacology and Biopsychosocial Considerations**

(5 cr.) Addictive disorders commonly present as a variety of medical and psychological disorders. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

**COUN 6204 - Assessment in Counseling and Addiction**

(5 cr.) Based on professional standards for testing, this course provides students with an overview of the different types of diagnostic and assessment tools used in addictions counseling. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural issues, including cultural bias and fairness.

**COUN 6205 - History and Systems of Psychology**

(5 cr.) This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6210 - Ethics and Legal Issues in School Counseling**

(5 cr.) In this course, students are provided with an introduction to the field of professional counseling and the foundations of school counseling. The course addresses the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor’s role as social-change agent, cultural dynamics, consultation, and trends in professional counseling. The counseling profession’s ethical standards are also addressed with an emphasis on the American
School Counselor Association and American Counseling Association code of ethics and
counselor ethical decision-making processes.

**COUN 6214 - Lifespan Development**

(5 cr.) In this course, students are provided with an advanced overview of development through
the lifespan, including prenatal, childhood, and adolescent phases. Basic developmental
processes and theories are examined and applied to developmental milestones that occur within
these phases of development. Themes of diversity are highlighted throughout the course.
Additional topics include ethics, research, global perspectives, and social change.

**COUN 6215 - Lifespan Development**

(5 cr.) Students in this course are provided with an advanced overview of human development
through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases.
Students examine and apply basic processes and theories to developmental milestones that occur
within these phases of development. They explore factors of heredity and environmental
elements on human development, and they consider ethical issues, research considerations, and
global perspectives as they assess strategies to promote optimal development. Students also
engage in coursework and discussions that highlight themes of diversity and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6215A - Lifespan Development**

(5 cr.) This course provides students with an overview of development through the lifespan,
including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional,
and cognitive issues are covered, as well as the expected developmental milestones during each
of these phases of development. The latest research in attachment theory, brain research, and
aging is included, and themes of diversity issues related to developmental research are
highlighted throughout the course.

**COUN 6220 - Psychology of Personality**

(5 cr.) Professionals study personality in a variety of contexts to understand the factors that
compose an individual’s psychological framework, including feelings, thoughts, and motivations
better. Students in this course are introduced to the major theories of personality and personality
assessment approaches. Students examine research that supports multiple theories as well as
basic concepts and principles of the various schools of thought. They also explore and discuss
related topics, such as various aspects of psychology, including psychoanalytic, biological,
behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to
individual, cultural, and gender differences in personality. Students consider themes of diversity
throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6225 - Biopsychology**
This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

**COUN 6235 - Cognitive Psychology**

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6250 - Group Process and Dynamics**

(5 cr.) Students are prepared in this course to work with groups in various settings. They examine group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. Students also participate in a group experience in their community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6250A - Group Process and Dynamics**

(5 cr.) Students in this course prepare to work with groups in various settings. They examine group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. Students also participate in a group experience in their community.

**COUN 6301 - Counseling Theories for School Counselors**

(5 cr.) Students summarize the history and explore the primary concepts of the major approaches to counseling and in current use in this course. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Students also explore the limitations of each approach. Theories commonly used in schools are also investigated.
COUN 6302 - Counseling Techniques in the Schools

(5 cr.) Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Note: In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

COUN 6305 - Statistics I ♦

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6306 - Ethics and Legal Issues in Counseling ♦

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor’s role as social-change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) code of ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6306A - Ethics and Legal Issues in Counseling

(5 cr.) In this course, students are provided with an introduction to the field of professional counseling and the foundations of mental health counseling. They address the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor’s role as social-change agent, cultural dynamics, consultation, and trends in professional and mental health counseling. The counseling profession’s ethical standards are also addressed with an
emphasis on the American Counseling Association code of ethics and counselor ethical decision-making processes.

**COUN 6310 - Research Design**

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection. *(Prerequisite(s): COUN 6305.)*

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6311 - Leadership, Advocacy, and Consultation in the Schools**

(5 cr.) Students in this course explore the role of leader and consultant in a school setting. The development of a data-driven comprehensive school counseling program is emphasized in this course along with specific strategies for communicating with key stakeholders, working to close the achievement gap, and working within the mission of schools to advocate for student needs.

**COUN 6312 - Multicultural Counseling in the Schools**

(5 cr.) This course is designed to increase students’ awareness and knowledge of and skills related to multicultural counseling in the schools. Students explore diversity and identity issues and discuss their impact on the counseling relationship. The application of current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

**COUN 6314 - Program Evaluation**

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s): COUN 6305 and COUN 6310.)*
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6315 - Tests and Measurement

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Prerequisite(s): COUN 6305.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6316 - Techniques in Counseling

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to influence their counseling approaches positively. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. Note: This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6316A - Techniques in Counseling

(5 cr.) The focus of this course is on principles and skills related to interviewing and observation, as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Note: In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

COUN 6317 - Child and Adolescent Counseling

(5 cr.) Students in this course are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students’ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family-systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a
distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

**COUN 6320 - Group Counseling and Guidance in the Schools**

(5 cr.) In this course, students are prepared to work with groups in school settings. They examine group theory, process, and dynamics. Using relevant literature, multimedia resources, and the scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

**COUN 6322 - Crisis, Trauma, and Disaster Response**

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on children, adolescents, and families within schools and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, crisis in the school, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and countertransference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

**COUN 6324 - Assessment in Counseling and Education**

(5 cr.) Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling and educational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**COUN 6326 - Research and Program Evaluation**

(5 cr.) Students in this course are introduced to evaluation research and provided with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each design would be most appropriate. They consider the importance of scholarly writing and learn how to identify a topic for research and how to conduct a literature search. Students explore the history and theory underlying program evaluation, approaches to evaluation, and techniques used to perform the evaluation and demonstrate program effectiveness. Additionally, students explore the procedures involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students gain hands-on experience developing a research proposal in which they address key...
elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and communicating the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6326A - Research and Program Evaluation**

(5 cr.) Students in this course are introduced to evaluation research and are provided with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They can learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students can learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects’ protection.

**COUN 6328 - Research and School Counseling Program Evaluation**

(5 cr.) Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

**COUN 6331 - Interviewing and Observational Strategies**

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to influence their counseling approaches positively. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. Note:
This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6333 - Vicarious Trauma and Compassion Fatigue

This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. This course places an emphasis on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6333A - Vicarious Trauma and Compassion Fatigue

This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response helping professionals. This course places an emphasis on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

COUN 6336 - Crisis, Trauma, and Disaster Response

This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
COUN 6336A - Crisis, Trauma, and Disaster Response

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore topics including crisis assessment, counselor competencies, vicarious trauma and countertransference, specific related diagnoses, and advocacy. Students consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

COUN 6341 - Psychological Assessment: Cognitive

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. (Prerequisite(s): Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in COUN 6315 or in another graduate course in tests and measurements.)

COUN 6345 - Career, Consultation, and Assessment♦

(5 cr.) Through this course, students gain a comprehensive overview of the history, theory, process, and methods in the field of career counseling consultation and assessment as well as the qualifications required of the career counselor to consult in a variety of settings. Students learn the techniques that career counselors may employ within different models of consultation, and they explore the different types of assessments used in clinical, educational, and organizational settings. They also engage in an in-depth examination of the principles of assessment used to evaluate and employ assessment instruments. Students gain practical insight into the field as they explore and discuss the ethical, legal, and sociocultural issues in consultation and assessment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6346 - Child and Adolescent Counseling♦

(5 cr.) In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore the legal and ethical issues related to counseling children and adolescents.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6346A - Child and Adolescent Counseling**

(5 cr.) In this course, students are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students’ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family-systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

**COUN 6351 - Psychological Assessment: Personality**

(5 cr.) This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and they learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. **(Prerequisite(s): Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in COUN 6315 or in another graduate course in tests and measurements.)**

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6354 - Academic and Career Counseling**

(5 cr.) Academic and career counselors are concerned with student life on all levels to support the personal and educational development of each student. Students in this course examine educational, developmental, and counseling theories related to academic and career counseling. The focus of this course is on academic and career development from elementary school through college. Students will explore intellectual and emotional intelligence, multicultural issues, attitudes, values, and psychosocial needs of the lifelong learner. Students will gain skills required to assist a highly diversified student body in academic planning, career exploration, decision making, and personal growth.

**COUN 6355 - Academic and Career Counseling**

(5 cr.) Academic and career counselors are concerned with student life on all levels to support the personal and educational development of each student. This course examines educational, developmental, and counseling theories related to academic and career counseling. This course will focus on academic and career development from elementary school through college. The course will explore intellectual and emotional intelligence, multicultural issues, attitudes, values, and psychosocial needs of the lifelong learner. Students will gain skills required to assist a highly diversified student body in academic planning, career exploration, decision making, and personal growth.
growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6356 - Theories and Techniques in Marriage, Couple, and Family Counseling
(5 cr.) In this course, students are provided with the opportunity to gain an advanced understanding of theories and techniques for working with couples, marriages, and families as well as to acquire skills for theory integration and theory-based treatment. Through video demonstrations and other topical materials, students witness and examine empirically supported treatments and techniques in prevention, intervention, development, and promoting the well-being of marriages, couples, and families. They explore systemic implications for conceptualization, assessment, treatment planning, and interventions. Students also learn how to assess procedures for critically evaluating relevant research and how to apply these findings to their counseling practices. Additionally, they explore methods of adapting models to meet the needs of a diverse society and the legal and ethical issues related to working in this specialty area.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6356A - Theories and Techniques in Marriage, Couple, and Family Counseling
(5 cr.) Students in this course are provided with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society, as well as legal and ethical issues related to working in this specialty area, will be explored.

COUN 6360 - Assessment in Counseling and Education
(5 cr.) Assessments are important tools that counselors use to gain information about clients and to aid practice. Therefore, counselors must know what assessment tools are available; have the ability to read, interpret, and analyze results of tests; and keep abreast of changing trends in working with assessments as well as new assessment tools and changes in technology. Students in this course are provided with an overview of assessments used in counseling and education as well as the responsibilities of counselors using assessments. Students learn about the different types of tests used in clinical, educational, and organizational settings, and they examine the psychometric properties used to develop and evaluate these instruments. They also explore normative sampling and standardization, reliability and validity, test score interpretation, and test development. Additionally, students assess and discuss ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6360A - Assessment in Counseling and Education

(5 cr.) Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling, educational, and organizational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

COUN 6361 - Human Sexuality

(5 cr.) Students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6390 - Thesis

(12 cr. minimum—6 cr. per term for 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. (Prerequisite(s): COUN 6305, COUN 6310, COUN 6315, and an additional three courses.) Note: Students are registered for COUN 6390 until successful completion of the thesis.

COUN 6400 - Military Culture

(5 cr.) This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.
COUN 6401 - School Counseling Practicum
(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved school setting with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding school counseling practice by interacting with their colleagues and instructor. There is an off-line requirement of a triadic supervision teleconference once a week with the practicum instructor or another university supervisor. (Prerequisite(s): All core courses and Residency 2.)

COUN 6402 - Working with Military Spouses, Families, and Children
(5 cr.) The nature of military work responsibilities impacts not only military personnel, but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

COUN 6404 - Military Culture
(5 cr.) In this course, students are provided with an overview of military culture. The focus of this course is on understanding military work culture, the sociocultural identity development of military personnel, the experience of military families, support for military personnel and their families, and socioeconomic and other lifestyle challenges for military personnel. After completing this course, students will be more informed about the mental health and social support needs of these populations.

COUN 6405 - Working With Military Spouses, Families, and Children
(5 cr.) The nature of military work responsibilities impacts not only military personnel, but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

COUN 6406 - Working with Military Spouses, Families, and Children
(5 cr.) The nature of military work responsibilities impacts not only military personnel, but their families as well. Frequent relocations, extended deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

COUN 6500 - School Counseling Internship I
(3 cr.) The focus of this course is on the internship, which provides students with supervised school counseling practice and instruction. This course is the first of two courses designed to prepare students to work effectively as school counselors in an approved school site. Students are required to complete a total of 600 hours in their internship. Under clinical supervision, students will perform a variety of counseling activities, including but not limited to individual and group
counseling, classroom guidance, consultation, collaboration, record-keeping, and administering referrals. Students also will complete weekly assignments and attend weekly group supervision teleconferences to develop their professional skills further. (Prerequisite(s): School Counseling Practicum and approval of field experience coordinator.)

**COUN 6501 - School Counseling Internship II**

(3 cr.) This course is a continuation of COUN 6500 - Internship I and focuses on the refinement of professional school counseling skills. Students are required to continue working to complete their 600 hours of counseling practice and instruction during the second term of internship. Under clinical supervision, students will continue to perform a variety of counseling activities including but not limited to individual and group counseling, classroom guidance, consultation, record-keeping, and administering referrals. Students also will complete weekly assignments and attend weekly group supervision teleconferences to refine their professional skills further. (Prerequisite(s): All core courses and Internship I.)

**COUN 6510 - Individual Crisis, Trauma and Recovery**

(5 cr.) With an emphasis on post-traumatic stress disorder (PTSD), dissociative identity disorder (DID), and vicarious trauma, this course is designed to address the mental health needs of individuals who are traumatized by violence, neglect, natural disasters, emotional abuse, and human-made disasters. Students will gain both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma-related disorders. In addition, the course focuses on providing support for first-line responders, such as mental health providers, military personnel, medical personnel, police and fire personnel, victim advocates, and family members who care for traumatized people.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6511 - Treatment of Forensic Populations**

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6511A - Treatment of Forensic Populations**

(5 cr.) In this course students are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel, will be covered. The use of traditional forms of intervention, such as individual and
group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

**COUN 6512 - Juvenile Justice, Delinquency, and Development**

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6512A - Juvenile Justice, Delinquency, and Development**

(5 cr.) The focus of this course is on the various aspects of the juvenile justice system and the population that it serves. As such, a thorough understanding of normal juvenile development is provided as a backdrop in which to apply current juvenile justice codes and case law better. The changing landscape of the juvenile justice field based on current research with its population will be covered.

**COUN 6520 - Psychology of Work**

(5 cr.) The meaning of work is vast and comprises a wide array of images, ideas, values, and definitions, depending on age, gender, culture, and other factors. In this course, students examine the critical role of work and vocation from multicultural and global perspectives as well as from a developmental perspective spanning childhood through late adulthood. Students explore and integrate into coursework major theories of vocational psychology. They also examine the meaning of work for individuals, groups, families, and societies as well as the interrelationship of work with family and other lifestyle roles, economic factors, and conditions. Additionally, students examine issues impacting work performance, such as crisis, substance abuse, and mental health challenges.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 6671 - Counseling Practicum**

(3 cr.) Students complete a supervised practicum experience at an approved site for a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students participate in classroom and site-based activities including weekly on-site and university group supervision. Through engagement at the field site and course-based assignments and supervision, students demonstrate counseling skills and acquire application-based knowledge for counseling practice in their program area. The area of client focus is
dependent on the student’s program of study and may include individual, group, couples, and/or family work. *(Prerequisite(s): Approval of the field experience coordinator.)*

**COUN 6671A - Counseling Practicum**

*(3 cr.)* The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor. There is an off-line requirement of a triadic supervision teleconference once a week with the practicum instructor or another university supervisor. *(Prerequisite(s): Approval of the field experience coordinator.)*

**COUN 6672 - Counseling Practicum**

*(3 cr.)* The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor. There is an off-line requirement of a group supervision teleconference once a week with the practicum instructor. *(Prerequisite(s): Approval of the field experience coordinator.)*

**COUN 6682a - Internship I**

*(3 cr.)* During Internship I, students focus on refining counseling and professional skills while working to complete their 600 hours of counseling instruction. Under clinical supervision, students continue to perform a variety of counseling activities, including but not limited to counseling individuals, couples, families, and/or groups (based on the student’s program of study); keeping records; writing reports; and administering referrals. Students also complete weekly assignments and attend weekly group supervision teleconferences to refine their counseling and professional skills further. *(Prerequisite(s): Approval of field experience coordinator.)*

**COUN 6682b - Internship II**

*(3 cr.)* This course is a continuation of COUN 6682a - Internship I. During Internship II, students continue to focus on refining counseling and professional skills while working to complete their 600 hours of counseling instruction. Under clinical supervision, students continue to perform a variety of counseling activities, including but not limited to counseling individuals, couples, families, and/or groups (based on the student’s program of study); keeping records; writing reports; and administering referrals. Students also complete weekly assignments and attend weekly group supervision teleconferences to further refine their counseling and professional skills. *(Prerequisite(s): COUN 6682a.)*

**COUN 6700 - Psychology and Social Change**
In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6705 - Professional Identity and Ethics in Counseling♦

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of mental health counseling. Students explore and discuss a variety of topics, including history, philosophy, cultural dynamics, consultation, trends in professional and mental health counseling, and client and counselor advocacy with a focus on the counselor’s role as social-change agent. Students also address the counseling profession’s ethical standards, devoting special attention to the American Counseling Association (ACA) code of ethics and counselor ethical decision-making processes. Sharpening scholarly writing and critical-thinking skills, students synthesize knowledge and apply course concepts through biographical and professional identity essays.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6720 - Diagnosis and Assessment♦

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6720A - Diagnosis and Assessment

(5 cr.) This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Specifically, this is an applied course where students explore the application of diagnostic criteria in various mental health work settings such as schools, rehabilitation facilities, community agencies, and
private practices. Environmental and biological factors contributing to behavioral disorders are considered, using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed.

**COUN 6721 - Advanced Psychopathology**

*(5 cr.)* In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s): COUN 6220.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6722 - Counseling and Psychotherapy Theories**

*(5 cr.)* There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6722A - Counseling and Psychotherapy Theories**

*(5 cr.)* This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

**COUN 6723 - Multicultural Counseling**

*(5 cr.)* Students can increase their sensitivity, awareness, and knowledge of, and skills related to multicultural counseling and working effectively with diverse clients in this course. Students explore how their own cultural development, biases, values, and strengths impact the development of their counseling approach. Embracing diversity and various client identity issues and their impact on the counseling relationship are foundational to the course. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is also addressed. Topics include age, race, gender, sexual orientation, religious preference, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and
assessment, and family patterns. (Prerequisite(s): Counseling Residency I.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6723A - Multicultural Counseling

(5 cr.) This course is designed to increase students’ awareness and knowledge of and skills related to multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6724 - Child Psychotherapy

(5 cr.) What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6726 - Couples and Family Counseling

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6727 - Religion and Spirituality in Counseling and Therapy

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious
manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

_COUN 6728 - Substance Abuse Counseling_♦

(5 cr.) The impact of substance abuse on the lives of people with addictions and the lives of their families makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

_COUN 6728A - Substance Abuse Counseling_

(5 cr.) Students in this course examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

_COUN 6740 - Disaster, Crisis, and Trauma_♦

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions, and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., posttraumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and
interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6742 - Conflict, Conflict Resolution, and Peace**

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6743 - Psychopharmacology**

(5 cr.) Addictive disorders commonly present as a variety of medical and psychological disorders. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6753 - Career Counseling**

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
COUN 6753A - Career Counseling

(5 cr.) In this course, students examine major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in culture-, gender-, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

COUN 6777A - Essentials of Public Health: A Case Study Approach

(5 cr.) Students evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options in this course. They explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health.

COUN 6778A - Social, Behavioral, and Cultural Factors in Public Health

(5 cr.) Students in this course are presented with an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities.

COUN 6784 - Psychological Consultation

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 6785 - Prevention, Intervention, and Consultation

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to
address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6785A - Prevention, Intervention, and Consultation**

(5 cr.) Students in this course are provided with an inquiry into prevention and intervention programs for individuals, groups, and communities. Students consider cultural, social, psychological, family, organizational, and political factors bearing on the mental health and development of people in various settings, including schools, communities, and organizations. Theoretical frameworks guiding prevention and intervention are explored, including constructivist and ecological-developmental perspectives. Students gain experience in developing prevention-oriented programs within diverse systems.

**COUN 6800 - Capstone**

(5 cr.) A capstone project provides students with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change. During this capstone course, students select an issue in mental health counseling and develop a problem statement related to the issue. They review the literature surrounding the issue, design a research study, and make recommendations to address the problem. Students report the results of their study through a written paper and a narrated PowerPoint presentation.

**COUN 6815 - Contemporary Gerontology/Geriatric Psychology**

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of task force reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6820 - Successful Practice Management**

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research, legal, and ethical issues. Students also address practice demographics and systematic intake procedures. Through the design of a business plan or strategic analysis, students research and
explicate a specific issue or topic presented in the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6830 - Psychology of Sexuality**

*(5 cr.)* In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6912 - Mental Health Law**

*(5 cr.)* Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 6912A - Mental Health Law**

*(5 cr.)* Students in this course examine several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

**COUN 8001 - Foundations of Graduate Study in Counselor Education and Supervision**
Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to counselor educators and supervisors.

**COUN 8110 - Professional Orientation, Ethics, and Identity**

(5 cr.) Students in this doctoral-level course work toward preparing their professional identity as counselor educators and supervisors. They explore the professional orientation and characteristics of counselors, counselor educators, and supervisors as well as related ethical and legal issues encountered in daily work situations. Students engage in discussions and assignments designed to provide practical application of competencies and responsibilities of counselor educators and supervisors. Students also examine the American Counseling Association (ACA) code of ethics and other relevant standards of practice as well as multicultural issues related to counselor preparation training. Through this course, students have the opportunity to gain professional awareness and create a professional development plan that can be implemented throughout their degree program. *(Prerequisite(s): COUN 8001.)*

**COUN 8111 - Leadership and Organizational Change**

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**COUN 8115 - Advanced Counseling Theories**

(5 cr.) There are many counseling theories available for professional use in practice. It is the responsibility of the counselor, however, to understand these theories, know which to use in specific settings and situation, and decide which are best suited to his or her own style or methods. In this course, students explore and evaluate major traditional and contemporary theories of the counseling profession, including psychoanalytic, person-centered, rational emotive behavioral therapy (REBT), multicultural, feminist, and solution-focused. Students apply these and other theories to diverse populations and settings. They also consider how they might advise students and supervisees who use these theories, and they analyze related challenges in teaching and supervising. In doing so, students consider the impact of their own psychosocial, racial, and ethnic identities. Finally, students develop a personal integrative theoretical orientation. *(Prerequisite(s): COUN 8110.)*

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
COUN 8116 - Understanding Forensic Psychology

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to read forensic psychology research critically and how best to apply research results to forensic clinical settings.

COUN 8120 - Professional Consultation, Program Evaluation, and Leadership

(5 cr.) In this course, students work toward increasing their knowledge and skills related to the roles of consultant and program evaluator in community agencies, mental health settings, P–12 schools, and university settings. Through a variety of practical discussions and assignments, students explore leadership theory and skills; systems theory; consultation models and processes; program evaluation models and methods; ethical, legal, and professional issues; and availability of funding sources. Students synthesize knowledge and apply skills to case studies and real-life examples. They also apply the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards to an evaluation of the components of a counselor education program. (Prerequisite(s): COUN 8115.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8125 - Teaching in Counselor Education

(5 cr.) In this course, students prepare to become competent teachers of counselor education through the examination of various adult learning methods to work effectively with different learning styles, cultural dynamics, and diversity. They learn how to help students acquire and apply knowledge and skills, and they examine methods to evaluate learning outcomes. Students also have the opportunity to reflect on past learning experiences to examine the qualities of effective teachers and teaching practices, and they consider how they can apply these practices to their own teaching endeavors. Incorporating concepts and skills learned throughout the course, students videotape themselves teaching a presentation to demonstrate their progress in becoming an effective teacher of counselor education. (Prerequisite(s): COUN 8120.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8126 - Assessment in Forensic Psychology

(5 cr.) This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

COUN 8135 - Clinical Supervision
Clinical supervision of counselors and counselors in training requires in-depth knowledge of major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to supervisory interactions and responsibilities. Students in this course are provided with the opportunity to develop their professional identity and learn the skills of a clinical supervisor. Throughout this course, students engage in experiential applications, discussions, and self-reflective assignments that focus on the strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision, theoretical frameworks, and models of supervision, students develop and apply their own theory of supervision in a practice setting in which they each oversee a group of practicum students.

COUN 8140 - Professional Counselor as Scholar-Practitioner

The responsibility of scholar-practitioners in the field of counseling is to consume and disseminate information in clinical, academic, and administrative settings. Students are provided with a model for development as a professional counselor scholar-practitioner through which they learn to process knowledge and engage in professional advocacy in this course. Students explore relationship, professional-writing, and presentation proficiencies and apply these skills in practice scenarios through application-based assignments. They also identify and evaluate publication and presentation venues. Applying course concepts and acquired knowledge, students gain practical experience as scholar-practitioners as they complete a manuscript for submission to a peer-reviewed, counseling-related journal.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8145 - Crisis Management

Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8146 - Crisis Management

Small- and large-scale disasters of all types continue to abound. Communities need trained individuals who are prepared to respond to such incidents and who can help plan for future disasters as well as train others to plan and respond. In this course, students learn the fundamentals of crisis management and crisis leadership. They develop an understanding of the theories and models related to crises, disasters, and other events caused by trauma. Students also...
learn about ethical, legal, and diversity considerations in crisis and trauma response. Through analyses of topical literature, applications, and discussions, students gain a practical understanding of the models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Employing concepts learned in the course, students develop a crisis management plan for their own community.

**COUN 8203 - Survey Research Methods**

(5 cr.) An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. The course will also review theoretical and empirical research on question and questionnaire effects. The course prepares students in the practice of writing questions and designing questionnaires, both in general and in light of existing research. *(Prerequisite(s): RSCH 8100 and RSCH 8200.)*

**COUN 8214 - Counseling for Organizational Change**

(5 cr.) This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

**COUN 8215 - Lifespan Development**

(5 cr.) This course provides students with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 8250 - Group Process and Dynamics**

(5 cr.) This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**COUN 8310 - Research Design**

(5 cr.) This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and
limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects’ protection. (Prerequisite(s): COUN 6305.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8314 - Program Evaluation

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8315 - Tests and Measurements

(5 cr.) This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8316 - Techniques of Counseling

(5 cr.) Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Note: In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8317 - Program Evaluation**

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8320 - Counseling Practicum**

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site with a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate their learning at the site with their colleagues and instructor in the practicum course and gain additional knowledge regarding clinical practice by interacting with their colleagues and instructor. There is an off-line requirement of a group supervision teleconference once a week with the practicum instructor. (Prerequisite(s): Approval of the coordinator of field training.)

**COUN 8326 - Research and Program Evaluation**

(5 cr.) Students in this course are provided with a foundation in research methods, statistical analysis, needs assessment, and program evaluation in counseling. They are introduced to qualitative, quantitative, and mixed-method approaches; single case designs; action research; and outcomes research. Students can learn how to identify a topic for research, conduct a literature search, and use research to inform evidence-based practice. They also learn the importance of scholarly writing. Students examine the principles, models, and applications of needs assessment and program evaluation, and they learn to use the findings to effect program modifications. Emphasis will also be on the ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. Statistical methods used in conducting research and program evaluation are reviewed.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8333 - Vicarious Trauma and Compassion Fatigue**
(5 cr.) Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8336 - Crisis, Trauma, and Disaster Response♦

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8360 - Assessment in Counseling and Education♦

(5 cr.) Students in this course are provided with an overview of individual and group approaches to assessment and evaluation used in a variety of counseling, educational, and organizational settings. Students examine the psychometric properties used to develop and evaluate these instruments. Topics include a historical perspective of assessment, basic concepts of standardized and nonstandardized testing, measures of central tendency, normative sampling and standardization, reliability and validity, assessment report writing, test score interpretation, and test construction. Students also address the ethical, legal, and multicultural issues related to selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8550 - Writing a Quality Prospectus♦

(5 cr.) The prospectus is a brief paper, typically 15–20 pages in length, that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem
statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this five-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8551 - Preparing for Dissertation

(5 cr.) The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. It is strongly recommended that students take this course after they have successfully completed all research courses in their program of study.

COUN 8560 - Dissertation

(12 cr.) Doctoral students have the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for COUN 8560, they are registered each term until successful completion of the dissertation for a minimum of four terms. (Prerequisite(s): Residencies 2 and 3.)

COUN 8630 - Interviewing and Observational Strategies

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to influence their counseling approaches positively. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. Note: This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8631 - Treatment of Forensic Populations**

*(5 cr.)* In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8632 - Mental Health Law**

*(5 cr.)* This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA) are addressed, as are the many areas of law that constitute forensic psychological practice, including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues).

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8641 - Individual Crisis, Trauma, and Recovery**

*(5 cr.)* With an emphasis on post-traumatic stress disorder (PTSD), dissociative identity disorder (DID), and vicarious trauma, this course is designed to address the mental health needs of individuals who are traumatized by violence, neglect, natural disasters, emotional abuse, and human-made disasters. Students will gain both practical and empirical information about how trauma impacts the whole person, how to make assessments on trauma victims, and how to treat trauma-related disorders. In addition, the course focuses on providing support for first-line responders, such as mental health providers, military personnel, medical personnel, police and fire personnel, victim advocates, and family members who care for traumatized people.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8642 - Crisis Intervention and Trauma**

*(5 cr.)* This course is designed to provide students with an overview of the theory, issues, and skills of crisis counseling, including models for working with children and adolescents; working with victims of violence and their abusers; issues of health-related, school, and mental health crises; and the ethical and legal factors of crisis intervention. In addition, students will be introduced to models, leadership roles, and strategies for responding to community, national, and
international crises.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8650 - Introduction to the Nonprofit Sector♦

(5 cr.) Nonprofit organizations (NPOs) can serve to affect people’s lives positively through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8651 - Finance and Budgeting in the Nonprofit Sector♦

(5 cr.) Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations, as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8652 - Board Governance and Volunteer Management♦

(5 cr.) Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision, and evaluation) with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in COUN 8650 - Introduction to the Nonprofit Sector.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8660 - Social Change, Leadership, and Advocacy for Counseling Professionals♦
(5 cr.) Counselor educators have a responsibility to foster social change, provide leadership, and service the counseling professional. Students have the opportunity to gain a thorough understanding of this responsibility as well as the prospect of enhancing their professional development plans by identifying specific goals for professional involvement and service, including advocacy for their own community, clients, students, or profession. Students examine the processes of advocacy and social change. They use contemporary research to analyze the current trends and issues of the profession. Students also identify how community, national, and international issues affect the counseling profession.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8661 - Prevention, Intervention, and Consultation♦

(5 cr.) This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8662 - Psychology and Social Change♦

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8670 - Program Leadership and Consultation

(5 cr.) This course is designed to increase students’ awareness of, and skills in, the roles of program leader, consultant, and program evaluator and assessor in various clinical, community, and administrative settings. Throughout this course, students will focus on the competencies of program leaders, theories of leadership, and models and methods of assessment and evaluations. Additional coursework is designed to prepare students for grant writing.

COUN 8671 - Consulting for Organizational Change♦

(5 cr.) This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics;
power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8672 - Psychological Consultation

(5 cr.) What is the role of consultation in the delivery of psychological services, and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

COUN 8682 - Counseling Internship

(6 cr.—3 cr. per term for 2 terms) The internship provides mental health counseling students with an upper-level, supervised “capstone” clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas. (Prerequisite(s): COUN 6671 and approval of the coordinator of field training.)

COUN 8720 - Diagnosis and Assessment

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8722 - Counseling and Psychotherapy Theories

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to
counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8723 - Multicultural Counseling♦

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8726 - Couples and Family Counseling♦

(5 cr.) An important skill for clinicians to have is a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

COUN 8728 - Substance Abuse Counseling♦

(5 cr.) The impact of substance abuse on the lives of people with addictions and the lives of their families makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**COUN 8753 - Vocational Psychology and Counseling**

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**COUN 8785 - Prevention, Intervention, and Consultation**

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

**COUN 8890 - Doctoral Practicum**

(3 cr.) Students in this course focus on experiential learning, which is an essential component of applied professional training. Students complete a supervised practicum experience at an approved site for a minimum of 100 hours, allowing them to develop their counseling skills and professional knowledge while under supervision. Students communicate with the class and the practicum faculty members weekly during the quarter to discuss cases and present videos of student-client sessions. Through these exchanges, students demonstrate what they’ve learned and acquire feedback and additional knowledge in regard to clinical practice. This course requires students to engage in a face-to-face residency. (Prerequisite(s): Residency 2.)

**COUN 8895 - Doctoral Internship A**

(3 cr.) The internship is a supervised training experience that prepares students to function successfully in the role of counselor educator. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. This course serves as part 1 of a two-part supervised internship experience in a selected setting (supervision and leadership/advocacy). Students complete a total of 300 hours in their internship through which they engage in most of the activities of a regularly employed professional in the setting.

**COUN 8896 - Doctoral Internship B**
This is second part of the supervised experience in a selected setting (supervision and leadership/advocacy). The 300-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting.

**COUN 8995 - Doctoral Internship A**

(3 cr.) The internship is a supervised training experience that prepares students to function successfully in the role of a professional counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. This course serves as part 1 of a two-part supervised internship experience in a selected educational setting (clinical practice, research, or teaching). Students complete a total of 300 hours in their internship through which they engage in most of the activities of a regularly employed professional in the setting.

**COUN 8996 - Doctoral Internship B**

(3 cr.) This is second part of the supervised experience in a selected educational setting (clinical practice, research, or teaching). The 300-hour internship includes supervised experiences in most of the activities of a regularly employed professional in the setting.

**CPSY 6001 - Foundations for Graduate Study in Psychology**

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing.

**CPSY 6100 - Introduction to Mental Health Counseling**

(5 cr.) This course introduces students to the mental health counseling profession. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The course, which focuses on the student as a future mental health counselor, provides an overview of the mental health counseling program, the profession, and professional competencies.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CPSY 6215 - Lifespan Development**

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also
engage in coursework and discussions that highlight themes of diversity and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CPSY 6221 - Psychopathology From a Clinical Perspective**

(5 cr.) This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CPSY 6245 - Social Psychology**

(5 cr.) This course examines both human cognitions and behavior through the lens of research and theory in social psychology. Topics include perception, attitudes, relationships and attraction, altruism, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. The implications of social psychology theory and research are explored in relation to social justice and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CPSY 6250 - Group Process and Dynamics**

(5 cr.) This course provides a comprehensive review of counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality-therapy are examined. The focus of this course is on counseling of various types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CPSY 6280 – Master’s Practicum I**

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

**CPSY 6282 – Master’s Practicum II**
(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6283 – Master’s Practicum III

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience. (Prerequisite(s): Completion of the practicum application and approval of the field placement coordinator.)

CPSY 6341 - Psychological Assessment♦

(5 cr.) There is a variety of assessment types that professionals use in modern clinical psychology settings. In this course, students learn about these assessments, focusing on cognitive and personality assessments as well as other tests commonly used in clinical practice. They engage in a comprehensive examination of measurement theory and the psychometric properties used to develop and evaluate these instruments. Students also explore related topics, including normative sampling and standardization, reliability and validity, test score interpretation, and test development. Through assignments and discussions, students address ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for psychological testing provide a foundation for the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6342 - Interventions I♦

(4 cr.) The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically supported modes of intervention. Students apply skills in treatment planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6343 - Interventions II♦

(5 cr.) This course explores the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and
integrative psychotherapy. Culturally competent interventions are emphasized within an ethical framework for clinical or clinical practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6356 - Marriage, Couple, and Family Therapy

(5 cr.) This course provides a foundation in the theoretical perspectives and empirical framework necessary for couple and family counseling. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6700 – Master’s Practicum I

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6701 - Culture and Psychology

(5 cr.) This course explores the foundations of cross-cultural work from various disciplines in the field of psychology and addresses the cross-cultural application of traditional theories and models. Topics include the distinction between universal and culture-specific phenomena related to personality development, social behavior, research approaches, and gender; issues of acculturation; and cultural variations related to abnormal, clinical, social, and organizational psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6705 - Ethics and Standards of Professional Practice

(5 cr.) This course examines the psychologist’s principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. The course also addresses issues of professional development such as supervision, peer consultation, and continuing education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CPSY 6722 - Counseling and Psychotherapy Theories

(5 cr.) This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6728 - Substance Abuse Counseling

(5 cr.) This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6753 - Career Counseling

(5 cr.) This course provides students with practical skills in career and vocational assessment. Students will administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Major sources of career and work information available on the Internet, through printed material and computer-based guidance systems, will be examined. Emphasis is placed on helping students gain functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. Students will learn how to integrate career development theory and assessment results with career clinical interventions. Current issues in career clinical and assessment, with particular attention to computer-based applications and multicultural implications, will be discussed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CPSY 6800 – Master's Practicum II

(3 cr.) The focus of this course is on experiential learning, which is an essential component of applied professional training. The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience.

CPSY 6900 – Master's Practicum III

(5 cr.) This course is an optional third quarter following the required two-quarter practicum sequence for those students seeking additional field experience. During this course, students will
complete a minimum of 300 additional hours. This course enables students to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of professional skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision. In addition to on-site supervision, students are required to participate in an online classroom experience. *(Prerequisite(s): Completion of the practicum application and approval of the field placement coordinator.)*

**CRJS 1001 - Contemporary Criminal Justice Systems**

(5 cr.) What is criminal justice and how is it delivered and sustained? This course provides students with a survey of the contemporary criminal justice system in the United States, with emphasis on the roles and responsibilities of police (law enforcement), courts (adjudication), and corrections. Students analyze the components of and major players in the criminal justice process and system and apply this content to current events and dilemmas. They overview crime and criminal law and explore how these concepts connect to criminal justice. Students also consider diversity and ethical challenges and issues as they relate to all aspects of criminal justice. Finally, students explore and discuss the juvenile justice system; consider its strengths and limitations; and examine issues, challenges, and trends related to the system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 2001 - Criminology and Social Control**

(5 cr.) People commit crimes for a variety of reasons, and these crimes vary in their impact on individual victims and society. Students in this course examine a range of views, definitions, and perspectives on crime and criminology; the nature, causes, and typologies of crime and offenders; theories that attempt to explain why individuals commit crimes; and approaches to the prevention and control of crime. Students apply theories and perspectives to crime in real life as well as to crime presented in vignettes and case studies. Students devote special attention to the debate between social-responsibilities and social-problems approaches to criminology. *(Prerequisite(s): CRJS 1001 or PSYC 1002 or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 2002 - Juvenile Delinquency and Justice**

(5 cr.) It’s hard to imagine any toddler evolving into a juvenile delinquent. And yet some do. In this course, students examine the factors that lead some juveniles along this path as well as ways to intervene in the process and outcome. They consider the biological, psychological, and sociological factors in juvenile delinquency as well as modern trends in prevention and treatment. Through traditional literature and interactive learning modules, students explore the concept of juvenile justice and consider the proper age that society should hold a juvenile criminally responsible as well as the age that juveniles should be tried as adults. *(Prerequisite(s): CRJS 1001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CRJS 2003 - Criminal Law

(5 cr.) Books, movies, and television programs about crime, particularly those that feature criminals and trials, have been popular for decades. But there’s more to criminal law than the theatrics that the media often feature. In this course, students examine the concepts and principles related to criminal law. They engage in discussions and assignments designed to provide practical application of content on a variety of topics, including domestic and international crimes, criminal defense, punishment, and sentencing. (Prerequisite(s): CRJS 1001 or POLI 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3001 - Corrections

(5 cr.) What is the goal of the corrections system? Is it punishment, rehabilitation, or both? In this course, students have the opportunity to answer such questions through the examination of the history of corrections as well as the practice and legal environment in corrections, including institutional and community-based programs and their relationship to other areas of the criminal justice system. Students also learn about correctional philosophy and practices related to incarceration, diversions, community-based corrections, and treatment of offenders. They employ analytical skills to assess the role of corrections professionals and challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3002 - Courts and Judicial Process

(5 cr.) What happens in a courtroom is both complex and fascinating, as is evidenced by the popularity of courtroom drama, both real and fictional. In this course, students analyze and apply information about the components of the judicial system, including their structure, function, and processes. Students examine the professional roles within the system and learn how the system selects these figures. They learn about judicial conduct and professional standards and apply these concepts to examples of judicial behavior. Students also analyze issues related to the courts and judicial process in an increasingly diverse society and consider these in regard to future trends, such as in cases and legal claims. (Prerequisite(s): CRJS 1001 or PSPA 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 3003 - Law Enforcement

(5 cr.) There is a diverse assortment of issues and challenges involved in enforcing laws and protecting the public, for which a wide array of agencies share responsibility in addressing. Such agencies encompass federal, state, and local police as well as private figures, such as security officers and city inspectors. In this course, students examine the roles and responsibilities of law enforcement professionals and explore the development and evolution of law enforcement in the
United States. They examine community policing models and the use of power, discretion, and deception by police. Students also engage in practical discussions and exercises to explore longstanding, contemporary, and future law enforcement issues and challenges. *(Prerequisite(s): CRJS 1001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 3004 - Data Analysis for the Criminal Professional**

*(5 cr.)* All criminal justice professionals must understand the methods of extracting and using data and research—a critical function lending to the responsibilities of all roles in the system, including law enforcement, crime prevention, sentencing, and corrections. Students in this course explore how professionals apply basic statistical principles and research methods to contemporary criminal justice problems and issues in court, law enforcement, and correctional settings. Students learn how to evaluate data and research, represent data using graphs, and present data using statistical measures. They also consider ethical issues related to criminal justice research and technological advancements that influence current and future criminal justice data analysis and research. *(Prerequisite(s): CRJS 1001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 3010 - Profiling Serial and Mass Murderers**

*(5 cr.)* Law enforcement officials characterize serial murder among one of the most abhorrent of all criminal behavior. In this course, students examine the interest in serial and mass murder in popular culture and explore typologies and theories of criminal behavior. They assess and discuss the history and evolution of profiling; roles, goals, and responsibilities of profilers; the use of profiling in criminal investigations; and populations victimized by serial and mass murderers. Students also apply typologies and criminal theories to real-world case scenarios. *(Prerequisite(s): CRJS 1001 or PSYC 1002 or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 4101 - Criminal Evidence and Investigation**

*(5 cr.)* Criminal investigation is a critical duty at all levels of public and private law enforcement. Students in this course examine the integral tasks involved in such investigation through the examination of proper collection, tagging, and processing of evidence as well as the chain of custody. Students also learn how to assess a crime scene; interview and interrogate witnesses and suspects; and use informants and surveillance techniques in an investigation. Students also consider and discuss the codes of ethics to which investigators adhere as well as the impact of technological advancements on the future of criminal investigation. *(Prerequisite(s): CRJS 1001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 4102 - The Criminal Mind**
What makes a criminal unique? Criminal justice professionals confront criminal behavior in many forms. In this course, students explore theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Through the examination of such theories, students have the opportunity to gain the professional knowledge and sensibilities to be able to interact effectively with offenders. Students also investigate potential trends and current biological research that may change or advance the study and treatment of criminal behavior. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4103 - Drugs, Gangs, and Organized Crime♦

The implications surrounding drug trade, gangs, and organized crime are felt throughout communities domestically and around the globe. In this course, students explore these implications as well as domestic and international law enforcement efforts in managing issues contiguous to drugs and crime. Students have the opportunity to gain real-world insight into urban problems involving drugs, gang processes and activity, and organized crime through examination of current information and trends. They further dissect these concerns to learn what impact such issues have on crime in general and the cost of policing in the United States. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4150 - Capstone: International Justice and Human Rights

In this capstone course, students have the opportunity to discover new concepts and synthesize existing knowledge and skills acquired throughout the program, keeping in mind the end goal of future positive social change. They first focus their attention on the basic rights of all human beings and the rule of law in the international arena—topics of increasing global importance. Students also investigate real-world examples of human rights violations, both domestic and international, and they assess responses and resolutions to such violations. Finally, students develop a project or paper that integrates and applies the concepts of international justice, rule of law, and/or human rights in their area of concentration. (Prerequisite(s): CRJS 1001.)

CRJS 4201 - Restorative Justice♦

Criminal justice involves more than retribution; it is twofold in that it must punish offenders and also address their needs and the needs of victims and the community. Students in this course explore the theory of justice and practices that emphasize repairing the harm caused by criminal behavior. They learn the ways in which this effort contrasts with an adversarial approach to justice. Students learn about strategies involving stakeholders in actions that transform the relationships among victims, offenders, communities, and criminal justice agencies in their response to crime. They also explore and reflect on case studies and topical models for an in-depth understanding how professionals conduct restorative justice in the real world. (Prerequisite(s): CRJS 1001.)
CRJS 4202 - Mobilizing and Coordinating Community Response

(5 cr.) Although victim response is vital, it is also important to focus on the potential effects of crime on a community, such as economic instability, drug use, prejudices, and further criminal activity. Students in this course identify existing community resources that professionals use in conjunction with planned and ad hoc community responses to learn positive and effective intervention strategies that address the needs of individuals and communities affected by criminal incidents. They also assess the challenges inherent in such efforts and discuss ways to mitigate obstacles. Gaining new perspectives on possible ways to address the coordination of community response, students examine how victims perceive crime and/or change their role as a result of the crime. (Prerequisite(s): CRJS 1001.)

CRJS 4203 - Victimology

(5 cr.) There are many considerations related to the perception, needs, and treatment of crime victims, which continue to lend to a growing area of study and legislation. Students in this course learn about the different types of victimization as well as the differences between direct and indirect victims of crime. They examine the role of criminal justice practitioners who work with and respond to victims. Students also assess and discuss the many ethical issues related to victims’ human and civil rights and the impact of these rights on criminal justice professionals and changing legislation. Through case studies and contemporary literature, students also analyze both current problems and future trends in victimology. (Prerequisite(s): CRJS 1001.)

CRJS 4301 - Terrorism

(5 cr.) Acts of physical and psychological violence to create fear have occurred throughout the ages, but they have only recently begun to affect the United States directly. The American public, now more than ever, must be aware of the possible threat of further terrorist attacks. In this course, students learn about current legislation to counter terrorism as well as to provide U.S. citizens with knowledge of these efforts and any further threats. Students engage in assignments on topics related to domestic and international terrorism, including theory, history of and trends related to terrorism, causes and goals of terrorist groups, and responses to terrorist acts by the criminal justice system. Students examine and analyze contemporary terrorist threats and movements and contemplate future trends. (Prerequisite(s): CRJS 1001.)

CRJS 4302 - Critical Incidents and Cross-Agency Coordination

(5 cr.) What happens when disasters occur, natural or otherwise, and the agencies that respond operate independent of one another? Students in this course have the opportunity to examine the
fallout of such events to learn effective ways to manage critical incidents, avoiding errors of the past, thus helping prevent widespread harm to communities. They learn about the development of broad-based contingency planning and the development of strategies, policies, and procedures for cross-agency coordination. Through practical exercises and simulations, students sharpen their critical-thinking and problem-solving skills as they learn ways to develop models of cross-agency coordination that anticipate prototypical critical incident responses. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4303 - WMD and Disaster Response

(5 cr.) In an age of technological innovation, nuclear advancement, and virtual spread of knowledge, terrorism is at the vanguard of governmental action. In this course, students explore and discuss methods used by the criminal justice system to counter and manage disaster incidents, and they examine law enforcement responses to such incidents. Students learn about the function of the National Incident Management System (NIMS) and the Incident Command System (ICS)—agencies created specifically to provide specialized guidance and support to all levels of government and nongovernmental organizations who respond to disasters. They examine different types of weapons of mass destruction (including biological and chemical threats) as well as cyberterrorism. Through this course, students work toward gaining practical skills to engage in organizational preparation efforts in many different professional positions, including disaster response. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4401 - Management and Supervision in Criminal Systems

(5 cr.) Today’s criminal justice organizations are complex and varied, and they require effective management, administration, and leadership. Students in this course analyze and discuss the function and nature of criminal justice organizations. Through the examination of traditional literature, in addition to contemporary videos and articles, students learn about criminal justice management and leadership roles and processes, politics and socialization, motivation, organizational change, technology, and current ethical considerations. Students apply concepts presented in the course to practical management problems and issues in law enforcement, prosecution, courts, and corrections. (Prerequisite(s): CRJS 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 4402 - Planning and Budgeting

(5 cr.) Planning and applying effective budgeting strategies are critical elements in managing corporate and government criminal justice organizations. In this course, students have the opportunity to gain fundamental skills for effective management while focusing on short- and long-term financial analysis as well as on policy and budget creation. They complete practical application assignments, focusing on issues of plan development, grant sources, and different tasks and challenges related to budgeting. Students also engage in discussions with peers on a
variety of topics, such as the public and private budgets, strategies, financing, forecasting, and ethical issues related to public budgeting. *(Prerequisite(s): CRJS 1001 or MATH 1002.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 5136 - The Nature of Crime and Criminology**

*(5 cr.)* This course provides students with contemporary views and theories of maladaptive and criminal behavior. A broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives, is discussed. Theories and application of criminal profiling will be discussed. Additionally, more specific views of criminal behavior germane to groups such as psychopaths, serial offenders, and sexually violent predators will be addressed.

**CRJS 5137 - The Nature of Crime and Criminology**

*(5 cr.)* Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

**CRJS 5203 - Victimology**

*(5 cr.)* What is the relationship between victims and those who commit crimes against them? How does the criminal justice system protect victims of crime? Who are the secondary victims of crime? This course explores how victims interact with the police and the legal system and their patterns and tendencies. Students review how factors such as class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess the concept of primary and secondary victims and gain knowledge about the range of services and resources available to victims.

**CRJS 5215 - Controversies in Criminal Justice**

*(5 cr.)* In this course, students review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

**CRJS 5216 - Criminal Justice Research**

*(5 cr.)* Discover the range of research methodologies used to collect data and analyze trends in criminal justice. This course introduces students to the quantitative and qualitative methods used to study the root causes of crime and the impact of crime on communities. Students examine
models, metrics, and tools used to evaluate criminal justice programs and policies; legal and ethical issues associated with research and evaluation methods; the strengths and limitations of research methods; and threats to the validity of data.

CRJS 5217 - Technological Solutions and 21st-Century Crime

(5 cr.) This course studies the relationship of technology and criminal activity. This includes current trends in cybercrime. Not only will students gain a comprehensive view of cybercrime, they will learn how technology is used by law enforcement agencies to track and apprehend such criminals. Students are provided with technique scenarios for solving the crimes. Methods to deal with the problem are introduced, and students study legal responses for these issues. By identifying, data mining, protecting, and gathering evidence, students will have a comprehensive understanding of solving and prosecuting these crimes. Additionally, techniques and tools used to build and solve cybercrime cases are presented and analyzed.

CRJS 5511 - Special Populations

(5 cr.) This course provides an in-depth analysis of treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. It further examines systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as it relates to social justice and social inequality. Through critical examination of readings and data analysis, students will come to understand the complexity of the historical relationship between these groups and the American criminal justice system and broader social context.

CRJS 6000 - Foundations of Graduate Study

(1 cr.) Students work toward building a foundation for academic and professional success as a scholar-practitioner and social-change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

CRJS 6100 - Critical Issues in Emergency Management

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for
successful completion of FEMA courses.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6136 - Criminal Behavior

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

CRJS 6137 - The Nature of Crime and Criminology

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

CRJS 6200 - Risk Assessment, Preparedness, and Disaster Mitigation

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6203 - Victimology

(5 cr.) What is the relationship between victims and those who commit crimes against them, and how does the criminal justice system protect and respond to victims of crime? In this course, students have the opportunity to answer such questions through a comprehensive assessment of victimology, a relatively new discipline in the field of criminal justice. Students examine victim patterns and tendencies and learn how victims interact with the police and the legal system. They also examine how factors of class, race, and sexual orientation affect the perception of the victim by different constituents, including the public, the court system, and the media. Students assess and discuss the concept of primary and secondary victims and gain practical insight on a range of
services and resources available to all types of victims.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6215 - Controversies in Criminal Justice

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6216 - Criminal Justice Research

(5 cr.) Criminal justice encompasses many roles and responsibilities, including responding to victims, punishing or rehabilitating criminals, and developing laws and policies. To carry out these tasks effectively and responsibly, taking into account current trends and ethical considerations, criminal justice professionals need to understand underlying factors, such as the root causes of crime and the impact of crime on communities. In this course, students examine a range of research methodologies, including quantitative and qualitative methods, that professionals use to collect data and analyze trends in criminal justice. They examine models, metrics, and tools used to evaluate criminal justice programs and policies, and they assess the strengths and limitations of research methods. Students also learn about threats to the validity of data and consider the legal and ethical issues associated with research and evaluation methods.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6217 - Technological Solutions and 21st-Century Crime

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.
CRJS 6218 - Applied Communications

(5 cr.) Practitioners in the field of criminal justice must be adept in preparing communications for colleagues, supervisors, and the public. In this course, students have the opportunity to develop the skills needed to produce effective documents that criminal justice professionals use on a daily basis, such as court records, data analysis reports, and program-implementation plans. Students learn how to conduct interviews, gather background information, and use decision-making and critical-thinking skills to create clear, concise communications. They broaden their ability to write for a specific purpose and a highly defined audience as they incorporate criminal justice principles and practices into a variety of communication tools.

CRJS 6280 - Policy and Politics in American Political Institutions

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the U.S. democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

CRJS 6281 - Program Evaluation

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program evaluation design for a social program.

CRJS 6282 - Public Policy and Finance

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution,
and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6300 - Disaster Response and Recovery♦

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6320 - Public Policy Implications of Terrorism Legislation and Policies♦

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for the public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6321 - Terrorism: A Systemic Approach for Emergency Preparedness♦

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6322 - Critical Incident Planning and Leadership♦
This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6360 - Public Safety Issues*

This course is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6361 - Managing Public Safety Organizations*

This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6362 - Ethics in Preserving Public Safety*

This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6390 - Strategic Context of Public Management and Leadership*

This course engages learners in collaborative study of the changing strategic context of public administration. Learners apply a systems perspective to construct a public enterprise model of the public organization of their choice as a way of understanding the strategic context.
for practical action and the stakeholder relations involved. This is an organization “mental model,” which is similar to a traditional “business model,” but that includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6391 - Transformative Change in a Shared-Power World

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic action-learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action-learning in the practice of public administration.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6392 - The Language of Leadership

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and manage their organizations competently. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides both theoretical and practical information; demonstrates the necessary components for making such connections; and shows why stories, symbols, and metaphors are an essential element in the language of leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6405 - Ethics and Social Justice

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CRJS 6420 - Organizational Management and Leadership

(5 cr.) Public and nonprofit leaders require a deep understanding of their roles as directors and managers of diverse and complex organizations. This course examines the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development from a theoretical and applied perspective. Students apply principles to public, private, and nonprofit organizational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6431 - Finance and Budgeting for the Public Sector

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories motivating major fiscal-policy debates; read, analyze, and construct budgets; and read and analyze financial statements and reports. Other topics include auditing practices, tax systems, financial management, budgetary reform, financial technology systems specific to government organizations, and the use of dashboards for financial reporting. Students apply what they learn to develop a budget and financial plan for either a public or private organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6435 - Human Resource Management

(5 cr.) The acquisition, development, and retention of talent are critical to the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of employees in government and nonprofit organizations. Students explore topics including legal and ethical considerations, diversity, performance management, technology, conflict management, and the establishment and implementation of policies through the use of case studies. Students apply principles learned in this course to situations encountered in public, private, and nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. This course explores the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
CRJS 6511 - Special Populations

(5 cr.) Students in this course are provided with an in-depth analysis of the treatment of women and people of color as professionals, litigants, victims, and offenders in the criminal justice system. Students examine the systemic outcomes of the intersections of race, class, sexual orientation, and gender for these groups as it relates to social justice and social inequality. Through critical examination of readings and data analysis, students learn about the complexity of the historical relationship between these groups and the American criminal justice system and broader social context.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

CRJS 6540 - Management and Leadership in a Global Context

(5 cr.) Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leaderships, from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

CRJS 6541 - Sustainable Development for Global Communities

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

CRJS 6542 - Transformative Change in a Global Environment

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of
personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**CRJS 6740 - Disaster, Crisis, and Trauma**

(5 cr.) This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities, and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6741 - Psychology of Terrorism**

(5 cr.) This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g., motivational factors, antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6810 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court’s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

**CRJS 6811 - Legal Research for Policy Practitioners**

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6812 - Contemporary Cases and Issues in the Courts**
Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6830 - Current Issues in Homeland Security**

Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 6832 - Terrorism: Legislation and Policy**

The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course, students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

- Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**CRJS 8000 - Foundations of Doctoral Study**

Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as a scholar-practitioner and social-change agent. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in public policy and administration.

**CRJS 8100 - Critical Issues in Emergency Management**

Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the
process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**CRJS 8115 - Writing a Quality Prospectus**

(5 cr.) The prospectus is a brief paper, typically 15–20 pages in length, that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this five-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

**CRJS 8137 - The Nature of Crime and Criminology**

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

**CRJS 8171 - Theories and Frameworks for Adult Learning**

(5 cr.) To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

**CRJS 8177 - Using Technology to Enhance Adult Learning**

(5 cr.) Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. This course explores how educators and
students can leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

**CRJS 8200 - Risk Assessment, Preparedness, and Hazard Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

**CRJS 8215 - Controversies in Criminal Justice**

(5 cr.) In this course, students review recent events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act. Students analyze case studies to further explore relevant events, such as how the terrorist acts of September 11, 2001, have broadened the interpretation of certain areas of the law. Students heighten their understanding of how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties.

**CRJS 8217 - Technological Solutions and 21st-Century Crime**

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

**CRJS 8300 - Disaster Response and Recovery**

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issue, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.
CRJS 8320 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S.A. Patriot Act and similar terroristic legislation and policies, and they participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

CRJS 8321 - Terrorism: A Systemic Approach for Emergency Management

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyber terrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

CRJS 8322 - Critical Incident Planning and Leadership

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

CRJS 8350 - History and Contemporary Issues in Criminal Justice

(4 cr.) This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

CRJS 8351 - Policy and Analysis in Criminal Justice Systems

(5 cr.) Criminal justice professionals must understand the various factors that influence the development of criminal justice policy and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through
further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

**CRJS 8352 - Leadership: Putting Theory into Practice in Criminal Justice Administration**

(5 cr.) This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. To prepare students to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**CRJS 8381 - Program Evaluation**

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**CRJS 8390 - Strategic Context of Public Management and Leadership**

(5 cr.) Public policy implementation can take place in a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Students are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose is to implement public policy.

**CRJS 8391 - Transformative Change in a Shared Power World**

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action-learning in the practice of public administration.

**CRJS 8392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and manage their organizations competently. Dynamic leadership requires understanding and use of
techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections and shows them why stories, symbols, and metaphors are an essential element in the language of leadership.

**CRJS 8540 - Management and Leadership in a Global Context**

(5 cr.) Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leaderships, from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**CRJS 8541 - Sustainable Development for Global Communities**

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**CRJS 8542 - Transformative Change in a Global Environment**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**CRJS 8763 - Principles of Instructional Design**

(5 cr.) Students in this course are presented with an overview of instructional design, including its historical foundations, theories, and models. Students analyze learning theories in relation to
instructional design theories and their philosophy toward teaching. Students critically analyze and apply taxonomies, course outcomes, learning objectives, instructional strategies, and assessment and evaluation approaches. Students also analyze challenges and future trends in instructional design for higher education and consider their role as agents of positive social change.

**CRJS 8764 - Instructional Design for Online Course Development**

(5 cr.) Students in this course explore instructional design for the development of online courses. Different types of online courses and the roles of online instructors are addressed. Students analyze learning theories and approaches for promoting community in online classrooms. Students analyze criteria for developing learning objectives and online instructional strategies in relation to diverse student populations. Issues related to technology, copyright compliance, fair use, and academic integrity are explored. Students analyze assessment and evaluation approaches and explore future trends in online higher education in relation to delivery of instruction and positive social change.

**CRJS 8810 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court’s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

**CRJS 8811 - Legal Research for Public Policy**

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

**CRJS 8812 - Contemporary Cases and Issues in the Courts**

(5 cr.) Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues. Outsourcing of public programs is also examined.

**CRJS 9000 - Dissertation**

(20 cr.) This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application, and dissertation. Once students register for CRJS 9000, they will be registered each term until successful completion of the dissertation.
CUGS 2010 - What's Your Problem?

(5 cr.) Life can be viewed as a series of problems to solve and questions to answer. Students in this course will build a foundation for developing and applying practical problem-solving skills to questions that are relevant in today’s world. They will identify a problem, gather information, analyze and interpret the information collected, and ultimately present a proposed solution to various audiences. These problem-solving skills can be applied to academic, personal, and professional situations. As a result of taking this course, students will develop knowledge and skills for approaching everyday life events in a more effective manner. (Prerequisite(s): ENGL 1001 or ENGL 1001E.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information - See more at: http://catalog.waldenu.edu/preview_pro

CUGS 2050 - Developing a Prior Learning Portfolio

(5 cr.) Learning takes place in a variety of settings, not simply in a classroom. On-the-job experience, volunteer work, corporate training, military service, and rigorous independent study provide opportunities for authentic learning that often equates to college-level academic credit. In this course, students align their prior learning with current Walden University course and program outcomes. Students design an academic work product in the form of a portfolio to demonstrate mastery of academically relevant college-level learning. They have the option to submit this portfolio for credit consideration toward an undergraduate degree.

DDBA 8005 - Foundations for Doctoral Business Administration Studies

(3 sem. cr.) The purpose of this course is to provide students with an overview of Walden University, the requirements for successful participation in an online curriculum, and the benefits and functions of a D.B.A. within an organizational context. Students assess a variety of tools and skills needed to succeed in the program, such as time management, scholarly writing, and effective communication in an online learning environment, as well as how to align their topic of study to Walden’s mission of positive social change. They also develop a personal strengths, weaknesses, opportunities, and threats (SWOT) analysis as part of an overall Personal Development Plan. Students learn that scholarly research is an important part of every doctoral study; they explore the Walden University Library and create an annotated bibliography and literature review based on scholarly sources. Students also have the opportunity to explore Walden resources that are available to help them succeed throughout the program.

DDBA 8006 - Contemporary Challenges in Business

(3 sem. cr.) Students are provided with a foundation for academic and professional success specific to Walden University and to the requirements for successful participation in the Doctor of Business Administration degree program. The topics covered in this course include change management, crisis management, innovation, and disruptive technology. Students engage in discussion and analyze scholarly literature related to these topics, their personal and professional experiences, and areas of academic interest from a practitioner approach and from a social-change-agent viewpoint. The focus of the course assignments is on the practical application of
writing and critical-thinking skills and the promotion of professional business practice and academic excellence. Through their assignments, students emphasize their personal and professional development, including the completion of a personal SWOT analysis and professional development plan.

**DDBA 8100 - Doctoral Study Mentoring**

(0 sem. cr.) The purpose of this course is to assist doctoral students in making steady progress toward the D.B.A. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their doctoral study chair. They engage in a variety of activities, providing the tools needed to complete the doctoral study capstone successfully. Students gain practice with various research methods and data-gathering techniques; determine best practices; explore the various resources, including the Walden Library, Writing Center, and Research Center; and prepare a draft and final version of their doctoral study prospectus, which is required to proceed with the final doctoral study. **Note:** The “instructor of record” for a section of the course is the chair of the student’s doctoral study committee. Section participants are students who work with faculty members at various stages of their doctoral study.

**DDBA 8110 - Business Operations: Systems Perspectives in Global Organizations**

(3 sem. cr.) Corporate social impact is of increasing interest because many organizations are moving from a profit-only outlook to a model of social responsibility. This course immerses students in the ways business operates in a global environment, providing them with the opportunity to widen professional perspectives. Students engage in variety of writing and creative assignments, while exploring a variety of topics, such as supply chain management, process management, quality, innovation, and forecasting. Integrating professional practice at the doctoral level, they employ critical-thinking skills to analyze decision-making motives and techniques in a global operations environment.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**DDBA 8120 - Information Systems: Global Management Strategies and Technologies**

(3 sem. cr.) Information technology and systems saturate every aspect of business, from small corner stores to global corporations. Students are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information systems management in this course. Students use business case studies to gain real-world insight on the impact of information systems on decision making, collaboration, and maintaining business relationships. They engage in discussions on a variety of topics, such as the advantages and disadvantages of global Internet commerce, the role of on- and off-shore workers in a company-wide information system, and the pros and cons of short-cycle time approaches to information systems development. Students develop and define their position and reasoning on a variety of information systems’ current issues as the course progresses. Students also focus on the practical application of writing and the integration of professional practice at the doctoral level.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**
DDBA 8130 - Marketing: Strategic Innovation in Globally Diverse Markets

(3 sem. cr.) The current global environment is diverse, technologically reliant, and constantly changing; old skills and tools that were once effective may no longer be efficient for today’s market. In this course, students examine the global marketplace and identify, adapt, and apply skills and supporting tools that guide them to develop and create a globally competitive advantage in multiple and diverse scenarios and settings. Students apply requisite knowledge of marketing essentials, such as the marketing mix, differentiation, and focused markets to financial planning and data analysis. Students also sharpen communication and problem-solving skills as they propose and defend an organization’s movement into new products and markets using decision-based analytical tools in a socially responsible manner.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8140 - Finance: Fiscal Leadership in a Global Environment—Creating Competitive Responses and Building Corporate Opportunities

(3 sem. cr.) Daily, there are risks of corporate challenges and insults ranging from local and national regulatory shifts and breaches to international complexities of emerging opportunities. These events require global business leaders to possess a variety of financial skills and sensibilities. Through case studies and analytical projects, students have the opportunity to build skills and knowledge for leading organizations with ethical integrity and social accountability. They explore the financial and monetary markets in the United States and abroad to gain an economic context to apply the concepts and tools necessary to assess an organization’s financial position and to explore alternatives to finance-organizational ventures. Students also engage in assignments focused on financial planning, budgeting, and other trends, such as balancing risks. Students prepare to be key ethical players who are effective in leading an organization’s financial capabilities based on sound financial and economic principles.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

DDBA 8150 - Leadership: Building Sustainable Organizations

(3 sem. cr.) Business leaders may take on a range of personalities, including charismatic, transformational, adaptive, or contextual. Regardless of style, one thing that they all have in common is the ability to identify and develop leadership strategies that lend to the success and sustainability of a business. In this course, students examine these strategies as well as the role, attributes, and challenges of leaders in a global environment. Students assess current articles, engage in online discussions, and complete application assignments based on globalization, individual and group behaviors, organizational culture and change, systems thinking, innovation, social responsibility, and sustainability. They explore these basic dimensions of leadership and how they affect the employee, organization, community, and environment. Students focus on the practical application of writing, resourcefulness, critical thinking, and the integration of professional practice at the doctoral level as they develop sustainable solutions from the perspective of a global leader.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**DDBA 8151 - Organizational Leadership: Doctoral Theory and Practice**

(3 sem. cr.) Successful business leaders create a positive organizational culture based on personal ethical behavior, ethical expectations, training, and transparency. Business leaders use a range of leadership styles, including transformational, transactional, and servant leadership, based on the organizational situation. Regardless of leadership style, one thing that business leaders have in common is the ability to identify and develop leadership strategies that lend to the success and sustainability of their business. In this four-module course, students cover a wide range of different topics on business leadership. Students focus on the practical application of APA writing, critical thinking, and the integration of professional leadership practice at the doctoral level as they develop sustainable solutions from the perspective of a business leader. Students examine the relationship between leadership and management, evaluate the impact and utility of leadership styles assessments, and analyze different leadership styles. Additionally, students evaluate and investigate various leadership theories, sources of power, and motivation theories to gain a better understanding into the nature and practice of leadership. Students evaluate and assess ethical dilemmas, organizational stress, and craft an organizational strategy to shape a successful business culture. They assess current articles, engage in online discussions, and complete application assignments based on organizational culture, ethics, strategy, stress, and leadership theories.

**DDBA 8160 - Business Strategy and Innovation**

(3 sem. cr.) Students in this course focus on development and implementation of business strategies that enable competitive advantage and winning in the marketplace. They develop an understanding of why and how individuals and organizations must work together to create a sustainable business and global environment. Students apply methods for assessing the strengths and weaknesses of organizations and identify industry opportunities and threats resulting from forces shaping the marketplace. They also examine and apply concepts to assess the capability of industries to implement these strategies successfully. Students focus on practical business applications of writing and critical thinking and engage in a combination of essay discussions, research assignments, and papers to analyze, develop, and defend ideas for strategic and innovative business solutions for sustainability. Students also develop a problem statement to use in their doctoral study final capstone project through the synthesis of principles of sustainable strategic management and thinking.

**DDBA 8161 - Business Strategy and Innovation for Competitive Advantage**

(3 sem. cr.) Students in this D.B.A. strategy course concentrate on the creation and implementation of business strategies that maximize competitive advantage in the marketplace. Students develop an understanding of why and how individuals and business organizations work together creating sustainable businesses in the global marketplace. They apply models for assessing the strengths and weaknesses of business organizations and identify opportunities and threats resulting from forces shaping the marketplace. Students focus on practical business applications of writing, critical thinking, and classroom engagement in a combination of essay
discussions, research assignments, and writing papers to analyze, develop, and defend ideas for strategic and innovative business solutions for sustainability.

**DDBA 8427 - Applied Research Methods—Qualitative and Quantitative**

(3 sem. cr.) In this course, students have the opportunity to acquire substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Students examine qualitative and quantitative frameworks for inquiry as well as the ethical, social, and political aspects of conducting research. They learn about quantitative designs, such as experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. In regard to qualitative designs, students examine case study, phenomenology, grounded theory, and ethnography designs. Students complete application exercises to demonstrate their conceptual knowledge of applied research methods in preparation for their doctoral study as well as for problem-solving in professional practice. They also engage in the practical application of writing and critical thinking as they synthesize the relationship between research in management and the promulgation of social change.

**DDBA 8437 - Quantitative Decision Making in Professional Practice**

(3 sem. cr.) This course serves as a research competency component preparing students for research analysis requisite of the final doctoral capstone study as well as professional practice. In this course, students practice using descriptive statistics, statistical inference, and quantitative techniques, including analysis of variance and covariance, multiple linear regressions, and various nonparametric techniques. They examine methods of using software for data analysis. Students apply qualitative data reduction as well as analysis and data management techniques to enhance productivity. They engage in coursework focusing on key concepts and issues in the conduct of data analysis in management-oriented social science research, including the role of distribution assumptions underlying various hypothesis tests, the computational details of various tests, and the use of readily available statistical software packages. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask about data analysis as well as how to defend their use of specific techniques in professional practice.

**DDBA 8438 - Quantitative Decision Making for Business Analysis**

(3 sem. cr.) This course serves as a research competency component preparing students for research analysis requisite of the final doctoral capstone study as well as professional practice. In this course, students practice using descriptive statistics, statistical inference, and quantitative techniques, including analysis of variance and covariance, multiple linear regressions, and various nonparametric techniques. Students focus on key concepts and issues in the conduct of data analysis in management-oriented social science research, including the role of distribution assumptions underlying hypothesis tests, the computational details of various tests, and the use of readily available statistical software packages. They examine methods of using software for data analysis. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask regarding data analysis as well as how to defend their use of specific techniques in professional practice.

**DDBA 8510 - Seminar in Global Supply Chain Management**
As globalization integrates all regions of the planet, business has become multinational and multimodal. Regardless of the role—manufacturers, retailers, or service providers—doing business globally requires a thorough understanding of how products, services, and information products develop from ideas to deliverables. In studying global supply chain management, students learn about the systems required to identify sources of people and material as well as ways to ensure that the supply chain conforms to the highest expected business standards anywhere in the world. Students investigate potential opportunities for new research in the field and share their findings through a presentation. They sharpen their critical-thinking and communication skills as they give and provide feedback on research conclusions. Students accomplish the objectives of this seminar course by examining current information through extensive use of topical journal articles and papers as well as classic articles and papers related to the field of study.

**DDBA 8511 - Seminar in Innovation Management**

(3 sem. cr.) An essential “make or break” aspect of today’s organizational environment is innovation. Students in this seminar course are provided with the opportunity to position themselves for professional success in management through the study of concepts, processes, and tools needed to accelerate the rate, breadth, and depth of innovation within any organization. Students examine what innovation is, is not, and how to establish the organizational policies, processes, and employee-support infrastructure required to facilitate successful innovation throughout organizations. Students assess current information through extensive use of topical journal articles and papers as well as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

**DDBA 8512 - Seminar in IT for Competitive Advantage**

(3 sem. cr.) Although many aspects of information technology (IT) are becoming staples in the business toolbox, competitive advantage is still possible through the development of creative applications and the configuration of technology in ways unique to an organization. In this seminar course, students investigate this advantage through the evaluation of the frontier of IT in business and new ways of applying IT to cut costs, increase customer satisfaction, and open new business opportunities. Students explore social networking tools and Internet recognition strategies for potential business uses. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. Students also identify additional resources and disseminate their conclusions to their peers.

**DDBA 8521 - Seminar in Change Management**

(3 sem. cr.) The only constant in today’s business environment is change. However, implementing change alone is not sufficient. It is also necessary to identify and prioritize the key organizational issues requiring change and to implement the necessary changes successfully. Furthermore, change must be defined and aligned at the organizational, process, and employee levels. In this seminar course, students identify and focus on the key areas of an organization that should be prioritized for change initiatives and for the development and implementation of strategies that will increase the success rate of the key change initiatives. Students formulate an original research topic related to the course literature and present and debate their findings.
through a peer work group. They accomplish course objectives by examining current information, such as foundational literature and theories, seminal works, and established models in the field of change management.

**DDBA 8522 - Seminar in Sustainability**

(3 sem. cr.) The various environmental crises facing the planet threaten the human race. Therefore, the primary challenge for business is to conduct itself in a responsible manner through sustainable decisions. That means more than anticipating continuous profitability. Students in this seminar course explore what it means to be sustainable from an environmental perspective and examine the implications for business in terms of resource consumption, materials processing and disposal, and the impacts of the products made and distributed. Students analyze natural systems and how their condition influences doing business in a global economy. They also examine the long-term implications for conducting business globally. Students fine-tune critical-thinking skills by formulating an original research topic, which they discuss with their peers. They accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study.

**DDBA 8523 - Seminar in Law and Compliance**

(3 sem. cr.) Recent cases of corporate greed, bankruptcy, and fraud as well as the collapse of the housing market and its fallout in the investment community have prompted the need for new regulatory pressures; these include laws, such as Sarbanes-Oxley, and compliance systems from either third parties, such as the efforts of the Global Reporting Initiative, or new watchdogs developed to address the failure of the market’s self-correcting mechanisms. Students in this seminar course examine these new ways of doing business in today’s sociopolitical climate from a legal perspective, including identification of opportunities for new research in law and compliance. Students formulate an original research topic and assess the potential impact of their findings on the field of law and compliance. They also give and receive feedback through a group critique. Students accomplish course objectives by examining current information, such as foundational literature and theories, seminal works, and established models in the field of law and compliance.

**DDBA 8524 - Seminar in Multicultural Management**

(3 sem. cr.) Growing cultural diversity within countries and expansion of organizations’ international initiatives has brought about the need to recognize, lead, and manage a broader cultural spectrum of workers, managers, and performance improvement teams. In this seminar course, students define the key organizational techniques and the potential benefits stemming from managing multicultural workforces. Students contextualize their study through the examination and development of case studies of successful and unsuccessful attempts to realize the potential that can be derived from multicultural workforces and teams. Students accomplish course objectives by examining current information through extensive use of recent journal articles and papers as well as classic articles and papers related to the field of study. They also disseminate their findings to their peers through group discussions.

**DDBA 8531 - Seminar in B2B Marketing**
Business-to-business (B2B) marketing has emerged as its own discipline to meet the needs of other businesses. The challenge is to find new methods of enhancing marketability and value while maintaining important relationships with consumers. Students in this seminar course focus on B2B marketing techniques, strategies, customer acquisition, and relationship building. They explore the theory and conceptual challenges facing today’s B2B marketing manager. Primarily, students learn aspects of online promotion and advertising, communications strategies to promote online initiatives, and creative ways of developing the B2B channel. They fine-tune critical-thinking skills by formulating an original research topic and debating with peers. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of B2B marketing.

DDBA 8532 - Seminar in Consumer Behavior

The buyer decision-making process is one of the driving forces behind how, where, and when to market a product, which is why understanding consumer behavior is integral to successful businesses. In this seminar course, students focus on the characteristics of consumers from the perspective of why they purchase products and services as well as their expectations when doing business. More importantly, students study individual behavior and the psychology of choice, the motivation to buy, and how to maintain satisfaction after purchase. Because forces beyond individual control sometimes influence markets, niches, and segments, students also examine consumer behavior from a cultural (and subcultural) perspective. Students engage in course activities and discussions that focus on how to manage the customer experience from attraction to a mutually rewarding relationship. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of consumer behavior.

DDBA 8533 - Seminar in Marketing Research

Business leaders and decision makers need accurate information to introduce projects and services that create appeal and value in the mind of the consumer. In this seminar course, students explore the processes and methods of studying markets and focus on understanding the empirical research process. Students survey marketing research methods in the context of understanding competitive opportunities, new product development, and positioning a product or service in the marketplace. They examine the practices of utilizing public databases, spotting trends, and identifying opportunities for new research in the field. Students hone critical-thinking and analytical skills by formulating an original research topic related to the course literature, which they present and debate in a peer work group. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of marketing research.

DDBA 8540 - Seminar in International Finance

International finance is a branch of economics that considers how capital investment is undertaken globally and how financial markets and global trade influence investment opportunities. In this seminar course, students are provided with an overview of the impact of the liberalization of markets by the world’s financial institutions—such as the World Bank, International Monetary Fund, and World Trade Organization (WTO)—on trade, economies and the competitiveness of countries, new markets, and exchange and interest rates. Students
accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of international finance. They also formulate an original research topic and synthesize findings and conclusions based on their literature review for a comprehensive and critical understanding of the discipline.

**DDBA 8541 - Seminar in Entrepreneurial Finance**

*(3 sem. cr.)* Entrepreneurial finance is designed to help managers make accurate investments and business decisions in entrepreneurial settings. In this seminar course, students explore the development of a small business from startup to financial security. They examine the process and various sources of funding, including partnerships with venture capitalists, conventional sources, and initial public offerings. Most importantly, students explore how to construct funding as well as the trade-offs and benefits for each model. They analyze entrepreneurial equity and how to negotiate any agreement with funding sources. Students accomplish course objectives by examining foundational literature and theories, seminal works, and established models in the field of entrepreneurial finance. They also identify additional resources and disseminate research conclusions to their peers.

**DDBA 8550 - Seminar in Managerial Accounting**

*(3 sem. cr.)* Using a theoretical approach, students in this seminar examine common concepts, principles, and methods used in managerial decision making, including revenue forecasting and cost prediction methods, break-even and cost-volume-profit analyses, performance variance analysis, relevant cost analysis, project valuation, expected rates of return, and discounted cash flow methods. They also explore opportunities for optimizing methods. Additionally, students examine applied research methods in the context of design and development of rational managerial decision-making systems.

**DDBA 8551 - Seminar in Accounting-Based Performance Evaluation Systems**

*(3 sem. cr.)* Students in this seminar examine theories of corporate governance and employee performance evaluation, including the control and performance evaluation aspects of pricing/contribution margin analysis, cost allocation, activity-based costing, throughput accounting, key performance indicators, and balanced scorecard methods. They also explore opportunities for optimizing methods. Additionally, students examine applied research methods in the context of design and development of rational corporate governance and employee performance evaluation systems.

**DDBA 8552 - Seminar in International Aspects of Managerial Accounting**

*(3 sem. cr.)* Through this seminar, students have the opportunity to examine international aspects of theories of managerial decision making, corporate governance, and employee performance evaluation in the context of global, cross-cultural management. They also explore applied research methods on the effects of import/export issues, foreign exchange rates, controlled economies, social responsibility reporting, inflation accounting, and international taxation.

**DDBA 8560 - Seminar in Healthcare Managerial Decision Making**
In this seminar, students examine the application of healthcare policy and economic principles to managerial decision making, including policy development and implementation processes as well as how health policy changes over time. They also explore key policy initiatives related to cost, quality, ethics, and access, and investigate stakeholders and interest groups involved in the health policy process. Students devote special attention to how economic principles, such as supply, demand, and market price determination, relate to the structure of the healthcare industry and the distribution of resources and services.

**DDBA 8561 - Seminar in Managing Healthcare Delivery Systems**

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this seminar focus on the components of the health services delivery system, including patients, organizations, professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology. Students explore the nature of population illness and disease, and they examine the continuum of health services, such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, students analyze contextual factors and challenges that are linked to the healthcare delivery system management; they also explore the impact of these challenges on the delivery of services and healthcare management.

**DDBA 8562 - Seminar in Law and Ethics in Healthcare Management**

(3 sem. cr.) Students in this seminar engage in an examination of the key laws, regulations, and court decisions related to healthcare operations, oversight of organizations and practitioners, and the rights and responsibilities of healthcare providers and patients. They study laws and regulations governing healthcare providers, the identification of organizational governance issues, fraud and enforcement, and the development of risk management processes and controls. Students also explore key ethical issues underpinning healthcare delivery and management, including patient rights and advocacy.

**DDBA 8570 - Seminar in Program and Portfolio Management**

(3 sem. cr.) Students in this seminar examine the evolving discipline of project-based program and portfolio management and the business competencies required to manage complex projects in dynamic, distributed, and global environments. Among the topics included are approaches to project selection, evaluation, and cancelation using stage-gate models. Students in the course examine how organizational attributes such as systems affect employee behavior, how to stimulate creativity and innovation in projects, and how all of these approaches can be unified to manage a portfolio of projects effectively to achieve the strategic objectives of the organization.

**DDBA 8571 - Seminar in Project Portfolio Performance and Organizational Effectiveness**

(3 sem. cr.) Managing an organization’s portfolio of projects requires an understanding of project management process groups and the four approaches to project management and how they are chosen. Students in the course also examine how an effective project management infrastructure is built so that a formal approach to project management can be applied. The changing global economy is considered in determining what matters now to an organization, and issues of cultural diversity that affect management in a global environment are also explored.
**DDBA 8572 - Seminar in Project-Based Strategic Leadership**

*(3 sem. cr.)* Students in this seminar examine organizational processes and practices required to support project-based leadership in the changing global marketplace. This includes systems thinking as applied to the management of projects and the organization itself. Methods for uncovering opportunities, revealing unseen roadblocks, and outsmarting the competition are presented. Finally, approaches for taking a business from the ordinary to the extraordinary are developed.

**DDBA 8580 - The New HR: The Savvy Strategic Partner**

*(3 sem. cr.)* The role of the human resources (HR) department as a strategic partner entails new and different functions that enable organizations to function as high-performing and cost-cognizant entities. To recognize the best way for organizations to grow in capability and capacity, students in this course detail the potential for involvement of HR in evaluating buy-build alternatives and B2B partnerships. They explore a range of alternatives, including service agreements, contract negotiations, and management of fully outsourced services. Students who complete this course will be able to analyze the impact of such decisions on the quality of the deliverables and the risk impact on both the HR department and the organization.

**DDBA 8581 - Succession Planning: A Survival Tool of the Fittest**

*(3 sem. cr.)* In order to succeed in competitive environments, organizations must begin succession planning at the beginning of every initial interface—when an employee is added to the talent pool, when a leader is added to the knowledge capital, when the organization reviews its successes and its challenges, and when corporations plan “to plan.” The only sure way to do this well is to know where the gaps are in present-day resources and cast them repeatedly against future and emerging needs and trends facing the organization, then craft the strategies that will map the path for getting there. In this course, students are drawn into defining organizational capability using career mapping, opportunistic development, and technology to fulfill future strategic human and knowledge capital essential in optimizing organizational success.

**DDBA 8582 - An HR Plan for Organizational Agility**

*(3 sem. cr.)* Graduates of this new human resources (HR) strategic partner course will be able to integrate several key HR concepts with organization-wide strategic planning to develop an evidence-based annual HR department/division operating plan critical to the for-profit or not-for-profit organizations. New HR professionals must be able to direct individual and organizational performance to deliver on value proposition, build sustainability, and impact positive social change.

**DDBA 8590 - Impact of Homeland Security Policies on Business Continuity**

*(3 sem. cr.)* The term *Business Continuity Management* is a unifying process and the umbrella under which multiple supporting functions, including crisis management and business continuity, operate and integrate. Terrorism represents a significant threat to global business leaders, since globalization and terrorism are inextricably linked. Events such as the September 11, 2001 terrorist attacks and the 2004 Madrid bombings had significant impact on business continuity.
management. From a business continuity perspective, learners in this course examine key questions and issues facing the U.S. intelligence community from a global viewpoint. What is its role in homeland security, and how may these topics affect business continuity management? The emphasis of the course will be on issues affecting business continuity management policy, oversight, and intelligence support to homeland defense/security and global business decision making. The Intelligence Reform and Terrorism Prevention Act of 2004 is addressed, and the course is shaped to focus on homeland intelligence support business issues at the state, local, and tribal levels.

**DDBA 8591 - Homeland Security—Business Planning**

(3 sem. cr.) A foundational tenet of terrorist activity is the destruction of business structures. Business leaders can do much to prepare for the impact of hazards faced with regard to technology-related hazards, terrorism, natural hazards, and human-caused hazards. From a business planning standpoint, the business leader will examine an all hazards approach. Students, as part of an economical system, will get an overview of terrorism that includes the definition, root causes, ideologies, historical and current perspectives, modus operandi and targets, radicalization and recruitment, terrorist group structures, domestic and international terrorist groups, state-sponsored terrorism, and counterterrorism inasmuch as all impact the business leader. Terrorism affects both the long-term and short-term segments of businesses around the world; therefore, the need for business continuity planning is investigated.

**DDBA 8592 - Business Infrastructure Vulnerability Analysis**

(3 sem. cr.) Given the uncertainty of emerging terrorist and criminal threats, business leaders require a quick qualitative assessment of the vulnerability to existing business operations, personnel, facilities, and assets. From a business perspective, critical infrastructure protection is one of the cornerstones of homeland security. The National Strategy for Protection of Critical Infrastructure and Key Assets lists 11 critical sectors. Students in this course are introduced to the Department of Homeland Security (DHS) risk-based resource allocation process. In the course, the fundamentals of business-related risk assessment are discussed, and the advantages and disadvantages of various risk assessment tools are examined. At the completion of the course, students will be able to assess the value of various risk tools, apply those tools to any critical infrastructure within their multijurisdictional region, and derive optimal business strategies and draft policies to reduce the risk associated with future terrorist attacks and other hazards on their business interests.

**DDBA 8850 - The New HR: The Savvy Strategic Partner**

(3 sem. cr.) The role of the human resources (HR) department as a strategic partner entails new and different functions that enable organizations to function as high-performing and cost-cognizant entities. To recognize the best way for organizations to grow in capability and capacity, students in this course detail the potential for involvement of HR in evaluating buy-build alternatives and B2B partnerships. They explore a range of alternatives, including service agreements, contract negotiations, and management of fully outsourced services. Students who complete this course will be able to analyze the impact of such decisions on the quality of the deliverables and the risk impact on both the HR department and the organization.
**DDBA 8851 - Succession Planning: A Survival Tool of the Fittest**

(3 sem. cr.) In order to succeed in competitive environments, organizations must begin succession planning at the beginning of every initial interface—when an employee is added to the talent pool, when a leader is added to the knowledge capital, when the organization reviews its successes and its challenges, and when corporations plan “to plan.” The only sure way to do this well is to know where the gaps are in present-day resources and cast them repeatedly against future and emerging needs and trends facing the organization, then craft the strategies that will map the path for getting there. In this course, students are drawn into defining organizational capability using career mapping, opportunistic development, and technology to fulfill future strategic human and knowledge capital essential in optimizing organizational success.

**DDBA 8852 - An HR Plan for Organizational Agility**

(3 sem. cr.) Graduates of this new human resources (HR) strategic partner course will be able to integrate several key HR concepts with organization-wide strategic planning to develop an evidence-based annual HR department/division operating plan critical to the for-profit or not-for-profit organizations. New HR professionals must be able to direct individual and organizational performance to deliver on value proposition, build sustainability, and impact positive social change.

**DDBA 8990 - Writing the Doctoral Study Prospectus**

(4 sem. cr.) All students in the D.B.A. program engage in a final doctoral study project in which they apply the knowledge and skills gained throughout the program to a real-world problem in the field. The prospectus is a brief document that helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. In this course, students design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn best practices for developing the prospectus and analyze past examples. Students refine their doctoral study questions and explore research methods and project types that they may incorporate into their study. Finally, students engage in the iterative process of writing the prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by students as a document for review for consideration by potential mentors for their doctoral study.

**DDBA 8991 - Qualitative and Case Study Research for Business Analysis**

(4 sem. cr.) The D.B.A. capstone project requires that students know how to collect, organize, and interpret data. In this course, students broaden their research and general analysis skills as they further explore methodology and project types to incorporate into their doctoral study. Students engage in coursework focusing on qualitative and case study research methods, through which they learn to focus their analysis on efforts to improve the quality of an organization and its performance. Students examine techniques for thinking in an action-oriented manner, as if they were consultants, so that they can apply their own doctoral study in the real world. Finally, students engage in an iterative process of writing a proposal, incorporating feedback from peers and the course instructor. Ultimately, the proposal is offered by students as a document for review for consideration by potential mentors for their doctoral study.
**DDBA 9000 - Doctoral Study Completion**

(4 sem. cr.) The final doctoral study demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, students engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. This course assists students in working through the process of the doctoral study. Students design personal best practices for completing their study within a designated context. They also select their committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, students completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

**ECON 1001 - Macroeconomics**

(5 cr.) This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade. (Prerequisite(s): MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ECON 1002 - Microeconomics**

(5 cr.) The principles of microeconomics explain how in a market economy the price system answers the following fundamental economic questions: What goods and services are produced and distributed as well as how and for whom? Students in this course examine the behaviors of households that supply factors of production—natural resources, labor, and capital—to firms and that purchase consumer goods and services from other firms. They also investigate firms that maximize profit through their decisions about acquiring factors of production, controlling costs of production, choosing the optimal level of output, competing with other firms under different market structures, and making investment decisions about entering new markets. (Prerequisite(s): MATH 1030 or MATH 1040.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ECON 2001 - International Economics**

(5 cr.) In this course, students examine analytical frameworks and empirical data to gain an understanding of the increasingly dynamic world economy. They engage in assignments that focus on economic analyses that are particularly important to business decision makers in a global economy and the economic conditions that impact firms’ decisions about capital allocation, pricing, and employment. Students also share perspectives and delve more deeply into
course content through discussions on a range of topics, including historical roots of international economics, neoclassical trade theory, tools that restrict or alter trade between countries, and U.S. trade policy history, among others. *(Prerequisite(s): ECON 1001 and ECON 1002.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDAD 6800 - Facilitating Effective Learning for All Students**

*(3 sem. cr.)* Educators are introduced to research on learning and helped to develop an understanding of how research informs different approaches to instruction. To move teaching to more effective strategies, educators learn to explain how and why learner-centered teaching enhances the achievement of all students as well as how to overcome resistance among staff, students, and parents. Educators have the opportunity to engage in a self-assessment through which they generate self-improvement goals to become successful as a school leader.

**EDAD 6801 - Ensuring Quality Education for Students With Diverse Needs**

*(3 sem. cr.)* An important goal in teaching is to help all students reach increasingly higher standards of performance. Educators in this course focus on effective, learner-centered instruction that uses diverse and inclusive approaches for students at risk. Through assignments designed to provide application of theories, concepts, and strategies, educators assess real-world programs and services in place to support English-language educators and students with disabilities. They also identify recommendations and methods for improving the programs or services to enhance student achievement.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDAD 6802 - Using Data to Strengthen Schools**

*(3 sem. cr.)* Through this course, educators focus on developing knowledge for data-driven decision making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. A special emphasis is on the definition of action for effective schools: continuing analysis of the gaps between goals for student learning and actual student performance. Educators gain practical experience developing a strategic plan as well as collecting, analyzing, and using data for school improvement and student learning.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDAD 6803 - Allocating Resources Strategically and Structuring the Organization for Learning**

*(3 sem. cr.)* In this course, educators explore research about effective schools to gain insight on the most productive ways to organize resources, including time, people, money, and technology. Educators also learn to develop strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement. Educators apply course concepts and theories to discussions and case study challenges focused on assessing school budgets, restructuring school resources, and reorganization for teacher collaboration.
EDAD 6804 - Enhancing Teacher Capacity and Commitment

(3 sem. cr.) One of the central roles of school leaders is to build human resources, from recruitment, through induction, to continuing professional development. Educators in this course explore the role of developing and sustaining human resources as well as methods for dealing with continuing ineffectiveness among members of school staff. They engage in a variety of practical exercises, such as the development of a strategy to build, monitor, and support collaborative teams as a vehicle for professional learning communities that foster high levels of learning. Educators also consider the importance of professional development, analyze a case study of an existing professional development plan, and create a proposal for change to improve outcomes.

EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning

(3 sem. cr.) In this course, educators examine the critical functions of the school leader, including developing consensus that promotes action through processes of effective decision making, patterns of communication, and strategies for conflict resolution; infusing leadership throughout the school by promoting collaborative structures and strategies; and establishing a personal, ethical, and moral platform for leadership. Educators assess concepts and share perspectives through discussions on the role of principals as leaders, effective approaches to build on or reshape an existing culture to produce greater performance of staff and students, and shared leadership as a strategy for fostering and sustaining school culture. They also have the opportunity to reflect on their understanding, including changes in thinking, based on experiences and knowledge gained through coursework.

EDAD 6806 - Collaborating With Families and Communities for Student Success

(3 sem. cr.) In this course, educators develop the capabilities needed to identify and enlist the support of parents as well as organizations and public agencies that serve youth and families in ways that align with school goals. Educators devote special attention to these functions in multicultural schools and communities. They also analyze case studies to help them gain an understanding of increasing family involvement to promote student learning, partnering with community organizations and public agencies to provide students with positive opportunities, and communicating with stakeholders to achieve desired outcomes.

EDAD 6807 - Creating Positive, Safe, and Effective Learning Environments
Educators in this course learn to treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness, in school and beyond. Through a variety of discussions and application-based assignments, educators come to recognize the importance of safe and orderly environments for learning, with school cultures based on mutual respect among students, educators, and staff. Educators gain practice in planning a hypothetical task force to combat disruptive and violent behavior, developing research-based strategies to minimize such behavior and maximize learning for all students, and analyzing and communicating sources of tension and conflict regarding race and ethnic relations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDAD 6808 - Meeting the Literacy Challenge: Leading New Initiatives**

(3 sem. cr.) Literacy is at the core of success—in school and in life. Educators in this course engage in coursework that emphasizes current research on teaching and learning, student assessment, professional development, parental and community involvement, and other related topics. Educators explore issues of curriculum and the effects of district and state policies on school improvement. They apply concepts to activities focused on establishing a foundation for effective curriculum initiatives, developing and implementing a high-quality literacy initiative, and improving literacy through collaborative action research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDAD 6809 - Implementing Continuous School Improvement**

(3 sem. cr.) The focus of this course is on theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, educators demonstrate what it takes to structure a school that is a learning organization. Educators demonstrate their understanding of course concepts through practical, case-study scenario challenges. They also delve more deeply into course content through peer discussions on related issues, such as balancing planning and flexibility when responding to change, identifying and addressing conditions in schools that undermine student and school performance, and creating conditions to foster continuous school improvement that lead to higher levels of learning for all students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDAD 6811 - Internship 1**

(3 sem. cr.) Educators are provided with authentic opportunities to apply knowledge and skills gained throughout their courses and to expand on what future educational leaders must know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and ePortfolio development and evaluation. *(Prerequisite(s): All other courses, except EDAD 6812, in the Educational Leadership specialization.)*
**EDAD 6812 - Internship 2**

(3 sem. cr.) In this course, educators are provided with authentic opportunities to apply knowledge and skills gained throughout their courses and to expand on what future educational leaders must know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and ePortfolio development and evaluation. *(Prerequisite(s): EDAD 6811.)*

**EDAD 7002 - Foundations: Administrator Leadership for Teaching and Learning**

(6 sem. cr.) The purpose of Foundations is to engage learners with the environment, expectations, and content of post-master’s work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop (a) facility with Walden University’s online learning environment and understanding of the university’s and the program’s support systems, expectations, and outcomes; and (b) knowledge about the field, synthesized with reflection on one’s own experience.

**EDAD 7200 - Leadership for Today’s Schools**

(6 sem. cr.) Today’s schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive, and they must be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies supported by research. Leaders are empowered to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others’ paradigms and leadership styles and determine best practices to promote positive social change.

**EDAD 7201 - Applied Research in Education**

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDAD 7202 - Leading to Promote Learning**

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

**EDAD 7203 - Leading Professional Learning Communities**
Through this course, educators explore how the role of leadership expands beyond the classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. An additional focus is the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

**EDAD 7900 - School Leadership Capstone: Trends, Issues, and Global Perspectives**

(6 sem. cr.) Invariable advances in research and technology continue to change our current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest. The capstone concludes the program by providing a practical application of educators’ learning. Working in a consultative role as a K–12 professional, educators engage in a real-world, problem-solving project within their work environment.

**EDAD 8001 - Foundations for Doctoral Study**

(6 sem. cr.) Through a series of interrelated learning activities, this course provides an understanding of and practice in the foundational skills and strategies for success in the Ed.D. program. Four major topics are explored: (a) establishing a comfort level with online learning and interpersonal relations, confirming program expectations, and planning for the successful completion of the program; (b) developing an understanding of the concept of constructivist leadership as represented in professional communities of learning; (c) demonstrating an understanding of critical-thinking and reading skills as evidenced in doctoral-level scholarly writing; and (d) analyzing and synthesizing current research as it leads to further inquiry. Students prepare a Doctoral Development Plan (DDP) and praxis (theory applied to practice) papers based on their individual professional interests and goals.

**EDAD 8011 - Proseminar: Leading to Promote Learning**

(6 sem. cr.) The first proseminar introduces leadership as a concept or construct rather than a position of authority. Students experience the concept of leadership by investigating the literature and analyzing real-life scenarios with a focus on student achievement. Students then apply the learning model to their own school scenario—by conducting pedagogical observations, interviewing colleagues, collecting data, reviewing the literature, and analyzing and reflecting on classroom/school practices in order to make a decision focused on equity and excellence of student achievement. The first comprehensive paper investigates a topic of personal interest related to professional leadership, theories and research about learners, and/or theories and research about instructional or curriculum practices.

**EDAD 8015 - Research Approaches**
(6 sem. cr.) Educational leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Construction of questions for inquiry is explored.

**EDAD 8021 - Proseminar: Leading Communities of Practice**

(6 sem. cr.) The second proseminar expands the role of leadership from the classroom and school to the larger educational community. The course focuses on the development of knowledge, abilities, and dispositions necessary for the effective, participative, and productive leadership needed for sustainable education reform. Topics covered in this course include creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring teachers and other leaders. An additional focus is on the relationship between the school and community stakeholders. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the educational community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership. Legal, business, and/or political perspectives implications of these educational issues are investigated.

**EDAD 8025 - Quantitative Research**

(6 sem. cr.) This research course is designed to provide an understanding and working knowledge of key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that each doctoral student will have an understanding of quantitative data analysis and be competent in reading, discussing, and applying statistical concepts and data results from quantitative studies.

**EDAD 8031 - Proseminar: Leading for Social Change**

(6 sem. cr.) Leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in national and international schools. The focus of this proseminar is to expand the educational leader’s capacity for positive social change through reciprocal relationships with professional learning communities and initiatives related to high-quality education outcomes. Partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine the educator’s ability to advocate for productive education policy at the local, state, national, and/or international levels. The comprehensive paper focuses on inquiry related to educational issues affecting quality schooling practices for K–12 and adult learners. Legal, business, and/or political perspectives implications of these educational issues are investigated.

**EDAD 8035 - Qualitative Research**
In this research course, education professionals explore the constructs and processes used in qualitative research studies. They gain practical experience in formulating qualitative questions related to problems encountered by other educators, identifying appropriate qualitative methods, and selecting study participants. Through practical, application-based assignments, they construct data collection protocols for interviews and observations, analyze documents, and apply coding and classification techniques for organizing and interpreting data. They also explore techniques for ensuring the reliability of qualitative findings. Through this course, education professionals gain an understanding of qualitative data analysis as well as competence in reading, discussing, and applying statistical concepts and data results from qualitative studies.

**EDAD 8040 - Foundations: Administrator Leadership for Teaching and Learning**

(6 sem. cr.) The purpose of Foundations is to engage learners with the environment, expectations, and content of doctoral work in the Administrator Leadership for Teaching and Learning program. Through participating in the course, learners will develop: (a) facility with Walden University’s online learning environment and understanding of the university’s and the program’s support systems, expectations, and outcomes; (b) knowledge about the field, synthesized with reflection on one’s own experience and goals; and (c) doctoral-level critical-thinking and writing skills.

**EDAD 8080 - Doctoral Study Companion**

(0 cr.) This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through proseminars and residencies to developing their own terminal doctoral study projects. Students will work in this course space with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDAD 8090 - Doctoral Study Intensive.

**EDAD 8090 - Doctoral Study Intensive**

(12 sem. cr.—6 sem. cr. per term for 2 terms) The doctoral study demonstrates a student’s scholarly talents to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the educational leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community. **Note:** The final two semesters of the Ed.D. program are dedicated to the doctoral study. If the doctoral study is not approved by the end of the second semester, students stay enrolled in EDAD 8090 until formal approval is granted. Additional semesters needed for completion of the doctoral study do not earn credit.

**EDAD 8140 - Leadership for Today’s Schools**

(6 sem. cr.) Today’s schools are dynamic places and demand leaders in all arenas, from the boardroom to the classroom. Leaders must understand how learning communities operate and thrive and be prepared to deal with the demands of internal and external forces. The 21st-century leader who understands change theory will continually appraise the evolving needs of the learning community and apply a grounded knowledge base of theory and practical strategies.
supported by research. Leaders are empowered to explore current and future technology as they assess educational trends and issues. Learners will also analyze their own and others’ paradigms and leadership styles and determine best practices to promote positive social change.

EDAD 8141 - Applied Research in Education

*(6 sem. cr.)* In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDAD 8142 - Leading to Promote Learning

*(6 sem. cr.)* Research has considerably expanded the knowledge of teaching and learning in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, educators advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, through technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

EDAD 8143 - Leading Professional Learning Communities

*(6 sem. cr.)* Through this course, educators explore how the role of leadership expands beyond the classroom and school to the larger educational community. Educators work toward developing the knowledge, abilities, and dispositions required of an effective leadership role to participate in sustainable education reform. They explore a variety of topics, including creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring educators and other leaders. An additional focus is the relationship between school and community stakeholders. Educators also investigate the legal, business, and/or political perspectives implications of these educational issues.

EDAD 8144 - School Leadership: Trends, Issues, Global Perspectives

*(6 sem. cr.)* Invariable advances in research and technology continue to change our current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, educators examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. Educators also have the opportunity to examine and reflect on the effects of these trends on their own areas of interest.

EDAD 8145 - Research in Practice

*(6 sem. cr.)* In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of
results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 1001 - Introduction to Education♦

(5 cr.) This course is an overview of the field of early care and education. Education professionals engage in assignments that emphasize the elements of high-quality programs, governing standards and regulations, and historical perspectives. They engage in peer discussions on a range of topics, such as the nature of infant care and education, learning through play, quality education and teaching, the definition of education, and current issues affecting education. Education professionals gain further insight into the profession of teaching and working with children through interviews with teachers of various age groups. Additionally, education professionals explore career options and consider what it means to be a professional in the field of early care and education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1002 - Pioneers and Philosophies of Education♦

(5 cr.) Current perspectives on education and methods of teaching are rooted in history and philosophy as far back as the ancient Greeks. In this course, education professionals explore thinkers, philosophies, and educational programs that have influenced current ideas about effective practices in teaching, including tapping into different forms of intelligence and applying new methods for assessment. Education professionals critically examine educational philosophies and methods in light of current social, political, and economic forces impacting children, families, and the field. Through coursework and discussions, education professionals begin to develop a reasoned, coherent personal philosophy of education as a basis for ethical and professional practice and decision making.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1003 - Educational Psychology♦

(5 cr.) How might social class, ethnicity, and gender impact children’s learning? Education professionals in this course have the opportunity to answer such questions through the exploration of psychological concepts and theories as they relate to the field of early care and education. Education professionals examine behavioral, cognitive, social, and constructivist views of learning. They engage in conceptual and applied assignments that emphasize research-based principles as well as implications of these principles on child development, learning, teaching, and assessment. Moreover, they share perspectives and delve more deeply into content through weekly discussions on a variety of topics, such as helping children develop and learn, defining intelligence, fostering resilience, analyzing learning experiences, and using motivation theories and principles.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 1004 - Child Development

(5 cr.) This course provides education professionals with an overview of physical, cognitive/language, and social and emotional development in children from birth through adolescence. Education professionals explore prevailing philosophies and theories of child development and form their own child development philosophy. Through an exploration across various developmental domains and stages, education professionals investigate the latest research and thinking in regard to conditions that affect children’s learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, community, and societal influences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1005 - Child Health, Safety, and Nutrition

(5 cr.) Many factors, including nutrition, safety, and health, influence growth and development in young children. Education professionals in this course learn about these factors and examine the professional’s role in supporting children’s healthy development within the context of early childhood care and education as well as in family and community settings. They also assess and discuss the prevention of health problems common to young children, methods of promoting wellness and fitness, child safety, emergency preparedness and procedures, and child mental health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1006 - Child, Family, and Community Relationships

(5 cr.) Complex events, such as divorce, child abuse and neglect, and illness and death of family members, are common occurrences in today’s society. This course provides a survey of the ways in which professionals and families work together in supporting child and family resiliency within the context of these complex issues. Education professionals explore formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on children’s development and learning within early childhood programs. Through this course, education professionals have the opportunity to gain the communication and conflict-management skills needed to prepare for future professional challenges in the field of education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 1011 - Making Connections: The Early Childhood Field

(2 cr.) In this course, education professionals explore the early childhood field and related themes, issues, and controversies. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the field of early care and education. They investigate professional organizations and research information on early childhood career opportunities. They also reflect on prior knowledge as well as
knowledge gained throughout the course in regard to what it means to be a professional in the field of early education.

**EDUC 1012 - Making Connections: The Developing Child**

(2 cr.) Education professionals in this course focus on the themes, issues, and controversies related to child development. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities related to the developing child. Education professionals research and analyze information on brain development, which they use to develop a presentation that could be used to inform stakeholders, such as parents and colleagues. Through this and other assignments designed to provide practical application of content, they summarize their understanding of the developing child, including areas in which they hope to learn more.

**EDUC 1013 - Making Connections: The Well-Being of Children**

(2 cr.) Children’s overall well-being is related not only to their health and safety but also to high-quality relationships among early childhood professionals, family, and community members. In this course, education professionals examine themes, issues, and challenges related to the fostering of children’s overall well-being. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, developments, and possibilities related to healthy growth and development within early childhood, family, and community settings. Additionally, education professionals assess and discuss resources in the area of early childhood education to further their professional development.

**EDUC 1014 - Understanding Today’s Instructional Environments**

(5 cr.) Learning in the 21st century can take place anytime and anywhere. This course provides an overview of the various settings in which teaching and learning occur. Education professionals explore the dynamics of traditional face-to-face, hybrid, and online instructional environments found in such areas as corporate training, higher education, K–12 education, government, healthcare, and nonprofit organizations. Applying course concepts and theories, education professionals construct a concept map of important categories and characteristics of learners. They also compare components of various learning environments and structure them for effective learning and engagement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 1015 - How People Learn**

(5 cr.) Humans are complex, and the ways in which they learn are influenced by many factors. In this course, education professionals examine the major theories of how humans learn, including behaviorism, constructivism, and emerging theories based on brain research. They also explore the concepts of multiple intelligences and learning styles, as well as the influences of emotion, culture, and motivation on the learning process. Employing course concepts and principles, education professionals apply learning theories to learning experiences and analyze themselves
as adult learners. They also discuss a variety of topics, such as the learning process, social learning theories and online learning, factors that affect online learning and adult learners and online learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 1016 - Foundations of Educational Studies**

(5 cr.) Education is a core value in our society. The types of educational opportunities available, the manner in which they are made available, and the ways in which people participate have changed drastically over time. In this course, education professionals explore the structure and history of educational systems in the United States, the wide variety of settings in which learning occurs, and how the role of education in society has changed over time. They also explore the multiple career paths available to them in the field of education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 2001 - Language Development**

(5 cr.) This course focuses on the theories of language acquisition and language development of young children from infancy through preschool. Education professionals explore how children acquire and develop language, and they gain an understanding of emergent reading and writing. They engage in coursework that emphasizes bilingualism, atypical speech and language development, and the impact of culture and environment on language. Additionally, education professionals make connections between course concepts and share ideas and perspectives through weekly discussions on a range of topics, such as language and the brain, adult roles in language development, early literacy, and challenges for second-language learners, among others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 2002 - Children’s Literature**

(5 cr.) Children’s literature can delight and inspire young readers as well as promote respect for diversity. In this survey course, education professionals focus on the power and quality of children’s literature from birth through adolescence. Education professionals explore a wide variety of genres and learn the characteristics of high-quality literature. They gain practical experience critically evaluating and selecting books from various genres for specific age groups. They also learn about prominent authors, illustrators, and book awards.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 2003 - Human Development**

(5 cr.) To appreciate and understand ourselves and others fully, we must have a basic understanding of human cognitive, emotional, and social development. In this course, education
professionals examine the basic developmental stages that all humans undergo throughout their lifespan, from infancy to adulthood. They explore these topics with consideration to issues of gender, ethnicity, social class, and culture. Applying course concepts and theories, education professionals engage in an integrative project through which they create a character for whom they map human development and progress benchmarks from infancy through early adulthood. Through this project, they gain a deeper understanding of lifespan development and major theories used to view human development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2004 - Literacy in the 21st Century♦

(5 cr.) The technology-centered and information-rich world in which we live and work requires an expanded definition of what it means to be literate. Education professionals in this course examine the skills and strategies necessary for success in a digital information society. They explore multimedia and Internet technologies that enhance learning by facilitating collaboration, communication, and problem-solving. Education professionals apply 21st-century literacy skills through a collaborative project in which they research a topic within the current field of literacy; they communicate their findings in a multimedia presentation. (Prerequisite(s): EDUC 1014.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 2011 - Making Connections: The Foundations of Literacy

(2 cr.) Education professionals in this course explore the themes, issues, and developments in the foundations of literacy. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the fields of language development and children’s literature. Demonstrating knowledge of key concepts and theories, education professionals engage in written assignments designed to provide practical application of course content on a variety of topics, such as the benefits and impact of literacy, how literacy serves as a tool of social equity, and strategies to support family literacy and literacy programs.

EDUC 2012 - Understanding and Valuing Creativity♦

(5 cr.) Innovating and risk taking, critical thinking and problem-solving, and communicating and collaborating—all of these are essential skills for the 21st century, and all are intrinsically linked to creativity. Education professionals in this course explore the abundant meanings, value, and applications of creativity as they pertain to learning and life. They consider how encouraging and celebrating creativity in themselves, their colleagues, and today’s learners can benefit society. They achieve understanding through an integrative, collaborative wiki project through which they develop a definition of creativity based on theories and philosophical viewpoints, determine how creativity develops throughout the lifespan, describe how to foster creativity in others, and develop creative techniques to solve problems and promote critical thinking.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 3003 - Observation and Assessment of the Young Child

(5 cr.) In this course, education professionals explore developmentally appropriate formal and informal assessments, including observational techniques for assessing young children’s development and learning. Education professionals learn how to use specific tools and the data generated from them to inform effective decision making and instructional planning. They also consider and discuss ethical and legal considerations as well as other related issues and controversies. Applying course concepts, education professionals participate in an integrative child observation project through which they gain a deeper understanding of the process of assessment, the role of observation, and the importance of considering children as individuals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3004 - Curriculum Design

(5 cr.) This course provides education professionals with the opportunity to gain the fundamental skills needed for planning, designing, and delivering engaging learning experiences. They examine the elements of effective curriculum design, learn how to write measurable learning objectives, and explore tools, technologies, and resources for developing curriculum. They share perspectives and gain practical insight on course concepts through discussions on various topics, such as instructional designer responsibilities in creating effective curriculum, learning objective analysis, assessment formats, and curriculum design proposals. Additionally, education professionals reflect on learning and consider how they can use knowledge gained throughout the course in future personal, academic, and professional future endeavors. (Prerequisite(s): EDUC 1014.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3005 - Evaluation and Assessment

(5 cr.) Program evaluation and learner assessment are fundamental components to the process of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and performance evaluation. Education professionals learn how to use information gained from assessments as a tool for improving learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3006 - Designing Curriculum

(5 cr.) This course provides education professionals with the opportunity to gain the fundamental skills needed for planning, designing, and delivering effective learning experiences. They examine the elements of effective curriculum design, and they explore tools, technologies, and resources for developing curriculum. They also discuss the role of instructional designers, course goals and objectives, assessment techniques, and emerging issues in the field. Moreover,
education professionals gain practical experience in applying Bloom and Fink taxonomies as well as writing goals and objectives, congruent assessments, learning plans, and instructional steps. (Prerequisite(s): EDUC 1014.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3007 - Assessment and Evaluation♦

(5 cr.) Assessment and evaluation are fundamental to the process of designing effective learning experiences. In this course, education professionals investigate major concepts, principles, and methodologies related to evaluation and assessment. They explore the selection of assessment tools, measurement of learning outcomes, and evaluation of performance. Additionally, education professionals learn how to use information gained from assessments as a tool for improving practice. (Prerequisite(s): EDUC 1015.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3008 - Diversity in Education♦

(5 cr.) People have different backgrounds, perspectives, and values; similarly, they have different approaches to learning. Individuals who work in educational environments and serve as agents of social change must recognize and honor these differences. Education professionals in this course examine how the need to serve people of differing social groups, cultures, and abilities offers challenges and opportunities in today’s learning environments. They reflect on their attitudes, beliefs, and biases regarding diversity and learn approaches to help ensure equitable access and meaningful learning in a variety of educational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3009 - Technology and Education♦

(5 cr.) Technology is becoming a central aspect of our everyday lives and has a profound impact on the way we work, play, and learn. In this course, education professionals explore and discuss how our technology-rich world influences different generations of learners and their learning preferences. Through conceptual and application-based assignments, they also learn how to integrate technology into teaching and learning processes to meet the needs of diverse learners as well as how to harness Internet technologies to enhance the work of students by facilitating collaboration, communication, and problem-solving.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3010 - 21st-Century Learning♦

(5 cr.) Professionals in all areas of education, such as teaching, workforce training, and policymaking, must be cognizant of the knowledge and skills required to adapt to 21st-century-specific change. In this course, education professionals explore the proficiencies essential to navigating the 21st-century learning landscape to position themselves for professional flexibility
and success. They examine how the nature of knowledge, literacy, and learning is changing as a result of new technology. Education professionals gain a practical understanding of ways to learn and function effectively in this new, evolving environment through investigations and discussions on emerging research on learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 3011 - Making Connections: Managing and Leading Early Childhood Programs**

(2 cr.) Managing child development centers in the 21st century requires a complex array of leadership skills and dispositions. In this course, education professionals explore the various types, purposes, and theoretical foundations of child development programs, and they examine the National Association for the Education of Young Children (NAEYC) core competencies for directors. They engage in discussions and assignments that emphasize the leader’s role in managing the organization as a whole, including overseeing regulatory and business concerns, establishing policies and procedures, and implementing the organization’s mission and vision.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 3012 - Making Connections: Fiscal and Personnel Management of Child Development Centers and Programs**

(2 cr.) A child development center is a business like any other; it must be operated and staffed with precision. This course prepares child development center directors and managers for the financial and human relations aspects of the job. Topics covered include constructing and managing a budget, maintaining accurate financial reports, fund-raising, staffing, personnel management, and professional development.

**EDUC 3101 - Professionalism and Advocacy in the Early Childhood Field**

(5 cr.) The landscape of early care and education is constantly changing. Education professionals in this course examine these changes, focusing on the roles and responsibilities of the early childhood teaching professional in infant/toddler and preschool settings. Education professionals explore the complexities of developmentally appropriate practice and learn what it means to be an advocate for children, their families, and the profession itself. They engage in discussions and assignments that emphasize the importance of keeping up with current research in the field and engaging in professional activities and organizations to ensure continual professional growth and learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 3103 - Guiding Young Children’s Behavior**

(5 cr.) Proactive guidance and positive, safe learning environments promote healthy child development and learning. Education professionals in this course focus on understanding and fostering social and emotional development in preschool-age children, and they learn strategies for establishing classroom communities in which all children feel safe, valued, and respected.
They explore a range of topics, including teaching social skills, routines, and procedures; collaborating with families; preventing and working with challenging behaviors; developing problem-solving abilities; and organizing the classroom setting to support learning, cooperation, and social and emotional growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3111 - Making Connections: Foundations of Preschool Teaching

(2 cr.) Professionalism, advocacy, and preschool education provide the focus of the themes, issues, and challenges that education professionals examine in this course. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to working in the early childhood field with preschool-age children and their families. Applying course concepts, education professionals consider and explain the role and benefits of play for children and adults, and they summarize their thinking in regard to cultivating healthy development and learning in children through connections with nature.

EDUC 3112 - Making Connections: Effective Learning Environments

(2 cr.) The development of optimal preschool learning environments and related themes, issues, and challenges provide the framework for this course. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments. Through a case study scenario, they apply their knowledge of preschool children as well as concepts learned in the course to describe components that they believe are essential to optimal preschool environments. They also consider and summarize the importance of creativity, the effects of creativity on their own lives, and how they would go about fostering creativity in the learning environment.

EDUC 3202 - Quality Programs for Infants and Toddlers

(5 cr.) This course provides education professionals with the opportunity to focus on the breadth and depth of the field of infant/toddler care and education, emphasizing characteristics of high-quality infant/toddler programs. Education professionals learn the foundations of infant/toddler development, the integral role of the infant/toddler professional in fostering children’s growth and ensuring family involvement, and theoretical frameworks key to high-quality programs. They also explore the components of high-quality environments and what it means to be an advocate for young children, their families, and the profession.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3203 - Infant/Toddler Mental Health
Positive developmental progress in infants/toddlers depends on many factors, including the overall promotion of mental health, prevention of occurrence or escalation of mental health problems, and the effective treatment of mental health needs. Education professionals in this course explore current research in the field of infant/toddler mental health, through which they gain practical insight on protective and risk factors in family environments; social and emotional developmental challenges; developmentally appropriate infant/toddler screening and assessment; diagnostic classification systems for infant/toddler mental health; effective intervention strategies; and collaborative services approaches. Moreover, education professionals apply course concepts through practical assignments, such as the development of a fact sheet designed to educate child development professionals about the importance of the field of infant/toddler mental health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 3204 - Family Cultures of Infants and Toddlers**

(5 cr.) This course provides an overview of the way culture impacts typical conceptions of infant/toddler development and interactions. Education professionals focus on the ability to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. They investigate the meaning of various child-rearing behaviors and how they relate to family expectations and cultural traditions, with the goal of developing culturally appropriate practices. Education professionals also make connections and share perspectives through discussions on related topics, such as cultural differences in caregiving practices, attachment and separation, perspectives on play, and effective communication, among others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 3211 - Making Connections: Foundations of Infant/Toddler Care and Education**

(2 cr.) An important role of the child development professional is understanding how to use support services and programs to aid the healthy development and learning of young children and their families. In this course, education professionals examine themes, issues, and controversies central to the field of infant/toddler care and education, and they critically analyze ways to support the healthy development and learning of infants and toddlers through food and nutrition programs, vaccinations, and early intervention services. Education professionals make connections between the topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities that infant/toddler professionals must understand.

**EDUC 3212 - Making Connections: Healthy Infant/Toddler Growth and Development**

(2 cr.) Education professionals in this course focus on healthy infant/toddler growth and development as well as related themes, issues, and challenges. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with the overall well-being of very young children. Applying course
concepts and gaining deeper insight on topics, education professionals also engage in practical writing activities, such as the development of a resource sheet for child development professionals that includes information on factors promoting healthy growth and development. (Co-requisites: EDUC 3203 - Infant/Toddler Mental Health and EDUC 3204 - Family Cultures of Infants and Toddlers.)

EDUC 3301 - School-Age and Adolescent Development

(5 cr.) Education professionals in this course gain a fundamental understanding of how school-age children and adolescents develop and learn. They examine typical and atypical cognitive, physical, and social-emotional development as well as the relationship among these developmental domains. They also compare theories of development; develop a presentation that identifies and explains specific strategies, methods, or activities for the promotion of health and well-being in middle childhood; engage in a field study to gain real-world insight on the affective and social development of children between the ages of 6 and 12; and complete an integrative research paper on critical, topical issues related to school-age and adolescent development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 3302 - Making Connections: Professions in the Field of School-Age and Adolescent Development

(2 cr.) This course provides education professionals with an overview of the practices and professions in the field of school-age and adolescent development, including such topics as careers, interpersonal and professional skills, and ethical/legal guidelines needed for working with school-age children and adolescents, families, and other professionals. Education professionals explore a variety of organizations that are devoted to fostering the healthy development of school-age children and adolescents. They also have the opportunity to investigate a profession of their choice to learn about the responsibilities and tasks entailed. Additionally, education professionals describe what they perceive to be the professional relationship between ethical and legal obligations as well as the significance of law and ethics in the field of school-age and adolescent development.

EDUC 3303 - Motivating and Guiding School-Age Children and Adolescents

(5 cr.) Educators have a responsibility to guide and motivate as well as to foster self-esteem and resilience in school-age children and adolescents. Education professionals in this course address a continuum of effective strategies needed for working with school-age children and adolescents in group and classroom settings. Such strategies include effective communication, positive guidance, modeling/mentoring, intrinsic and extrinsic motivation, fostering self-esteem, promoting resilience, and problem-solving and conflict-resolution skills. They learn to apply theory to practice as they analyze several theoretical constructs critically and consider their implications for working with school-age children and adolescents in group and/or classroom settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 3304 - Making Connections: Effective Learning Environments for School-Age Children and Adolescents

(2 cr.) Often, the setting in which learning occurs is as important as the material taught and method of teaching. In this course, education professionals examine effective learning environments for school-age children and adolescents. They make connections between key topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the healthy development and learning of school-age children and adolescents. Demonstrating knowledge and applying concepts, education professionals consider and describe how their definition of an effective learning environment has changed as a result of their learning. They also gain real-world insight into how to design effective learning environments by interviewing a professional in the field.

EDUC 4001 - Capstone

(7 cr.) This course provides education professionals the opportunity to integrate theories of child development, principles of effective early childhood practice, and methods of working with young children and their families. Education professionals engage in projects that demonstrate synthesis and application of this knowledge. Through these projects, they consider the knowledge and skills gained throughout the program and how they can apply them to future work in the early childhood/child development field. They also have the opportunity to research a position in early education, interview a professional in the field, develop a resume and cover letter, and reflect on professional competencies and areas for professional growth. (Prerequisite(s): Completion of all other required coursework.)

EDUC 4004 - Children With Special Needs

(5 cr.) Educators understand that all individuals are unique with varying abilities and needs. This course provides education professionals with an overview of exceptionalities in children from birth through adolescence. They engage in coursework that highlights early identification, referral, intervention, inclusion, and the related psychosocial needs of children and their families. They discuss complexities related to labeling children, inclusion, and challenging myths and stereotypes. In addition, education professionals explore federal and state legislation that guides educational requirements.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4005 - Cultural and Linguistic Diversity

(5 cr.) This course emphasizes the importance of being responsive to the languages and cultures of individual children and their families and communities to support learning and development effectively. Education professionals broaden their understanding of culture as a framework that includes not only language and ethnicity but also gender, socioeconomic status, exceptionalities, family configuration, sexual orientation, personal interests, and many other aspects of one’s individuality. In addition, education professionals reflect on their own cultural frameworks and examine personal attitudes and beliefs.
EDUC 4006 - Making Connections: Operating Child Development Centers and Programs

(2 cr.) Operating a child development center requires the wearing of multiple hats. This course focuses on the day-to-day operational duties managers and directors must perform to keep the facility running safely and smoothly. Topics include marketing and public relations; facilities management to ensure proper health, nutrition, and safety conditions; and family communication and support. Legal and ethical issues in working with children and families are also explored.

EDUC 4011 - Making Connections: The Individuality of Children

(2 cr.) In this course, education professionals address themes, issues, and controversies related to the special needs and individuality of children. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, challenges, and possibilities associated with understanding and meeting the needs of individual children and their families. Through written assignments designed to provide practical application of content, education professionals analyze topical sources focused on disability culture and autism and then make connections, describe how their thinking has changed as a result of their analysis, and summarize new perspectives.

EDUC 4012 - Making Connections: Living in a Diverse World

(2 cr.) Education professionals in this course examine themes, issues, and challenges specific to living in a diverse society. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research and controversies; real-world early childhood settings; and future trends and possibilities related to the areas of social responsibility and cultural and linguistic diversity. They delve more deeply into content and share ideas and perspectives through discussions on a range of topics, such as methods to strengthen communities and strategies and challenges of international adoption.

EDUC 4013 - Motivation and Learning

(5 cr.) Motivation is an important precursor to learning; yet, what motivates people of different ages and different backgrounds to participate and persist in learning opportunities varies widely. In this course, education professionals explore foundational theories of motivation and how these impact learning. They investigate applications of theories of motivation to understand what occurs in different learning environments. They also explore how to use these theories to help those who work in educational environments make effective decisions about their practice.

EDUC 4014 - Legal and Ethical Issues in Education

(5 cr.) An understanding of legal and ethical issues that impact the lives and interests of learners is critical to those who work in all types of educational settings. In this course, education
professionals examine issues surrounding state and national educational policy; constitutional issues concerning equal opportunity, privacy, and access; and the legal requirements of working with children and adults from different backgrounds. Through activities and discussions, education professionals practice ethical decision making and consider their own beliefs and biases about ethical issues in education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4015 - Educational Studies Capstone

(5 cr.) The capstone experience provides education professionals the opportunity to integrate their understanding of educational concepts and processes learned throughout the program. They complete an integrative project that demonstrates their ability to apply this knowledge to the real world. Education professionals identify professional opportunities in the field of education and make connections between program learning outcomes and their job of interest, thus demonstrating how fulfilling learning outcomes provides them the skills, knowledge, and qualifications required for the position. (Prerequisite(s): Completion of all other program coursework.)

EDUC 4102 - Play and Learning for the Preschool Child♦

(5 cr.) In this course, education professionals address an essential question in early childhood education: Why is play integral to children’s development and learning? They learn the theory, methods, and materials needed to support and enhance children’s play and learning in preschool settings, and they gain an understanding of the vital role of play in fostering growth in each of the developmental domains. They also explore how to arrange developmentally appropriate environments; provide opportunities for high-quality, productive play, and learning experiences; and assess development and learning through observation of play-based activities and learning experiences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4104 - Inclusive Practices in Classroom Communities♦

(5 cr.) All children have the right to develop and learn in classroom communities that support diverse, individual needs. In this course, education professionals explore the ways in which preschool teachers can build inclusive environments that exemplify developmentally appropriate practice. Education professionals learn strategies that support inclusion, meet identified needs, and foster a sense of classroom community. They also engage in coursework focused on observation and assessment, partnership development with families, collaboration with support resources, legal regulations and issues, and the roles of reflection and evidence-based decision making.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4105 - Early Literacy♦
In this course, education professionals explore current research on the most effective methods of promoting literacy development in preschool children. Using the “five pillars” of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as an organizational framework, education professionals explore the characteristics of emergent readers and writers. They also learn about developmentally appropriate assessments, materials, and strategies for instruction, including developing literacy through play and effectively using current technologies. They also engage in coursework that highlights the integral role of literacy across the curriculum.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 4106 - Teaching Across Content Areas in Preschool**

(5 cr.) Teaching within and across specific content areas in the preschool curriculum requires practices that are engaging, meaningful, and developmentally appropriate. Education professionals in this course learn how to develop significant and enduring early childhood learning experiences in mathematics, social studies, science, language and literacy, health and physical education, and the visual and performing arts. They engage in practical applications and discussions on planning and implementing child-centered, age-appropriate curriculum and assessment as well as strategies for integrating content areas, including the project approach.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 4112 - Making Connections: Interdisciplinary Teaching and Learning**

(2 cr.) In this course, education professionals examine the themes, issues, and challenges related to developmentally appropriate teaching and learning at the preschool level. Education professionals make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with interdisciplinary preschool teaching and learning. Using a case study scenario, education professionals demonstrate their understandings of the project approach by developing a short overview explaining its function as well as how it represents developmentally appropriate practice. They also assess examples of project-based learning and evaluate what children can learn from such experiences.

**EDUC 4205 - Developmentally Appropriate Practices in Infant Settings**

(5 cr.) Through this course, education professionals engage in an in-depth exploration of infant growth and development. They examine the role of the caregiver; components of high-quality caregiver-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. They also explore methods to understand and work with families, observation skills, attachment, separation, continuity of care, brain development, and the creation of nurturing environments for very young children and their families. Demonstrating their understanding of course content, education professionals apply concepts through practical assignments, such as the development of a newsletter that provides information on the influence of infant settings on supporting young children and their families.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4206 - Developmentally Appropriate Practices in Toddler Settings

(5 cr.) Education professionals in this course engage in an in-depth exploration of toddler growth and development. They explore the role of the toddler caregiver/teacher; the components of high-quality adult-child relationships; and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Education professionals engage in readings and course assignments focused on observation skills, attachment, separation, working with families, and creating inspiring and supportive environments for young children and their families. They also share perspectives and make connections through discussions on related topics, such as cultural values and beliefs, separations and reunions, play and the environment, and identity formation and cultural responsiveness, among others.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4211 - Making Connections: Effective Programs for Infants and Toddlers

(2 cr.) In this course, education professionals focus on themes and issues related to the challenge of developing and maintaining high-quality infant/toddler settings. They make connections between key topics and their own personal experiences, interests, and aspirations; other coursework; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to effective programs for infants and toddlers. Through practical exercises, they describe how infants and toddlers exhibit prosocial behavior as well as why it is important for infant/toddler programs to foster such behavior. Education professionals also compose an article conveying the importance of applying brain research to policies, programs, and/or families to foster lifelong healthy development and learning.

EDUC 4301 - School-Age Children and Adolescence in a Multicultural Society

(5 cr.) In today’s multicultural society, educators must be cognizant of the ways in which they teach culturally diverse values and social attitudes to school-age children and adolescents. Education professionals in this course examine these values and attitudes as well as ways to transmit such concepts in the classroom. They explore topics of ethnicity, language, gender, sexual orientation, and socioeconomic status. They also examine how each of these areas of diversity affects school-age children and adolescents as well as how they relate to stereotyping and bias.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4302 - Home, School, and Community

(5 cr.) Education professionals in this course explore the spheres of influence on school-age children and adolescents and the techniques needed to facilitate positive relationships among homes, schools, and communities to foster healthy development and learning. They explore and discuss the definition of home, school, and community; research on the benefits of partnerships;
home visits and shared decision making; expectations and accountability; volunteer screening; and examples of successful educational partnerships. Applying course concepts, education professionals engage in an integrative project through which they develop a handbook of best practices for forming home, school, and community partnerships, including challenges, strategies, and potential legal and ethical issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4303 - Trends and Issues in School-Age Children♦

(5 cr.) By understanding the relationship between children’s health, culture, and socioeconomic status, in addition to related trends and issues, professionals who work with school-age children are in a better position to address and respond to these issues and related challenges effectively. Education professionals in this course critically examine selected issues and trends related to school-age children, such as technology/media, bullying, gender, abuse prevention, drugs/alcohol, obesity/eating disorders, stress, peer relationships, and school success. They demonstrate their understanding of course concepts through various applications, including the creation of an informative brochure for the purpose of explaining topical issues on health and wellness to parents and other stakeholders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4304 - Trends and Issues in Adolescence♦

(5 cr.) Physical changes and social pressures make adolescence a challenging time for many teens; therefore, it is important for professionals to be aware of current trends and critical issues that affect the mental and physical well-being of this age group. Education professionals in this course examine and discuss selected issues and trends related to adolescents, such as technology/media, cyberbullying, gender, sexual orientation, drugs/alcohol, obesity/eating disorders, depression, self-injury, suicide, teenage pregnancy, and school success. Applying course concepts, education professionals engage in practical exercises, such as research analyses through which they explore the connections between topical issues and the larger world as they affect adolescents and their transition into adulthood.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 4305 - Making Connections: The Role of the Professional

(2 cr.) In this course, education professionals explore the role of the professional as advocate, interventionist, family liaison, and public policymaker. They make connections between key topics and their personal experiences, interests, and aspirations; other coursework; current research; real-world settings; and future trends, challenges, and possibilities related to the development of the whole child. They engage in various discussions and activities related to the responsibilities of educators, such as the development of action plans detailing how they would organize and participate in interventions in response to specific situations. Education
professionals also consider how they might engage in advocacy as part of their current or future profession.

**EDUC 4500 - Capstone**

(7 cr.) This course provides education professionals with the opportunity to integrate knowledge of child development; principles and methods of working with school-age children and adolescents; and current research, issues, and trends that affect this age group. They create an integrative project that demonstrates synthesis and application of this knowledge. They consider professional goals while reflecting on research, issues, and trends explored throughout the program. Education professionals research a variety of positions in the field based on interests gained from learning experiences, and they develop a resume and cover letter to distinguish themselves competitively. Additionally, they complete a professional development plan through which they set goals and consider areas for further professional development. *(Prerequisite(s): Completion of all other required coursework.)*

**EDUC 5005 - Foundations: Early Childhood Studies**

(5 cr.) This course focuses on the study of leadership and professionalism in the early childhood field, examining current research, ethical considerations, and multiple theories of child development, teaching, and learning. Students will be introduced to the foundation of evidence-based research and decision making, which will be interwoven throughout the program. This course will also build student understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Leadership, and the master’s in Early Childhood Studies.

**EDUC 5105 - Organizations, Innovation, and Change**

(5 cr.) Understanding the fundamentals of organizational behavior and change management are essential for facilitating innovation in any organization. In this course, students examine the role the instructional designer can play in managing change within an organization. Students evaluate leadership qualities and practices that foster and sustain innovation in settings such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. Topics include resistance to change and barriers to innovation, as well as problem-solving techniques that promote competitive advantage.

**EDUC 5115 - Learning Theories and Instruction**

(5 cr.) Effective instructional design begins with an understanding of the learning process. This course examines behaviorist, cognitive, constructivist, and social learning theories, and their relationship to instructional practices and course design. Factors that influence learning, such as learning styles, motivation, and engagement, are also explored. *(Prerequisite(s): EDUC 5105.)*

**EDUC 5160 - Early Childhood Development**

(5 cr.) This course looks closely at typical and atypical physical, cognitive/language, and social and emotional development. Attention will be paid to the powerful and important role cultural and linguistic diversity play in the development of children prenatal through age 8. Students will observe children in a variety of settings, learn how adults can support healthy development, and
study new findings related to the factors that foster and impede healthy development and learning. (Prerequisite(s): EDUC 5005.)

EDUC 5161 - Effective Programs and Practices

(5 cr.) Research states that long-term benefits from early childhood programs result only when the programs are of high quality. This course focuses on the components essential to program effectiveness, including planning for, improving, and evaluating program quality. Students will learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas from birth through age 8. (Prerequisite(s): EDUC 5160.)

EDUC 5162 - Issues and Trends in the Early Childhood Field

(5 cr.) Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Students will study such topics as the impact of changing demographics; the influence of politics and economics on programmatic funding streams; current debates related to school success, the achievement gap, and effective assessment; and the impact of brain research on early development, care, and education from both a historical and current perspective. (Prerequisite(s): EDUC 5161.)

EDUC 6000 - Success Strategies in the Online Environment

(3 sem. cr.) Education professionals are introduced to Walden University and to the requirements and skills needed for successful participation in an online curriculum, such as the use of Internet tools, e-mail, electronic mailing lists, Web browsers, and other critical tools in this course. Education professionals work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They explore resources used throughout the program, and they engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

EDUC 6002 - Foundations: Educational Leadership and Administration

(3 sem. cr.) This course begins by building candidates understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the program. Candidates complete a pre-assessment and develop an individual learning plan. Following this essential introductory work, candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

EDUC 6005 - Foundations: Early Childhood Studies

(3 sem. cr.) In this course, education professionals focus on leadership and professionalism in the early childhood field; analysis of current research; ethical considerations; and multiple theories of child development, teaching, and learning. Education professionals are introduced to the foundation of evidence-based research and decision making, which is interwoven throughout the program. Education professionals also build understanding of the philosophy, requirements, and community of Walden University, the Richard W. Riley College of Education and Leadership, and the M.S. in Early Childhood Studies program.
EDUC 6105 - Organizations, Innovation, and Change

(3 sem. cr.) Understanding the fundamentals of organizational behavior and change management is essential for facilitating innovation in any organization. In this course, education professionals examine the role of instructional designers in managing change within an organization. They evaluate leadership qualities and practices that foster and sustain innovation in various settings, such as corporations, higher education, K–12 education, government, healthcare, and nonprofit organizations. They also explore resistance to change and barriers to innovation as well as problem-solving techniques that promote competitive advantage.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6115 - Learning Theories and Instruction

(3 sem. cr.) Effective instructional design begins with an understanding of the learning process. The behaviorist, cognitive, constructivist, and social learning theories and their relationship to instructional practices and course design are also examined. Learners also explore the factors that influence learning, such as learning styles, motivation, and engagement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6125 - Foundations of Research

(3 sem. cr.) An introduction to the principles and processes of research is provided in this course. Education professionals explore the various steps and considerations of the research process. They develop an understanding of basic research methodologies and statistical analyses, learn how to formulate research problems and questions, conduct a literature review, and critique and evaluate research. Additionally, they consider the ethical responsibilities of the researcher.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6135 - Distance Learning

(3 sem. cr.) Online education could be the driving force that transforms education and training practices in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for the design and development of distance-learning programs. They examine the different models, theories, and technologies used in the development and delivery of online education and training programs. They also explore the implications and considerations of designing instruction for blended, fully online, instructor-led, and self-paced learning environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6145 - Project Management in Education and Training
Purposeful and careful planning is a key element to the success of any program. In this course, education professionals explore the systematic approaches to project management. Education professionals learn to use various project management tools, procedures, and methodologies, which they apply to projects in a real-world education or training environment. They also analyze the interrelated nature of the triple constraints of time, cost, and scope as well as their influence on the overall quality of the project.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6155 - Understanding Higher Education

(3 sem. cr.) Historical perspectives on the development of higher education are useful in understanding the characteristics of our current system and future trends. The social, political, and economic context in which 4-year colleges, community colleges, and universities operate is introduced in this course. Education professionals explore how institutions of higher education apply business principles to renew their commitment to student learning and achieve their mission and goals effectively. They also become familiar with the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the M.S. in Higher Education program.

EDUC 6156 - Understanding Students: Learning, Development, and Diversity♦

(3 sem. cr.) The success of any business is tied directly to its ability to serve its customers effectively. In higher education, those customers are students. In this course, education professionals examine fundamental principles of student learning and development as well as the implications of these principles for adult learners from a variety of backgrounds who have diverse needs and are in different stages of the educational process. They investigate and discuss factors affecting students’ educational goals and aspirations, their ability to stay in college, and the impact of their educational experiences on their learning and development. Through this exploration and discussion, education professionals gain a better understanding of the ways leaders can improve these outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6157 - Understanding Institutions: Organizational Behavior and Culture♦

(3 sem. cr.) Effective leadership within colleges and universities depends on the ability to identify important aspects of an organization’s structure and culture as well as to adapt one’s behavior to that culture. In this course, education professionals examine patterns of organization, governance, and culture in higher education, and they assess strategies for working effectively within governance structures and organizational cultures to achieve desired goals. They engage in readings and assignments that emphasize the organization’s ability to learn and change in response to internal and external factors, including the ever-changing use of technology in academic programs and services.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6158 - Using Research and Data to Drive Decision Making

(3 sem. cr.) Making good decisions in higher education requires the effective use of an array of information sources. In this course, education professionals investigate strategies for implementing data-informed, decision-making processes, including critiquing and evaluating research findings, locating and interpreting appropriate data sources and making credible arguments based on current industry trends and institutional data. They also complete learning activities through which they focus on determining the implications of research and data for key institutional issues and using this knowledge to drive quality improvement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6160 - Early Childhood Development

(3 sem. cr.) Education professionals in this course critically examine typical and atypical physical, cognitive/language, and social and emotional development. They examine the powerful and important influence of cultural and linguistic diversity on the development of children from the prenatal stage through age 8. They also examine new findings related to the factors that foster and impede healthy development and learning, and they explore how adults can support healthy development. Additionally, education professionals have the opportunity to observe children in a variety of settings to gain practical insight on the developing child in the real world.

EDUC 6161 - Effective Programs and Practices

(3 sem. cr.) Researchers indicate that long-term benefits from early childhood programs result only when the programs are of high quality. In this course, education professionals explore the components essential to program effectiveness, including planning for, improving, and evaluating program quality. They learn research-based, effective practices for promoting learning and development across developmental domains and subject matter areas in children from birth through age 8. Education professionals transfer new knowledge and skills to an authentic context through practical assignments, such as reflective blog posts and real-world observations of professionals in the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6162 - Issues and Trends in the Early Childhood Field

(3 sem. cr.) Leaders in the early childhood field must have in-depth understanding of the critical issues and trends affecting young children, their families, and the field. Education professionals in this course explore changing demographics; political and economic influence on programmatic funding streams; current debates related to school success, effective assessment and the achievement gap; and brain research influence on early development, care, and education from a historical and current perspective. Sharing perspectives and making connections with the professional world, educational professionals post blogs to establish contacts with early childhood professionals; reach out to international contacts in the field to gain an understanding of poverty issues in different regions, issues related to excellence at the forefront of professional discussions, and insight on further development opportunities; and share Web resources, such as...
websites and e-newsletters.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 6163 - Building Research Competencies**

*(3 sem. cr.)* Nearly all professionals benefit from the ability to understand, evaluate, and use research effectively. In this course, education professionals prepare to be knowledgeable consumers of research, understand the language of research, and apply research and inquiry skills to the early childhood field. They engage in a variety of conceptual and application-based assignments focused on building skills in analyzing trends, critically assessing emerging knowledge, and using a variety of tools to access and evaluate research. They also have the opportunity to practice and apply course concepts and theories through research on early childhood research topics of personal or professional interest.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 6164 - Perspectives on Diversity and Equity**

*(3 sem. cr.)* Understanding and respecting the diversity and individuality of every child and family is central to effective practice and at the heart of the early childhood field. Education professionals in this course examine family cultures and their impact on children and programs, and they investigate issues related to access, equity, and social justice. Through assignments designed to provide practical application of content, they also work toward developing an in-depth understanding of the intricacies of diversity, scrutinizing their own biases to work with and advocate for all children and families effectively.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 6165 - Communicating and Collaborating in the Early Childhood Field**

*(3 sem. cr.)* Professionals in the field of early childhood education must engage often with other colleagues, families, agencies, and government officials; therefore, communication and collaboration skills are essential to effective and productive work in the field. Education professionals in this course explore the use of tools and strategies to collaborate with others, such as building relationships, teaming, negotiating, problem-solving, resolving conflicts, and building consensus. They engage in coursework that emphasizes effective practices for working with diverse families, collaboration with colleagues to improve programs and services for children and families, and communication skills needed to advocate and work effectively with agencies and government officials. Through this course, education professionals learn and practice techniques essential to effective one-on-one interactions and group work while deepening their understanding of how cultural responsiveness influences successful communication and collaboration.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 6166 - Developing People and Leading Teams**
The success of managers is largely dependent on the leadership they provide their staff. This course explores the roles and responsibilities of directors and/or administrators in effectively managing individuals and leading teams for early childhood programs. Education professionals in this course will focus on staff recruitment, evaluation, and development and identify the skills and knowledge required to create positive environments and achieve individual as well as organizational goals. This course will challenge the educator to consider the ethical, legal, and cultural implications of working with a diverse staff, with emphasis given to the importance of effective communication in maintaining productive relationships.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6167 - Budgeting and Allocating Resources

(3 sem. cr.) Administrators of early childhood programs must be able to budget and allocate resources effectively. Education professionals in this course explore the role of the administrator in budgeting and handling resource allocation for early childhood programs. They examine processes for effectively managing budgets and explore strategies designed to help them understand and communicate budgets to stakeholders. Education professionals also explore the various sources of funding and plan a budget for an early childhood education program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6168 - Planning and Managing Early Childhood Programs

(3 sem. cr.) Effective early childhood directors/administrators are responsible for planning, implementing, and evaluating programs to ensure high-quality experiences for the children and families they serve. This course focuses on the wide range of roles in which effective administrators must excel, including developing and maintaining the program’s mission and vision, understanding regulatory and accreditation requirements, marketing, and providing all children proper nutrition and safety while in their care. Education professionals in this course will also examine the importance of engaging in meaningful communication with parents, families, and communities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6170 - Dynamics of Adult Teaching and Learning

(3 sem. cr.) The field of adult learning is multifaceted; adult learners are also complex, bringing diverse backgrounds, experiences, and perspectives into the classroom. This course is a foundation for understanding this dynamic field. Education professionals examine what it means to be a leader in a fast-paced, changing environment. They explore and discuss key topics, including the conceptual base of the field, adult learner motivation, settings and contexts of practice, forms and processes of adult learning, best practices that support adult learning, and major issues and controversies in the field today. Applying course concepts, education professionals develop a personal philosophy of adult education to use as a guide in their current or future practice as an adult educator. They also become familiar with the philosophy,
requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the M.S. in Adult Learning program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6171 - Theories and Frameworks for Adult Learning**

(3 sem. cr.) To understand adult learning, one must ask and answer complex questions: Who is the adult learner? What is the social context of learning? What motivates adult learners? In this course, education professionals explore the theories and frameworks that inform the field of adult learning today. They identify, compare, and contrast foundational and emerging perspectives on adult learning with the aim of transforming theory into practice. They engage in an integrative course project through which they synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6172 - Cultural Diversity and Motivation**

(3 sem. cr.) Today’s diverse, multicultural world dictates that adult learners are not treated as a homogenous group but rather as distinct individuals, each with his or her own intrinsic motivations. Education professionals in this course learn the importance of culturally responsive teaching methods that promote respect, relevance, engagement, and academic success. They engage in readings and assignments focused on inclusive approaches that promote cross-cultural communication, and they explore and discuss a range of topics, such as race, ethnicity, gender, sexual orientation, nontraditional learners, and linguistic diversity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6173 - Building Research Competencies in Adult Education**

(3 sem. cr.) Understanding, evaluating, and using research effectively are critical skills for adult learning professionals. In this course, education professionals work toward gaining the knowledge required to be critical consumers of research, understand the language of research, and apply research and inquiry skills to the field of adult learning. Through various conceptual and practical course assignments, they build competence in analyzing trends, assess emerging knowledge, and learn to use a variety of tools to access and evaluate quantitative and qualitative research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6174 - Developing a Repertoire of Effective Teaching Practices**

(3 sem. cr.) A number of best practices in adult teaching and learning have been identified based on decades of research and experience. Education professionals in this course examine these
evidence-based practices to build their skills and gain strategies to facilitate learning in a variety of settings. They also explore promising new ideas and emerging trends in the field of adult learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6175 - Planning, Assessing, and Improving Adult Learning♦

(3 sem. cr.) Given the wide variety of settings in which adult learning takes place, it is no small challenge to plan and implement robust learning experiences that can be effectively evaluated. This course examines the ingredients essential to promote learning successfully, including multiple needs assessment models, approaches to program design, implementation strategies, and models of evaluation and assessment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6176 - Facilitating Collaboration and Group Process♦

(3 sem. cr.) Research shows that adults learn best in a social environment. Through collaboration and idea exchange, a supportive “community of practice” is generated where learners co-create their experience in socially meaningful ways. This may take the form of discussions, peer-to-peer activities, small-group work, and student-centered assignments, among other approaches. This course examines the mechanics of collaboration and identifies facilitation practices that lead to student success. Also addressed are issues of consensus and decision making, trust-building, collaborative teaching, and group process online.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6177 - Using Technology to Enhance Adult Learning♦

(3 sem. cr.) Emerging technologies are rapidly altering the field of adult education today. Innovative technologies are removing traditional boundaries to learning and encouraging a global perspective on school, work, and communications. New developments in software, multimedia applications, Internet technologies, and mobile computing are transforming the educational landscape and empowering learners around the world. This course explores how educators and students can leverage these advances to enhance the learning process and improve outcomes in today’s digital information society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6178 - Organizations, Systems, and Change♦

(3 sem. cr.) Adult learning takes place in a wide variety of formal and informal settings. Each of these environments has its own organizational structure, or “system,” that must be understood and considered when designing and implementing learning strategies. Understanding the fundamentals of organizational behavior, systems theory, and change management is essential for facilitating innovation and performance enhancement. In this course, key issues such as
policy, advocacy, complexity, change, organizational development, and group dynamics are addressed in the context of developing transformational experiences for adult learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6179 - Online Instructional Strategies for Adult Learners

(3 sem. cr.) Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, students analyze, select, and design instructional strategies that are most effective for engaging and teaching adult online learners. Students learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in both synchronous and asynchronous environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6180 - Assessments in Online Environments for Adult Learners

(3 sem. cr.) The online environment provides instructors with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, students apply their knowledge of learning theory and assessment practices to the development of assessment strategies in online education and training environments. Students review research and practical strategies for assessing student learning in both synchronous and asynchronous environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6181 - Developmental Education: Theory and Practice

(3 sem. cr.) The need for developmental education in community colleges and 4-year institutions continues to grow, as does the need for developmental educators who are prepared to help this population of students achieve success. In this course, students examine developmental education from a historical perspective and will explore the theoretical frameworks, political and economic issues, and key research surrounding developmental education. Students also learn common organizational approaches to offering developmental education and the characteristics of developmental education student populations, courses, and programs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6182 - Strategies for Success in Developmental Education

(3 sem. cr.) Meeting learners’ needs for developmental education requires creativity and perseverance as well as a willingness to learn from the experiences of other institutions. This course will examine approaches to developmental education that have proven successful in a variety of contexts, including strategies for intake and placement, advising, teaching, and assessment. Students will also investigate best practices in curriculum design and the use of technology in developmental education, programs to support student retention and persistence,
and ways of facilitating collaboration between academic and student affairs in support of developmental education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6183 - Performance Improvement in the Workplace♦

(3 sem. cr.) Education professionals in this course survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. Emphasis is placed on determining whether adult education or performance improvement interventions are appropriate for addressing identified needs. Education professionals also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6184 - Training and Development Systems♦

(3 sem. cr.) The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals working with adult learners. In this course, students study models, techniques, and best practices for managing and delivering training systems and modules. Topics include managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Students also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in both face-to-face and virtual environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6185 - Fundamentals of Teaching Adults English as a Second Language♦

(3 sem. cr.) This course introduces students to the fundamentals of teaching English as a second language to adult learners. The vocabulary and acronyms relevant to the field are introduced, and the essential theories and concepts of second language acquisition are explored. The diversity of adult learners and their motivations, as well as the variety of formal and informal teaching settings, both in the United States and abroad, are examined. Professionalism and respect for differences in language, culture, and belief systems are emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6186 - Methods of Teaching Adults English as a Second Language♦

(3 sem. cr.) A variety of instructional methodologies for teaching English as a second language to adult learners are introduced. The basic principles, current trends, and established techniques of second language instruction are examined, with an emphasis on the communicative language teaching (CLT) approach. Best practices in reading/writing and speaking/listening instruction are
given special attention, while challenges such as community building and managing the learning environment are also addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6187 - Planning, Assessment, and Evaluation for Teaching Adults English as a Second Language♦

(3 sem. cr.) Students are introduced to the basics of planning lessons, designing assessments, and evaluating adult learners in English as a second language settings. Strategies for creating meaningful, authentic lessons and materials for a variety of contexts are explored; the various approaches to testing and assessing language needs and competencies are analyzed; and best practices in evaluation and placement are examined with the goal of creating the most conducive and effective environments for language learning possible.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6190 - Capstone: Practical Application in Adult Learning

(3 sem. cr.) In this course education professionals are provided with the opportunity to integrate and apply the theories, concepts, and practices learned in previous coursework to real-world issues and problems. The capstone experience, in which education professionals are asked to select a specific adult learning situation of personal relevance for study, serves as the culmination of the program. Education professionals conduct a detailed analysis and offer solutions to a problem or suggest interventions to improve current practice.

EDUC 6200 - Teaching and Learning for School Leaders

(3 sem. cr.) Effective educational leaders influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the learning outcomes of every student. This course introduces candidates to the latest research on education, teaching, and learning and fosters the development of an understanding of how effective approaches to instruction are informed by research.

EDUC 6201 - Communication and Collaboration for Leaders

(3 sem. cr.) Effective educational leaders work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem-solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.
EDUC 6202 - Ensuring Quality Education for Students With Diverse Needs

(3 sem. cr.) Education professionals in this course explore and analyze the issues, complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. A focus of the course is also on one of the most challenging tasks facing schools today: to increase substantially the achievement of students placed at risk because of limited facility with English and physical, mental, and emotional disability. Candidates will study diverse and inclusive approaches that have proven most effective in supporting all language learners and students with special needs to reach high standards of performance.

EDUC 6203 - Policy and Law in School Organizations

(3 sem. cr.) This course includes a study of selected general legal principles, case and statute law, and law-making agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Educators in the course will also cover the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and other provisions.

EDUC 6204 - Using Data to Strengthen Schools

(3 sem. cr.) Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

EDUC 6205 - Budgeting and Allocating Resources

(3 sem. cr.) Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money; (2) ensure individualized attention where needed in subject areas; (3) evaluate alternative paths to school improvement; (4)
invest wisely in improving teaching quality; and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

**EDUC 6206 - Creating Positive, Safe, and Effective Learning Environments**

(3 sem. cr.) Effective educational leaders develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Candidates also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

**EDUC 6207 - Leading Curriculum Initiatives: Literacy and Math**

(3 sem. cr.) To be effective, school leaders must understand the foundational principles of teaching: curriculum, instruction, and assessment. Education professionals in this course also focus on the considerations with which they need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are underperforming. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

**EDUC 6208 - Recruiting, Evaluating, and Retaining School Personnel**

(3 sem. cr.) Candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers’ needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. School leaders must also be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

**EDUC 6209 - Collaboration to Support All Learners**

(3 sem. cr.) In this course, candidates explore strategies for effective communication and collaboration with colleagues, specialists, families, and community agencies to provide support for all children. Candidates examine collaboration strategies that promote the growth and learning of all children in the elementary classroom, including those with exceptionalities: students with disabilities, developmental differences, or emotional and behavior disorders; gifted
and talented students; and English-language learners. Candidates learn about the roles of all participants in collaborative teams [Individualized Education Plan (IEP), Response to Intervention (RTI), Alternative Learning Plan (ALP), Child Study]. Candidates examine the role of the school in supporting all learners within the larger community context. They identify factors in the students’ environments that may impact their growth and learning and explore strategies for effective collaboration with families.

**EDUC 6260 - Managing Resources for Organizational Success: Human Resources**

(3 sem. cr.) Faculty members and staff are the most important resource in any higher education institution. In this course, education professionals focus on strategies for human resource management in higher education, including recruitment and staffing, professional development, compensation, performance evaluation, and legal considerations. They investigate issues specific to faculty members, including promotion and tenure, collective bargaining, and collaboration with adjunct faculty members. They also examine the skills needed to coach, support, motivate, and facilitate collaboration among staff, enabling the organization to move toward desired outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6261 - Managing Resources for Organizational Success: Finance**

(3 sem. cr.) As costs escalate and resources dwindle, the effective, ethical, and socially responsible management of financial resources becomes an increasingly important skill in higher education. Education professionals are introduced to the fundamentals of financial administration in 4-year colleges, community colleges, and universities in this course. They explore financial issues specific to higher education, such as budget management, asset management, state appropriations, administration of financial planning, and fund-raising. They also engage in practical learning activities through which they develop and assess strategies for deploying and managing resources to achieve established goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6262 - Optimizing Quality and Productivity**

(3 sem. cr.) Optimizing quality and productivity in a higher education organization requires the ability to initiate and support positive change efforts. In this course, education professionals explore and discuss best practices for analyzing and evaluating organizational performance; identifying opportunities for improvement; and leveraging available resources, including technological resources, to support productive change initiatives. They also investigate strategies for achieving quality and productivity goals in the context of accountability, including defining outcomes aligned with the institution’s strategic plan, establishing credible outcome measures, and demonstrating how to use outcomes data to improve programs and services.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6263 - Best Practices for Student Success**
(3 sem. cr.) Student success depends not only on the quality of the institution’s academic programs but also on the quality and availability of student services. In particular, the growing need to help increasingly diverse student populations succeed in college requires innovative approaches to retention and support initiatives. In this course, education professionals explore strategies to plan, organize, and manage student services and programs effectively as well as for ensuring that these programs meet legal and regulatory requirements. They also engage in coursework that emphasizes the design and deployment of programs and services, which enables students from diverse backgrounds to achieve their educational goals.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6264 - Program Planning and Assessment**

(3 sem. cr.) Higher education institutions achieve their goals primarily through instructional programs as well as through student support programs and services. Stakeholders at all levels within and outside the organization, including students, administrators, employers, legislators, and the public, expect institutions to demonstrate that their programs accomplish desired goals and that processes are in place to support data-driven improvement. In this course, education professionals engage in the cyclical process of program planning and assessment, including establishing goals and outcomes, creating and implementing an assessment plan, sharing results and determining strategies for improvement, and involving faculty, staff, and students in the assessment process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6357 - Diversity, Development, and Learning**

(3 sem. cr.) Diversity can have a profound influence on children’s development and learning. Education professionals in this course explore areas of diversity, including developmental and learning needs, such as English-language learners, children on the autism spectrum, and children with developmental delays. They also address the impact of living in poverty and experiencing stress/violence/trauma in the context of families, early childhood settings, and school classrooms. Applying course concepts, education professionals engage in practical exercises through which they reflect on their own perspectives and biases and learn the complex ways families influence their children. Moreover, they learn the importance of using current research and resources to improve developmental and learning outcomes for every child.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6358 - Strategies for Working With Diverse Children**

(3 sem. cr.) Working with children and families who have diverse developmental and learning needs requires not only a deep understanding of and respect for the individual child but also research-based knowledge of effective practices, strategies, and services. Through this course, education professionals develop and assess practical strategies and tools needed in educational settings to plan curriculum, teach, assess, and, if necessary, refer young children. They learn to use knowledge of children’s unique characteristics to help create respectful, supportive, and
challenging environments and experiences that foster healthy development and learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6360 - How Adults Learn

(3 sem. cr.) The early childhood field offers a variety of opportunities for early childhood professionals to teach and work with adults. These professionals must understand the principles of adult learning. Education professionals in this course explore the major theories of adult learning and motivation to prepare to work in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, mentors, professional developers, and Child Development Associate (CDA) trainers. The share ideas and perspectives with peers through discussions on a variety of topics, including traditional learning theories and andragogy, theories of cognitive development, and adult learning models, among others. Additionally, education professionals synthesize and apply various theories to real-world situations, including their own development; summarize how the idea of wisdom impacts their experiences as adult learners; interview an adult learner; and assess various perspectives in regard to educating diverse learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6361 - Instructional Strategies for Adult Learners

(3 sem. cr.) In this course, education professionals focus on strategies and techniques integral to working effectively with adults in the early childhood field in such roles as higher education faculty, community trainers, technical assistance providers, parent educators, coaches, and mentors. Education professionals gain practical experience in planning learning experiences, assessing and modifying instruction, and incorporating technology in teaching geared specifically to the unique strengths and needs of the adult learner. Additionally, they examine the distinctions between teaching in the early childhood field at a community college or university, and they explore ways to provide professional development for early childhood practitioners and support to adults working with young children and families in community settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6510 - Young Adolescent Development and Implications in a Global Society

(3 sem. cr.) In this course, education professionals gain an understanding of early adolescence in contemporary society and knowledge of the social, emotional, physical, intellectual, and moral development of early adolescence. They learn how to apply major concepts, principles, theories, and research in teaching and interactions with young adolescents. They also engage in assignments designed to provide authentic context to course content, such as an inquiry project through which they observe students or interview young adolescents to determine their perspectives on life and school. Moreover, education professionals develop a presentation designed to inform parents about key information on the development of young adolescents in middle school programs.
EDUC 6520 - Organizational Structures for High-Performing Middle Grades Schools

(3 sem. cr.) Each level of education requires special consideration and focus based on grade-specific student needs. Students in the middle grades must prepare for transition into high school, focus on state-required achievement exams, and develop skills to help them adapt to the transformation into young adulthood. Education professionals are provided with information to gain an understanding of these needs through exploration of the major concepts, principles, theories, and research on which current middle level education is based. Education professionals consider philosophical foundations and essential components of middle level education used in a variety of school settings. Coursework emphasizes team teaching for improving student outcomes, including varied use of time within the school, team, and classroom.

EDUC 6525 - Concepts of Technology

(3 sem. cr.) Education professionals are provided with an overview of educational technology for classroom integration based on current literature and research in this course. Through conceptual and application-based assignments, education professionals practice evaluating educational technologies to attain learning goals; developing lesson plans or units based on Bloom’s taxonomy; and selecting appropriate software applications, programs, or support materials that enhance students’ learning environment. They also explore criteria and analysis for selecting educational software, correct uses of various activities in educational software to improve the learning process, and research methods using the Internet.

EDUC 6530 - The Middle Grades Curriculum Continuum

(3 sem. cr.) Through this course, education professionals gain practical insight into the curriculum of middle school as well as the process by which it is designed, integrated, implemented, and evaluated. They learn major concepts, principles, theories, models, standards, and research related to middle level curriculum, which they can use in their own classrooms. They apply course concepts and theories to practical assignments, such as a research summary on exemplary components of a middle level curriculum, the development of a hypothetical democratic classroom, the foundation for an integrative unit, and a fully integrated unit that represents multiple concepts and skills from different subject areas that relate to a chosen theme.

EDUC 6540 - Pedagogy and Exemplary Practices for Learning in the Middle Grades

(3 sem. cr.) The focus of this course is on current pedagogical theories, instructional strategies, and best practices for teaching young adolescents in middle grades. Education professionals engage in assignments designed to provide practical application of content on such topics as
instructional technology, research strategies, learning styles and multiple intelligence theory, cooperative learning structures and service learning, and instructional best practices in social equity and justice. They also have the opportunity to revise and reflect on their integrated unit, which they designed in a previous course. Through these activities, education professionals gain the knowledge and experience needed to create developmentally responsive curriculum, instruction, and assessment to promote high levels of learning in the middle grades.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6550 - Assessment and Evaluation as Tools for Student Success

(3 sem. cr.) In this course, education professionals gain a comprehensive understanding of major concepts, principles, theories, and research related to middle level assessment. They investigate and assess the theory of middle level assessment, and they research, create, and evaluate methods of assessment and evaluation for the middle level classroom. Education professionals engage in various course assignments that emphasize performance assessment and evaluation strategies, rubrics, and multiple intelligence theory. Demonstrating their knowledge and ability to apply course content in the classroom, school, and community, they explain implications of standards-based reform as it relates to authentic assessment in the middle grades. They also develop a position paper to persuade faculty and administration to implement student-led conferencing and create a brochure for parents highlighting important information regarding assessment and evaluation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6560 - Middle Level Professional Roles

(3 sem. cr.) What are some of the performance standards, specialized skills, and professional dispositions required of middle level specialists to teach young adolescents successfully? Education professionals in this course have the opportunity to answer this question as they apply theory to practice while developing and refining the knowledge and skills required of the middle level educator. They analyze how they have met performance standards, develop their own view of middle level reform, and conceptualize the role and responsibility of middle-level professionals. They prepare their culminating portfolio, consider their professional development needs and their role as a middle-level advocate, and analyze a case study simulation of a middle school to practice using evaluation criteria. They also reflect on and summarize their personal growth in the program in terms of student achievement, and they develop goals and strategies to address areas for improvement in their current school setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6561 - Mathematics for Middle Level Teachers

(3 sem. cr.) The purpose of this course is to enhance the content knowledge of current or future middle level teachers while increasing their understanding of how middle level students best learn mathematics. Education professionals examine international mathematics studies, national achievement tests, and national standards, and they evaluate their teaching preparedness
according to these standards. They engage in a variety of content-based application assignments to sharpen their own mathematics skills, on such topics as front-end estimation, table and graph analysis, and functional relationships. They also consider and describe learning activities that would help students develop a deeper understanding of mathematics problems and principles.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6562 - Understanding and Teaching the Language Arts**

(3 sem. cr.) Education professionals in this course focus on principles and content standards defined and described by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). They learn that English language arts should be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society. Through weekly assignments and discussions, education professionals examine the characteristics of an effective teacher and a dynamic classroom; explore the role of motivation, comprehension, and engagement in helping students acquire 21st-century literacy skills; synthesize information on diversity and consider ways to make all students feel competent and capable; assess the effectiveness of 21st-century resources in motivating students; and evaluate the impact of new learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6563 - Science for Middle Level Teachers**

(3 sem. cr.) The purpose of this course is to enhance the content knowledge of middle level teachers while increasing their understanding of how middle level students best learn science. Education professionals examine national standards and evaluate their own classroom according to these standards. They explore research-based assessment practices, analyze factors of motivation and engagement, consider what they can do to help students develop productive learning habits, and identify rudiments of differentiated instruction. They also have the opportunity to sharpen their awareness of critical issues in the science classroom, such as laboratory safety. Synthesizing course concepts and the fundamentals of education planning, education professionals demonstrate their understanding through the development of a formal science unit of study.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6564 - Understanding and Teaching the Social Studies**

(3 sem. cr.) The principles and standards underlying the essential characteristics of social studies described by the National Council for the Social Studies are covered in this course. Education professionals in this course develop the understanding that social studies should be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society. They discuss standards of instruction, preview assignments and strategies, diversity in the classroom, and metacognition. Applying course concepts and national standards, education professionals develop a unit plan of instruction that is interdisciplinary in nature and contains examples of best practices related to content standards in social studies and
other subject areas.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6565 - Arts Education for the Middle Level Educator

(3 sem. cr.) Each arts discipline can add richness to the learning environment. Education professionals in this course work toward sharpening their basic knowledge and skills in the arts. They engage in conceptual and practical assignments, applying theory into practice and focusing on all areas of the arts, including music, dance, drama, and visual arts. Education professionals learn to weave the arts through the middle level curriculum to contribute to student learning and motivation. They assess, modify, and adapt lesson plans to include the arts. They also have the opportunity to research and evaluate resources for integrating the arts across middle level education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6570 - Distance Education

(3 sem. cr.) Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12 students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6571 - Online Instruction

(3 sem. cr.) Online education could be the catalyst that transforms education in the 21st century. Through this lens, education professionals explore the current trends impacting the field of distance education and their implications for K–12 teachers. They examine the different models, theories, and technologies used in the development and delivery of online learning. They also explore the implications and considerations of designing instruction for blended, fully online, teacher-led, self-paced learning environments. Practicing essential skills required to teach K–12 students successfully online, education professionals develop, facilitate, and assess a lesson for their students using an online platform.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6572 - Online Assessment

(3 sem. cr.) The online environment provides teachers the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes. In this course, education
professionals apply their knowledge of learning theory, assessment practices, and instruction to
the development of assessment strategies in online environments. They also review research and
practical strategies for assessing student learning in synchronous and asynchronous learning
experiences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6573 - Trends and Issues in K–12 Online Learning♦

(3 sem. cr.) Online education presents teachers and students with both opportunities and
challenges. In this course, teachers will explore several trends and issues in online instruction,
such as differentiation for diverse populations including students with special needs and English-
language learners, and motivating and engaging the online student. Teachers will learn how to
manage the online classroom and explore the ethical, legal, and safety issues related to teaching
students in an online K–12 environment. Teachers also will examine strategies for
communicating effectively with parents and collaborating with colleagues online.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6600 - Program Portfolio

(o cr.) Candidates who are working on their ePortfolio are registered for this non-course
requirement. The portfolio brings together work from all the courses in the master’s degree
program and demonstrates that the candidate has acquired both the knowledge (scholar) and the
ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields
the scholar-practitioner. A portfolio assessor works with candidates on an individual basis to
ensure that each artifact required in the portfolio is adequately completed. Once the ePortfolio
and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6601 - Artifact Program Portfolio

(o cr.) Candidates who are working on their ePortfolio are registered for this non-course
requirement. The portfolio brings together work from all the courses in the master’s degree
program and demonstrates that the student has acquired both the knowledge (scholar) and the
ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields
the scholar-practitioner. A portfolio assessor works with students on an individual basis to ensure
that each artifact required in the portfolio is adequately completed. Once the ePortfolio and all
other program requirements are met, the Master of Science degree can be awarded.

EDUC 6602 - Designing Curriculum, Instruction, and Assessment (Self-Directed)

(3 sem. cr.) In this course, education professionals examine classroom curriculum, instruction,
and assessment in the context of standards and accountability. The importance of alignment of
these components and resulting impact on student learning are emphasized. Educators explore
learning theory, learner variables, and the need for differentiation to meet diverse learning needs.
Multiple purposes and methods of assessment as well as effective approaches to grading and
reporting will be discussed. Using their state or district standards, educators engage in a process
for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students.

**EDUC 6603 - Action Research for Educators (Self-Directed)**

(3 sem. cr.) Educators are provided with a structured approach to the practice of action research in this course. They have the opportunity to learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Educators engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance their professional growth.

**EDUC 6604 - Creating an Effective Classroom Learning Environment (Self-Directed)**

(3 sem. cr.) Education professionals have the opportunity to learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, in order to optimize learning for all students. They can learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. Educators are also provided with strategies for building positive relationships and engaging in effective communication and problem-solving with parents and families.

**EDUC 6605 - Teacher as Lifelong Learner and Professional Educator**

(3 sem. cr.) Lifelong learning and professionalism are key components of teaching. Education professionals in this course are oriented to the skills, understandings, strategies, and knowledge necessary to become successful learners while establishing the foundations for becoming professional educators, including knowledge of child development. Course instructors help education professionals become comfortable in the online learning environment, enabling them to clarify program expectations; create support networks and learning communities with colleagues and instructors; and establish a personal professional philosophy to promote social change. Upon completion of this course, education professionals demonstrate understanding of resources and expectations, initiate an electronic professional portfolio, and determine strategies for success as professional educators.

**EDUC 6606 - Today’s Classroom and the Diverse Learner**

(3 sem. cr.) The dynamics of today’s classroom are unique and challenging for teachers and learners. Education professionals in this course explore and analyze issues, complexities, and responsibilities associated with the field of education in the 21st century, including providing equal educational opportunities for all learners, regardless of their differences. They come to understand that many factors influence learning, including individual experiences, talents, prior learning, language, culture, and family and community values. Additionally, education professionals gain an understanding of the Minnesota-based American Indian tribal government, history, language, and culture. They engage in discussions and reflections on issues of diversity through which they have the opportunity to articulate, defend, and/or challenge current issues.
They also address learning theory, diverse learning styles, and practical instructional strategies, and they acquire theoretical and practical knowledge about today’s classroom as well as the family and community contexts that influence children’s learning and development.

**EDUC 6607 - Effective Practices: Assessment, Teaching, and Learning**

(3 sem. cr.) To help ensure high levels of learning and achievement for all students, today’s educators must be knowledgeable about learners and learning and well-versed in effective teaching and assessment practices. In this course, education professionals examine the interrelationships between assessment, teaching, and learning as well as effective practices for applying and integrating these critical components in the P–12 classroom. They gain a historical perspective on the standards and accountability movement, and they examine standards in their state or local setting. They also explore learning theory in the context of today’s challenging educational goals and standards. Education professionals learn and apply research-based practices in effective assessment, curriculum design, and instruction. Through on-site and Virtual Field Experience (VFE™), they critically analyze and implement teaching and learning principles and practices that help ensure awareness of the individual and collective needs of students.

**EDUC 6608 - Classroom Management**

(3 sem. cr.) Education professionals are helped to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character to optimize learning for all students in this course. Education professionals learn how to foster a sense of community in the classroom and develop positive relationships with and among students. They explore age-appropriate skills and strategies for managing dynamic and flexible grouping structures and teaching conflict resolution. They also examine strategies for building positive relationships, fostering motivation, and engaging in effective communication and problem-solving with parents and families. Education professionals apply course concepts through the development of a hands-on, age-appropriate learning activity to implement within a classroom field experience.

**EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education**

(1 sem. cr.) This seminar is an opportunity for education professionals to fine-tune their skills, strategies, and knowledge. They complete the requirements for their ePortfolio and determine strategies for success as professional educators. The seminar allows for problem-solving among colleagues; group and individual reflective practice; and support and feedback for current events in demonstration teaching districts, schools, and classrooms. Education professionals engage in practical seminar topics, such as collaboration, ethics, professional development, and family and community engagement, to support their transition from the program of study into employment in the field as professional educators. **Note:** Education professionals take this course concurrently with EDUC 6698 - Demonstration Teaching: Special Education.

**EDUC 6610 - Teacher as Professional**

(3 sem. cr.) In this course, education professionals explore what it means to be a professional in today’s diverse and changing educational landscape. They examine their values, beliefs, vision, and mission, and they explore their role in the larger context of the teaching profession. They
also explore the importance of collaboration in a professional learning community and the need
to advocate for education students, other educators, and the field of education. Education
professionals learn how a professional stance influences student learning. Through a written
reflection, they synthesize their learning throughout the course and consider how to use this
knowledge to enhance professional growth and development.

**EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education**

(1 sem. cr.) This seminar is an opportunity for education professionals to fine-tune their skills,
strategies, and knowledge. They complete the requirements for their ePortfolio and determine
strategies for success as professional educators. The seminar allows for problem-solving among
colleagues; group and individual reflective practice; and support and feedback for current events
in demonstration teaching districts, schools, and classrooms. Education professionals engage in
practical seminar topics, such as collaboration, ethics, professional development, and family and
community engagement, to support their transition from the program of study into employment
in the field as professional educators. **Note:** Education professionals take this course concurrently
with EDUC 6687 - Demonstration Teaching: Early Childhood Education.

**EDUC 6615 - Effective Teaching Using Learning Styles and Multiple Intelligences**

(3 sem. cr.) This course expects teachers to design effective instruction to enable all students to
learn. Two learning models, learning styles, and multiple intelligences are explored and
integrated into instruction, curriculum, and assessment.

**EDUC 6616 - Meeting the Needs of Culturally and Linguistically Diverse Learners**

(3 sem. cr.) This course explores teachers’ views on the value of linguistic and cultural diversity
and the powerful learning opportunities it affords today’s classrooms and schools. Teachers
examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse
students, families, and communities and learn approaches for working together to ensure high
levels of learning for all students. Strategies for ensuring equitable access to high-quality
learning experiences are presented. Effective practices such as cultural responsiveness, anti-bias
curriculum, differentiated instruction, and developing academic vocabulary are explored.

**EDUC 6617 - Teacher Leadership for Learning and Teaching**

(3 sem. cr.) This course expands the focus of teacher leadership from self to students, increasing
the sphere of influence of the teacher leader to the classroom context. Teachers concentrate on
advancing their expertise as teaching professionals by increasing their knowledge and skills in
three key areas: knowledge of learners and learning, knowledge of subject matter and curriculum
goals, and knowledge of effective teaching models, strategies, and practices. Teacher leaders
apply this expertise in the classroom.

**EDUC 6618 - Teacher Leadership in Professional Learning Communities**

(3 sem. cr.) This course extends the sphere of influence of teacher leaders from working with
peers to engaging with stakeholders throughout the greater school community. Teacher leaders
learn the processes, benefits, and challenges of building and working in learning communities to
identify issues and solve problems that impact student learning and achievement. Professional
growth and development are addressed as an integral part of various types of school
improvement processes.

EDUC 6619 - Including Students With Special Needs: Curriculum, Instruction, and Assessment

(3 sem. cr.) This course emphasizes the need for all students, including students with special
needs, to achieve high academic standards. It examines the learning challenges of students who
by definition of federal law have disabilities, as well as those of students who have significant
difficulty with learning but do not qualify for special education services. Teachers learn how to
adapt/modify curriculum, instruction, and assessment to maximize learning for students with
special needs.

EDUC 6620 - Collaborative Action Research♦

(3 sem. cr.) This course provides a foundation for educators to become primary managers of
classroom research. Acting as teacher-researchers and colleague-coaches, educators move from
isolated instruction to instruction that is enhanced by collaboration with colleagues.
Methodology for sequencing tasks—problem formulation, data collection from numerous
sources, analysis, and action planning—is covered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6621 - Educational Research: Foundations

(3 sem. cr.) An underlying theory in the field of education is that research can improve classroom
practice. Education professionals in this course are provided with an introduction to the
fundamentals of research. They examine contemporary educational research and develop
knowledge and skills in applications of theoretical frameworks; quantitative, qualitative, and
action research methodologies; development of research questions; and compliance with ethical
responsibilities of the researcher. Education professionals also complete an initial review of
literature relevant to an identified research question.

EDUC 6622 - Educational Research: Practical Applications

(3 sem. cr.) Education professionals in this applied research course expand their knowledge and
skills through the use of tools and information gained in EDUC 6621 - Educational Research:
Foundations in the design of a timely and practical educational research project. They engage in
a variety of activities, such as developing and refining research questions or needs assessments;
determining appropriate research methodologies and instrumentation; collecting and analyzing
data, if possible; evaluating validity; and presenting analysis and implications. In addition,
education professionals link their research proposal to the social change mission of the
university.

EDUC 6625 - Habits of Mind: Thinking Skills to Promote Self-Directed Learning♦

(3 sem. cr.) Education professionals in this course have the opportunity to develop skills and
strategies to prepare students for living and learning productively in today’s society.
complete a variety of assignments designed to provide practical application of course content, such as designing a lesson in which they integrate habits of mind with other instructional elements to achieve multiple outcomes. They also create a rubric that allows students to demonstrate learning in each area of the lesson. Additionally, they reflect on the theories, concepts, and strategies learned in the course and consider the influence of new knowledge on future personal and professional endeavors. Through this course, education professionals learn how to help students manage, motivate, and modify their own learning as a continuing lifelong process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6626 - Foundations of Special Education**

(3 sem. cr.) What do special educators need to know and be able to do to support students with exceptionalities and address their unique learning needs? In this course, education professionals examine historical, legal, and philosophical foundations that inform teaching and learning for students with exceptionalities. Education professionals explore issues related to identification, eligibility criteria, and delivery of services for students across multiple disability areas. Through course assignments and discussions with colleagues, education professionals develop the knowledge and skills necessary to build collaborative relationships with families and other stakeholders to help provide appropriate services to students.

**EDUC 6627 - Foundations of Literacy**

(3 sem. cr.) An important role of all educators is helping students develop the literacy skills they need to succeed in school and in life. In this course, education professionals build foundational knowledge in literacy principles, practices, and strategies so that they can effectively engage and enhance students’ reading, writing, listening, and speaking. Education professionals learn about early literacy development including phonological awareness, concepts of print, and phonics. They explore strategies to help developing readers, including ways to promote vocabulary, comprehension, fluency, writing, and content-area literacy. Education professionals identify research-based principles that support the literacy and learning of all students, including English-language learners. Through field experience assignments, education professionals develop and implement literacy instruction and assessments with students in K–12 classrooms. Topics include organizing the literacy classroom, differentiating literacy instruction, and involving families to support the literacy development of all students.

**EDUC 6628 - Individualizing Education Programs for Learners With Exceptionalities**

(3 sem. cr.) All learners possess unique characteristics, interests, and abilities. One of the most important responsibilities of special educators is to consider the individual strengths and needs of students with exceptionalities and to collaborate with families and other stakeholders to individualize their education appropriately. In this course, education professionals learn about the Individualized Education Program (IEP) process, including referral, eligibility, and the importance of using research-based interventions. They explore stakeholder responsibilities, consider assessments and other forms of data that inform program planning, and develop an IEP for a case study student. Education professionals consider the benefits of assistive technology
and the role of transition planning in developing individualized education for learners with exceptionalities.

**EDUC 6631 - Foundations of Reading: Theory, Research, and Practice**

(3 sem. cr.) An effective reading teacher possesses comprehensive knowledge of the components of reading and applies this knowledge to instructional practice. Education professionals will explore the domains of development as they pertain to K–12 literacy instruction and research and explore the impact of research-based practices on literacy development. Language development and its relationship to the progression of reading development, including variations related to cultural, linguistic, and academic diversity, will be examined. Education professionals will investigate current issues in literacy education, including the reading achievement gap, brain research, standards and accountability, and new perspectives on 21st-century skills and digital literacy learning.

**EDUC 6632 - Assessment and Instruction to Promote Literacy Development**

(3 sem. cr.) Literacy development is a complex process involving a profusion of skills and strategies in several critical areas: phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing. This course focuses on assessment and instruction to promote literacy development in these areas. Education professionals will learn how to use a variety of assessments to determine the literacy needs of emergent, beginning, developing, intermediate, and advanced readers, taking into consideration linguistic, cultural, and academic diversity. They will also examine a multitude of research-based instructional strategies to promote literacy development and apply them based on assessment results, student observations, and knowledge of students’ readiness, interests, learning preferences, and linguistic and cultural identities. The use of digital text, electronic resources, and critical literacies will be emphasized.

**EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines**

(3 sem. cr.) Reading for information in expository text is essential for learning—in school, in the workplace, and in life. The focus of this course is on developing literacy across the disciplines through a wide range of instructional methods, materials, and practices, including flexible grouping, and the selection of texts and other materials, such as digital tools and online resources that match the cognitive, cultural, and linguistic needs of literacy learners. Education professionals learn strategies for promoting disciplinary literacy across developmental levels, proficiencies, and cultural and linguistic backgrounds. Students will examine high-quality literature that meets the interests and needs of all readers and represents various cultures, genres, and text structures and assists students in making connections and bringing relevance to content courses across disciplines. The integration of information and communication technologies and 21st century literacy skills will be highlighted.

**EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties**

(3 sem. cr.) The ability to diagnose reading difficulties effectively and determine appropriate interventions is at the heart of what it means to be a reading teacher. This course presents the purposes, strengths, and limitations of a wide variety of assessment instruments. Education professionals learn how to select and administer appropriate tools for diagnosis and progress
monitoring, and they interpret results related to individual students, class/groups, and school.
Assessment data are used to plan differentiated instruction for students at different
developmental stages, and from different cultural and linguistic backgrounds. Education
professionals use assessment data to develop interventions that target specific student needs and
select materials, instructional strategies, and other resources needed to implement appropriate
interventions. Effective practices for communicating assessment results to students,
parents/caregivers, colleagues, and administrators are addressed.

**EDUC 6635 - Classroom Management to Promote Student Learning**

*(3 sem. cr.)* This course explores the relationships between behavior management, classroom
instruction, and student learning. Teachers learn foundational principles and strategies for
preventing behavior problems. They learn to establish classroom rules and procedures and to
enlist parent support for their behavior-management efforts. A framework for fostering
cooperation, social skills, and a sense of community in the classroom is presented, and guidelines
for teaching conflict resolution and peer mediation are included.

**EDUC 6636 - Characteristics of Learners With Exceptionalities**

*(3 sem. cr.)* Special educators must understand each category of exceptionality as well as the
abilities and needs of individual learners. In this course, education professionals examine the
characteristics and instructional implications of specific learning disabilities, emotional and
behavioral disabilities, autism spectrum disorders, intellectual disabilities, other health
impairments, and giftedness. They explore accommodations and modifications for students with
exceptionalities and consider how to foster effective and positive relationships with all
stakeholders to support student success. In their field experience, education professionals apply
course content by completing a child study project, in which they conduct an intensive case study
of a single student with exceptionalities in a K–12 classroom.

**EDUC 6637 - Literacy Assessment and Intervention to Support Student Learning**

*(3 sem. cr.)* Learners with exceptionalities often experience difficulties in literacy, which, in turn,
negatively affect their learning and achievement. What can educators do to prepare these
students for academic success? The focus of this course is on designing, implementing,
monitoring, and adjusting instruction to support the literacy development of learners and
promote their achievement across the curriculum. Education professionals use literacy
assessments and interventions with students in K–12 classrooms to foster language development
and to promote phonemic awareness, phonics, vocabulary development, fluency, and
comprehension. They explore the impact of reading and writing disabilities on learning, and
consider literacy practices and strategies for developing students’ academic language and
supporting their diverse learning needs. In addition, they examine assessment data and other
evidence to inform literacy instruction and incorporate assistive and other technology-based
interventions.

**EDUC 6638 - Behavior Management to Support Learners With Exceptionalities**

*(3 sem. cr.)* Helping students develop the necessary skills for positive behavior is critical to
creating an educational environment in which all students can learn. In this course, education
professionals develop data-informed practical behavior management strategies from three
different perspectives—individual behavior management, classroom management, and school-
wide behavior support. Education professionals apply behavior management strategies to create
and implement an individualized behavior management plan in a K–12 classroom with a target
student.

EDUC 6639 - Instructional Strategies for Learners With Exceptionalities

(3 sem. cr.) How can special educators help students with exceptionalities reach their full
potential? In this course, education professionals learn to use research-based instructional
strategies designed to promote student success academically and socially. Education
professionals learn ways to provide different interventions to support student learning and
monitor students’ progress. They also explore strategies to promote the academic and social
development of students with exceptionalities in a K–12 classroom. Education professionals
complete a lesson-planning project by collaborating with school personnel in their field
placement to design, adapt, and implement lessons that incorporate the strategies learned in this
course.

EDUC 6640 - Designing Curriculum, Instruction, and Assessment♦

(3 sem. cr.) In this course, education professionals examine classroom curriculum, instruction,
and assessment in the context of standards and accountability. The importance of alignment of
these components and resulting impact on student learning are emphasized. Educators explore
learning theory, learner variables, and the need for differentiation to meet diverse learning needs.
Multiple purposes and methods of assessment as well as effective approaches to grading and
reporting will be discussed. Using their state or district standards, educators engage in a process
for designing standards-driven classroom curriculum, instruction, and assessment that will meet
the diverse learning needs of their students. (Prerequisite(s): Endorsement candidates must
complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher
prior to moving into M.S. in Education courses.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6647 - Dynamic Teacher Leadership♦

(3 sem. cr.) Education professionals are introduced to the concept of teacher leadership and its
value in the field of education today in this course. They engage in personal assessment and
analysis so that they may cultivate the dispositions and attitudes of a teacher leader for the
purpose of effecting positive change in their learning communities. They also learn the critical
importance of expanding their knowledge of educational research and theory to guide leadership
decisions that effectively address today’s educational challenges. Education professionals
complete coursework that emphasizes self-examination and self-perceptions with regard to
teacher leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6648 - Demonstration Teaching
Demonstration teaching is the culminating experience in the teacher preparation program and is an opportunity to apply knowledge and skills and to demonstrate required competencies. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom for 4 consecutive weeks over a 12-week placement, gaining real-world experience and the opportunity to translate theory into practice. Education professionals work closely with and are evaluated by their university supervisor, classroom cooperating teacher, and Walden instructor. During demonstration teaching, all education professionals are assessed on the Teacher Performance Assessment and the Demonstration Teaching Evaluation. This course runs concurrently with EDUC 6609 - Seminar for Professional Educators.

**EDUC 6649 - Seminar for Professional Educators**

(3 sem. cr.) Taken concurrently with EDUC 6648 - Demonstration Teaching, this seminar allows education professionals to consolidate their knowledge and fine-tune their skills as they reflect on and share experiences from the districts, schools, and classrooms in which they are completing their demonstration teaching assignments. They complete the requirements for their ePortfolios and develop strategies for success as professional educators. The seminar promotes problem-solving among colleagues, group and individual reflection, and collaborative feedback to support professional practice. Seminar topics focus on promoting success as they transition from the program of study (POS) into employment in the field as professional educators.

**EDUC 6650 - Enhancing Learning Through Linguistic and Cultural Diversity**

(3 sem. cr.) In this course, education professionals explore the value of linguistic and cultural diversity and the powerful learning opportunities it affords today’s classrooms and schools. They examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and they learn approaches for working together to ensure high levels of learning for all students. Through real-world observations, they assess strategies for ensuring equitable access to high-quality learning experiences. Education professionals also explore effective practices, such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development. *(Prerequisite(s): Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)*

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement**

(3 sem. cr.) The focus of teacher leadership expands from self to students, increasing the sphere of influence of the teacher leader to the classroom context in this course. Education professionals concentrate on advancing their expertise in the field of teaching by increasing their knowledge and skills in three key areas: knowledge of learners and learning; knowledge of subject matter and curriculum goals; and knowledge of effective teaching models, strategies, and practices. They learn to apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.
EDUC 6652 - Listening to Children’s Ideas

(3 sem. cr.) Participants explore children’s ideas of force and motion by planning and carrying out clinical interviews with children. Through the interviewing experience, participants increase their ability to set aside their own ideas and expectations and attend to children’s ideas. They elicit information from the children about what they think and then analyze interview findings to expand their understanding of how children perceive the world around them.

EDUC 6653 - Introduction to Educational Research

(3 sem. cr.) This course is designed to provide students with an introduction to the basic fundamentals and principles of research. The research process is explored with the underlying assumption that educational research can improve classroom practice. Course participants are expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; critiquing and evaluating research; and compliance with ethical responsibilities of the researcher. (Prerequisite(s): For endorsement candidates, must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

EDUC 6654 - Classroom Facilitation

(3 sem. cr.) Participants consider how to help students develop scientific ideas and skills through inquiry. They study video clips of teachers facilitating classroom science to learn strategies for extending students’ experience and scaffolding scientific ideas. In classrooms, they try various facilitation and questioning strategies. Each participant creates a collection of teaching strategies that promote inquiry accompanied by classroom examples.

EDUC 6655 - Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues

(3 sem. cr.) Education professionals address teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding education professionals’ spheres of influence beyond the walls of the classroom. They explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher development cycle. Through conceptual and application-based activities, education professionals address various forms of collaboration with colleagues, focusing on interpersonal and communication skills.
EDUC 6656 - Curriculum Designed for Understanding

(3 sem. cr.) The aim of this course is to provide a framework for thinking critically about how to craft inquiry-based experiences that result in deeper understanding of important science concepts. The framework of Teaching for Understanding, developed at Harvard University, is central to the course. Participants keep the following questions in mind as they think about curriculum: What topics are worth understanding? What must students understand about these topics? How can understanding be fostered? How can we tell what students understand?

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6657 - Creating an Effective Classroom Learning Environment

(3 sem. cr.) Education professionals have the opportunity to learn to create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character in order to optimize learning for all students. They can learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. Educators are also provided with strategies for building positive relationships and engaging in effective communication and problem-solving with parents and families. (Prerequisite(s): Endorsement candidates must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6658 - Formative Assessment: Assessment for Learning

(3 sem. cr.) The focus of this course is assessment to support learning. Through classroom case studies, introductory readings, and discussions, participants distinguish the different purposes of assessment (principally formative and summative). They identify formative assessment as part of teaching, aimed at advancing learning, not at labeling or grading it. Participants experience and reflect on ways of assessing inquiry skills and conceptual understanding, the importance of self- and peer-assessment, and the provision of feedback to learners on their progress. The course culminates in participants planning formative assessment into inquiry-based classroom experiences for students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6659 - Teacher Leadership in Professional Learning Communities

(3 sem. cr.) The sphere of influence for education professionals is extended from working with peers to engaging with stakeholders throughout the greater school community in this course. Education professionals learn the processes, benefits, and challenges of building and working in learning communities to identify issues and solve problems that affect student learning and achievement. They consider professional growth and development as an integral part of various
types of school improvement processes. Additionally, they engage in a variety of practical assignments, such as an analysis of their own school’s development of mission, vision, values, goals, and communication elements as a professional learning community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6660 - Investigating Equitable Classrooms

(3 sem. cr.) In this course, participants broaden their understanding of the scope and dimensions of equity in science education through reflection, reading, classroom research, debate, and discussion. Participants learn to do independent classroom research and design and conduct a research project that includes collecting classroom data to answer a question about equity. They plan classroom actions based on their research findings to ensure that all students are successful in reaching higher levels of achievement.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6661 - Exploring New Technologies: The Impact on Society, Work, and Education

(3 sem. cr.) This course provides the theoretical setup for why technology and learning is both a timely and an important topic. It covers a brief history of educational technology, the communication revolution, the impact of this revolution on society, what this means for schools, the impending paradigm shift for the teacher, the need to develop students as critical consumers of information and constructors of knowledge, and the development of a new, fuller sense of literacy.

EDUC 6662 - Multimedia Tools: How to Research, Plan, and Communicate With Technology

(3 sem. cr.) In this course, teachers begin to develop their understanding of and proficiency with technology on a personal and professional level. The course focuses on learning how to use several key tools effectively, which teachers will later be able to build upon and use in their classrooms. Teachers learn to use software tools such as word processors, spreadsheets, presentation programs, and image editors. They also explore online tools, such as e-mail, listservs, electronic publications, and websites.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6663 - Integrating Technology in the Curriculum, Part I

(3 sem. cr.) This course guides teachers in exploring the use of technology with their students. The shift in pedagogy introduced in EDUC 6661 is further explored, with particular focus placed on how technology can support multiple modes of learning. Teachers investigate specific models for integrating the Internet into their curriculum, including WebQuests, telecollaborative projects, Internet workshops, and research or inquiry projects. After exploring and evaluating ready-made examples of each, teachers try their hand at designing their own.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
EDUC 6664 - Integrating Technology in the Curriculum, Part II*

(3 sem. cr.) This course continues the exploration of technology in the classroom, with a focus on its use in the standards-based environment. Teachers learn how to design technology-infused projects that help students meet specific curricular standards. They explore the use of technology in assessment, including software that helps align curricula to standards and facilitates the grading and reporting process. They explore how to manage technology in the classroom, including the need to work with limited resources, varying skill levels, and differentiated instruction.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6665 - Technology, Leadership, and a Vision for the Future*

(3 sem. cr.) This course prepares teachers to become agents of change beyond their classrooms in the field of technology and learning. They consider how to develop grants, manage a technology budget, and provide leadership within their districts. The course poses issues to be addressed, explores roadblocks to maneuver past, and provides troubleshooting advice. Teachers use and evaluate a variety of software and hardware tools to determine which are essential to have on hand in every classroom and on every school campus. For example, software for multimedia authoring, concept mapping, and “office” productivity are explored. Likewise, the instructional uses of hardware tools such as digital cameras, PDAs, and investigative probes are investigated. Finally, the course explores promising trends for the future, such as individualized instruction through the use of technology and online schools.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6671 - Designing Curriculum, Instruction, and Assessment, Part I*

(3 sem. cr.) This course introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, connection to learning theory and learner variables, and need for differentiation to meet diverse student needs. Teachers examine and make sense of their academic standards and investigate the history, roles, and types of curricula and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6672 - Designing Curriculum, Instruction, and Assessment, Part II*

(3 sem. cr.) This course examines the history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. They align assessments to curriculum and instruction as part of the design of instructional units and lessons. Methods of recordkeeping, grading, and reporting; use of assessment data; and test preparation are presented;
and implementation issues related to accountability, planning, and collaboration are addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6673 - Literacy and Learning in the Information Age♦

(3 sem. cr.) This course redefines literacy to include the access to and the evaluation, understanding, and application of information available in print and nonprint resources. Processes and strategies for integrating literacy when designing curriculum, instruction, and assessments are presented. Teachers learn to develop their own and their students’ literacy skills—listening, speaking, reading, writing, viewing, and visually representing—via traditional and contemporary information technologies, such as the Internet, software programs, and multimedia tools.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6674 - Designing Curriculum, Instruction, and Assessment for Students With Special Needs♦

(3 sem. cr.) Educators must recognize the importance for all students, including students with special needs, to achieve high academic standards. In this course, education professionals examine the learning challenges of students who, by definition of federal law, have disabilities as well as those of students who have significant difficulty with learning but do not qualify for special education services. Education professionals learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs. They also have the opportunity to evaluate and describe activities and experiences through the perspective of a student with a learning disability, thus gaining empathy and a deeper understanding of how to work with students with special needs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6677 - Designing Curriculum and Instruction

(3 sem. cr.) This course introduces curriculum and instruction in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, the connection to learning theory and learner variables, and the need for differentiation to meet diverse student needs.

EDUC 6679 - Diagnosis and Remediation of Reading Disabilities Through Differentiated Instruction♦

(3 sem. cr.) This survey course helps K–12 classroom teachers understand more about their students’ reading difficulties in order to provide differentiated instruction in the classroom. Teachers learn how to identify student reading behaviors and patterns and how to apply visual and auditory discrimination tools to assist in student learning. They plan lessons that integrate remediation of reading problems, identify reading comprehension strategies and techniques, learn to recognize concepts and applications of fluency and content area vocabulary, and understand spelling and writing processes and applications. In addition to course activities,
teachers complete weekly fieldwork assignments to apply what they learn in actual practice. Teachers may use their own school for required classroom fieldwork. This course has been developed to meet the standards for the Michigan state reading requirement, Public Act 118.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6681 - Early Childhood Education: Past, Present, and Future

(3 sem. cr.) In this course, education professionals examine the historical and philosophical foundations of early childhood care and education while exploring a variety of early childhood programs, from child care centers to preschools and primary-grade classrooms. Through this exploration, education professionals acquire a range of professional insights and opportunities regarding effective practice. They use this course to continue the development of a reasoned, coherent philosophy of education as a basis for ethical and professional practice and decision making in diverse settings. They consider the importance in establishing developmentally appropriate and culturally responsive learning environments and maintaining effective partnerships with families. Education professionals also have the opportunity to review early childhood learning and developmental theory as well as the knowledge needed to support and enhance the development and learning of all children from birth through grade 3.

EDUC 6682 - Teaching Reading, P–3

(3 sem. cr.) This course presents research-based methods for developing literacy, including reading, writing, listening, speaking, viewing, and visually representing, in grades P–3. Education professionals gain a historical perspective on teaching reading and explore various purposes and types of literacy assessments. They explore strategies for creating an effective literacy environment and for working with parents and families. They also learn effective strategies for developing phonemic awareness, phonics skills, vocabulary, comprehension, fluency, and writing. Through field experiences, education professionals plan and implement assessment-driven, developmentally appropriate classroom lessons in various areas, addressing the diverse needs of individual children.

EDUC 6683 - Developmentally Appropriate Practices for Infants and Toddlers

(3 sem. cr.) What constitutes high-quality care and education for infants and toddlers? Through this course, education professionals have the opportunity to answer this question as they examine developmentally appropriate practices that promote children’s total well-being and that guide development in each of the domains—physical, social, emotional, and cognitive/language. They also gain a practical overview of infant and toddler growth and development, and they explore a variety of related issues, such as health and safety, early mental health, brain development, creative development, respectful and responsive adult-child relationships, and family involvement. Through field experience and practical applications, education professionals learn to design and evaluate environments that enrich the development and learning of infants and toddlers.

EDUC 6684 - Play and Learning for the Preschool Child
Playtime for children is an opportunity for growth and discovery as well as a time to develop life skills and to learn about themselves and other children. Education professionals are offered an in-depth look at the development, learning, and play experiences of preschoolers in this course. Education professionals focus on developmentally appropriate theory, practices, and environments that enhance children’s development and learning in each of the domains—physical, social, emotional, and cognitive/language. They explore and discuss the integral roles of play and creativity in children’s learning; the role of observation as it relates to establishing a child-centered approach to planning curriculum and assessing young children; the promotion of pro-social, anti-bias learning communities; and the importance of being responsive to and inclusive of children’s family members. Through field experience, education professionals apply knowledge gained throughout the course to authentic contexts in which they demonstrate their growth and development as teaching professionals.

**EDUC 6685 - Teaching Mathematics, P–3**

(3 sem. cr.) Education professionals in this course explore instructional and assessment strategies, including the best use of materials and technology, to develop children’s conceptual understanding of mathematics. They engage in coursework that emphasizes real-world problem-solving and incorporates content and process standards of The National Council of Teachers of Mathematics (NCTM). They assess and apply the latest research on the most effective methods for teaching developmentally appropriate mathematics curriculum from preschool through grade 3. Applying course concepts, education professionals complete various field experience assignments, such as developing various lessons on computation, algebra, data analysis, and probability.

**EDUC 6686 - Teaching Across the Content Areas, P–3**

(3 sem. cr.) An important skill for early childhood educators is to recognize the benefits and work through the challenges of implementing an integrated approach to curriculum and instruction. In this course, education professionals focus on standards-based, data-driven, developmentally appropriate teaching, learning, and assessment within and across content areas in preschool through grade 3. They learn the importance of integrating literacy and mathematics in meaningful and relevant ways, and they engage in practical assignments that focus primarily on teaching in content areas of science, social studies, and the arts. Education professionals examine standards; apply effective methods and strategies to plan instruction, including approaches to meet diverse needs; and develop ideas for integrating multiple content areas.

**EDUC 6687 - Demonstration Teaching: Early Childhood Education**

(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with students and evaluate their performance.

*Note:* The first 5 weeks of demonstration teaching run concurrently with EDUC 6686 - Teaching Across the Content Areas, P–3. The remainder of demonstration teaching runs concurrently with
EDUC 6611 - Seminar: Professional Ethics, Communication, and Collaboration: Early Childhood Education.

EDUC 6688 - Action Research

(3 sem. cr.) This course provides a structured approach to the practice of action research. Educators learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Educators will engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance their professional growth.

EDUC 6689 - Guiding and Supporting School Literacy Environments

(3 sem. cr.) The reading teacher serves as a knowledgeable resource throughout the school or district. This course gives education professionals the knowledge and skills to work with staff, students, and others to create a vibrant literacy environment that promotes a vision of literacy for all children building upon their linguistic, cultural, and academic diversity. Education professionals learn how to use school assessment data to determine appropriate supports for students and staff, including response to intervention (RTI), leadership activities, and intervention programs that incorporate foundational knowledge and effective practices. Approaches to providing teacher professional development and to managing and improving school-wide literacy initiatives, including the integration of technology tools and resources, will be emphasized.

EDUC 6691 - Foundations of Special Education

(3 sem. cr.) The field of special education integrates complex and critical components of medicine, psychology, education, politics, law, parenting, and moral/societal issues. In this course, education professionals engage in a thorough study of policies and practices related to individuals with exceptional learning needs; through this exploration, they gain an understanding of the opportunities and challenges within this dynamic profession. They review topical literature that dispels myths and mysteries of exceptionalities from a historical perspective as well as current issues, laws, attitudes, and conundrums. They also address traditional and evolving policies, procedures, and service delivery models, and they learn to apply them to individual state requirements. Through this course, education professionals work toward developing the knowledge and skills necessary for building collaborative relationships with parents, related services, and agencies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6692 - Individualizing Education for Learners With Disabilities

(3 sem. cr.) All learners possess unique characteristics, interests, and abilities. Special educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. In this course, education professionals examine inclusion and the collaboration skills necessary for its effectiveness. They investigate the academic, functional, and social characteristics of learners defined by the Individuals with Disabilities in Education Improvement
Act (IDEA) of 2004 as they affect learning and teaching. Education professionals also explore research-based practices and subject area instructional strategies that result in accommodations and modifications for students with special needs. Through this course, education professionals gain the skills and knowledge to promote effective and proactive transdisciplinary teaming that supports a coordinated effort to optimize learning experiences, opportunities, and environments for students across a range of learning abilities and exceptionalities.

**EDUC 6693 - Current Issues in Assessment and Intervention**

(3 sem. cr.) Gathering and interpreting assessment information to inform curriculum strategies and/or intervention techniques and resources promotes maximum achievement for all learners, especially those who have learning disabilities or emotional/behavioral disorders. In this course, education professionals examine problem-solving models and response to intervention (RTI) approaches, in addition to laws related to eligibility; ethics and parents’ rights; standardized and informal assessments; and data analysis. They also engage in guided field experiences through which they interview experienced teachers about current issues and practices in assessment and intervention. Through this course, education professionals gain the skills needed to write an individualized educational program (IEP) based on diagnostic tools.

**EDUC 6694 - Reading and Writing Instruction for Learners With Exceptionalities**

(3 sem. cr.) In this course, education professionals explore and evaluate teaching theories; principles; assessment; and scientific, research-based instructional strategies in the area of reading and writing instruction for learners with exceptionalities. Education professionals become familiar with formal and informal diagnostic tools to identify students experiencing reading difficulties, and they discuss scientific research-based intervention programs and teacher effectiveness. They also explore the interface of technology and literacy instruction. Through assignments designed to provide practical application of content, they explore resources, technology, research, and practices that facilitate specific skill development in students. They also learn about strategies to support enjoyment of reading and writing for students with diverse and challenging learning needs.

**EDUC 6695 - Planning Positive Behavior Support Strategies**

(3 sem. cr.) Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all students. In this course, education professionals develop practical skills that can be transferred to actual classroom challenges by examining behavior-support strategies from two different perspectives: classroom management and individual behavior management. By gaining an in-depth understanding of both perspectives, they prepare to create and sustain positive learning environments. Education professionals gain practical insight on research-based principles and practices through applications in field experience, teacher interviews, and classroom observations.

**EDUC 6696 - Instructional Strategies for Students With Emotional/Behavioral Disorders**

(3 sem. cr.) Education professionals are provided with an overview of research-validated academic and behavioral strategies demonstrated to be effective for students with emotional and behavioral disabilities. Education professionals examine specific content areas and the means for
integrating strategies across the disciplines. They also research related subject matter, reflect on course content, and share perspectives through weekly discussions on a variety of topics, such as subtypes of emotional and behavioral disorders; assessment, eligibility, and placement; strategies to promote positive behavior; universal design for learning; and strategies for academic success/functional skill. As they continue to synthesize and develop material and experience from previous coursework (e.g., individualized education program (IEP) case study, classroom management plan), they apply skills developed in this course to construct appropriate activities for a collaborative lesson plan.

EDUC 6697 - Instructional Strategies for Students With Learning Disabilities
(3 sem. cr.) Students with learning disabilities tend to have deficits in four main areas that affect learning across the curriculum: working memory, strategy knowledge, vocabulary knowledge, and language coding. In this course, education professionals become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn specific strategies for teaching in math, literacy, and across the content areas. They learn to use assessment as an integral part of the instructional process to determine present levels of performance, set annual goals, and continually monitor individual progress relative to these goals. They also explore methods of developing specialized instruction that are individualized and responsive to student progress, thus supporting learning in ways that enhance and strengthen students’ abilities.

EDUC 6698 - Demonstration Teaching: Special Education: Learning Disabilities
(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their performance. Note: The first 5 weeks of demonstration teaching run concurrently with EDUC 6697 - Instructional Strategies for Students With Learning Disabilities. The remainder of demonstration teaching runs concurrently with EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

EDUC 6699 - Demonstration Teaching: Special Education: Emotional/Behavioral Disorders
(6 sem. cr.) Demonstration teaching is the culminating experience in the Teacher Preparation Program with an M.A.T.; it provides education professionals the opportunity to apply knowledge and skills and to demonstrate required competencies. Demonstration teaching occurs in two different classroom settings throughout the semester. During demonstration teaching, education professionals gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to translate theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their performance. Note: The first 5 weeks of demonstration teaching run concurrently with EDUC 6696 - Instructional Strategies for Students With Emotional/Behavioral Disorders. The
remainder of demonstration teaching runs concurrently with EDUC 6609 - Seminar: Professional Ethics, Communication, and Collaboration: Special Education.

**EDUC 6700 - Clinical Practicum: Special Education, Learning Disabilities**

(3 sem. cr.) The clinical practicum is the culminating experience in the Special Education Endorsement Program in Learning Disabilities (K–12); it provides education professionals the opportunity to apply knowledge and skills as well as to demonstrate required competencies. During the clinical practicum, education professionals gradually assume complete teaching responsibility of the classroom. The clinical practicum provides real-world experience and the opportunity to implement theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their work throughout the experience.

**EDUC 6701 - Clinical Practicum: Special Education, Emotional/Behavioral Disorders**

(3 sem. cr.) The clinical practicum is the culminating experience in the Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12); it provides education professionals the opportunity to apply knowledge and skills as well as to demonstrate required competencies. During the clinical practicum, education professionals gradually assume complete teaching responsibility of the classroom. The clinical practicum provides real-world experience and the opportunity to implement theory into practice. The university supervisor and classroom cooperating teacher work closely with education professionals and evaluate their work throughout the experience.

**EDUC 6705 - Foundations of Reading and Literacy♦**

(3 sem. cr.) Education professionals in this course establish a mindset for reading and literacy instruction through which they recognize the dynamic landscape of 21st-century education. They explore historical perspectives on literacy education and the social, political, economic, and cultural forces that influence today’s classroom. They learn, analyze, and apply research-based foundations of effective literacy instruction, including the five pillars of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. They explore and discuss a variety of related topics, including language development, new technologies, writing, learner diversity, assessment, and developmental approaches to instruction. Through this course, education professionals also learn the importance of collaboration, parent/family connections, data-driven decision making, and ongoing professional development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6706 - The Beginning Reader, PreK–3♦**

(3 sem. cr.) Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and life. This course takes a developmental approach to literacy instruction and provides practical research-based approaches to help students in preschool through third grade achieve the literacy goals of the Common Core State Standards (CCSS) and/or other state standards. The characteristics of emergent and beginning readers and writers are explored, focusing on essential literacy components including oral language, phonological...
awareness, concepts of print, phonics, fluency, vocabulary, and comprehension. Education professionals evaluate the role of motivation in learning to read, and explore writing and multiple text genres. Education professionals plan and implement developmentally appropriate assessment and instruction, including technology tools, to support the literacy development of all learners in preschool through third grade.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6707 - The Developing Reader, Grades 4–6♦

(3 sem. cr.) The intermediate grades present unique challenges and opportunities for literacy learning, including complexity of text, students’ use of technology, student motivation to learn, and student identity development. This course provides opportunities to evaluate research-based instructional and assessment practices to help students in grades 4–6 actively engage in literacy learning and achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. Education professionals examine the role of literacy in content area learning, explore ways to teach close reading of complex texts, and consider how to incorporate different levels, types, and genres of text to support all students’ learning and literacy development. Coursework focuses on effective strategies to support writing about text, academic vocabulary, listening and speaking, and the effective use of technology tools to support content area reading.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6708 - Literacy Development in a Culturally and Linguistically Diverse Classroom♦

(3 sem. cr.) Today’s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Through this course, education professionals work toward establishing a culturally responsive classroom in which literacy development can flourish for all students. Education professionals learn and apply strategies to scaffold and support English-language learners at all levels of language acquisition. They examine the second-language acquisition process and methods to assess second language and literacy proficiencies. Additionally, they learn to select culturally sensitive and relevant instructional materials and work with parents, community members, and other colleagues to support student success.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6709 - Literacy Development in an Academically Diverse Classroom♦

(3 sem. cr.) Today’s inclusive classrooms require teachers to become competent and confident in working with students who struggle with reading and writing. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of students considered gifted. They use diagnostic assessments, apply research-based strategies, and work with reading specialists/coaches and special educators to support academically diverse needs within the larger classroom context. They also explore and discuss a variety of topics, including informal and formal assessment, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and use of motivating texts. Additionally,
education professionals learn the importance of collaboration with support resources.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6710 - Understanding the Impact of Technology on Education, Work, and Society♦

(3 sem. cr.) As new and emerging technologies transform the landscape of education, the possibilities for learning and discovery grow exponentially. Through this course, education professionals examine the history and evolution of technology in society and its influence on education. Education professionals explore technology as a vehicle for broad access, and they employ a variety of digital-age tools, including social networking, interactive learning tools, and collaboration software, to inspire and motivate today’s learners. They also explore and discuss ethical considerations, responsible use, and cybersafety issues. Through practical applications, such as designing a lesson that incorporates blogs, wikis, or podcasts, they gain hands-on experience integrating technology into the classroom.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6711 - Bridging Learning Theory, Instruction, and Technology♦

(3 sem. cr.) Education professionals in this course explore various learning theories and research on how the brain processes information as well as how they can use this knowledge to support the use of technology in the classroom. They explore and evaluate various technologies, such as computer-mediated instruction and virtual learning environments, as means to foster learner-centered classrooms where students are motivated. Education professionals also learn how to support and enhance instructional practices using technology and how to integrate developmentally appropriate practices in teaching and learning with the latest digital resources available. Applying course concepts, they revise a lesson plan to support and facilitate student engagement using technology-based cognitive tools.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6712 - Supporting Information Literacy and Online Inquiry in the Classroom♦

(3 sem. cr.) In this course, education professionals develop a new, expanded definition of what it means to be literate in today’s technology-rich world. Education professionals explore the use and application of multimedia and Internet technologies that enhance learning and support collaborative problem-solving in a digital information society. They learn strategies to prepare students across the grade levels for the complex challenges related to reading, critical thinking, researching, and communicating in the 21st century. Synthesizing course concepts, they assess curriculum standards in their area and develop an inquiry-based unit plan designed to develop their students’ information and visual literacy skills and meet a specific learning outcome or standard in their subject area.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6713 - Integrating Technology Across the Content Areas♦
In this course, education professionals expand their focus of technology use in the classroom by exploring instructional strategies and digital tools that facilitate content area literacy and learning. Education professionals learn how to design technology-infused projects that motivate students and help them meet specific curricular standards. They also explore developmentally appropriate ways of using multimedia and Internet technologies to bring discipline-specific concepts to life and foster interdisciplinary connections that enhance learning across the curriculum.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6714 - Reaching and Engaging All Learners Through Technology♦

(3 sem. cr.) Education professionals in this course learn to apply various technologies to enable and empower learners with diverse backgrounds, learning preferences, and ability levels. They employ digital-age solutions for differentiating instruction to meet varying needs, including assistive technologies that facilitate learning in students with special needs, programs that support English-language learners, and projects that engage and motivate gifted students. Through this course, they learn to harness the power of leading-edge technologies to increase learning and achievement for all students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6715 - New and Emerging Technologies♦

(3 sem. cr.) Through this course, education professionals consider the future of teaching and learning, discover promising trends in technology, and investigate opportunities to become leaders in the field of technology and learning. They consider how to address school-wide challenges, such as limited resources and resistance to change, and they explore skills and strategies, such as grant writing and leading change. Additionally, they complete a capstone project that demonstrates their ability and willingness to become advocates and change agents who use technology to address challenges and create opportunities within the field of education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6716 - Clinical Experience 1

(1 sem. cr.) This is an 8-week course taken concurrently with the methods course EDUC 6632 - Assessment and Instruction to Promote Literacy Development. Both courses align to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and they discuss and apply learning objectives in the methods course. Concurrently, they implement the Literacy Assessment and Instructional Plan (LAIP) project in their clinical setting. The LAIP is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with different learners and creation of an instructional plan.

EDUC 6717 - Clinical Experience 2
This is an 8-week course taken concurrently with the methods course EDUC 6633 - Reading, Writing, and Critical Thinking in Content Disciplines. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and they discuss and apply learning objectives in the methods course. Concurrently, they implement the Content Literacy Lesson Plan (CLLP) project in their clinical setting. During the CLLP project, education professionals apply their knowledge and skills in planning, implementing, assessing, and reflecting upon the implementation of three lesson plans designed to address students’ literacy needs across content areas.

EDUC 6718 - Clinical Experience 3

This is an 8-week course taken concurrently with the methods course EDUC 6634 - Assessment and Intervention for Students With Reading Difficulties. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and they discuss and apply learning objectives in the methods course. Concurrently, they implement the Struggling Reader Case Study (SRCS) project in their clinical setting. The SRCS is designed to bring the course learning and weekly application of the learning into focus via implementation of various assessments with one learner who struggles with reading tasks and to create an intervention plan.

EDUC 6719 - Clinical Experience 4

This is an 8-week course taken concurrently with the methods course EDUC 6689 - Guiding and Supporting School Literacy Environments. Both courses are aligned to Minnesota Reading Teacher standards. Education professionals read and view standards-based learning resources, and discuss and apply learning objectives in the methods course. Concurrently, they develop the Schoolwide Literacy Plan (SLP) Project in their clinical setting. The SLP Project is designed to bring the course learning and weekly application of the learning into focus via creation of a school-wide literacy improvement plan, collaborative review of the plan with key stakeholders, and evaluation of the impact of the project as a whole on professional growth and student learning.

EDUC 6720 - The Special Educator as Instructional Leader

Powerful internal and external forces affect the leadership capacity and influence potential of special educators. In this course, education professionals examine internal variables, such as their emotional, spiritual, mental, and physical health. They also consider external variables, including current trends and issues related to medicine, neuroscience, research, law and governance, and technology. Moreover, education professionals explore the influence of these variables on teaching, learning, and enhancing their leadership capacity.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6721 - The Impact of Disabilities on Learning and Teaching

Special educators understand the breadth and depth of each disability, and they continually expand their knowledge and skills related to the impact of cognition, behavior, sensory input, and physical/health issues on learning and teaching. Education professionals in
this course examine disabilities beyond the surface level of definitions, characteristics, and common understandings to a deeper, life-encompassing, and future-planning perspective. Through this course, education professionals further their ability to advocate for individuals with disabilities and for the field of special education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6722 - Strategic Collaboration in Special Education**

(3 sem. cr.) Teaming, partnerships, and collaboration are practices that special educators must embrace and continually hone and refine. Education professionals in this course explore the attitudes, skills, and dispositions that foster healthy and productive collaborative relationships, which are essential for working with teams to provide services for individuals with disabilities. They also examine the benefits and challenges of collaborating with others to maximize the learning potential of every student.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6723 - Advanced Instructional Strategies in Special Education**

(3 sem. cr.) Providing accommodations and differentiating instruction are essential practices for special educators. In this course, education professionals learn advanced research-based approaches for designing, adapting, prescribing, and delivering instruction in the content areas, with special emphasis on progress monitoring. They also examine content-area standards and curriculum, focusing on the goal of designing standards-based, individualized instruction that is functional, appropriate, and systematic.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6724 - Literacy Interventions in Special Education**

(3 sem. cr.) Reading, writing, and communicating are literacy competencies that impact the quality of life for all people, especially individuals with disabilities; however, learning and behavioral disabilities often have a major influence on literacy development, thus requiring special educators who are well-versed in this area of learning and teaching. In this course, education professionals learn to identify reading and writing disabilities and collaborate with others to devise appropriate and effective interventions, including the use of assistive technologies. They engage in a variety of conceptual and application-based assignments that emphasize progress monitoring and ongoing assessment of literacy skills, strategies, and dispositions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6725 - Advanced Behavioral Interventions in Special Education**

(3 sem. cr.) Behavior impacts human development at all ages and stages of life and is typically a matter of concern for individuals with disabilities. Education professionals in this course focus
on understanding, assessing, managing, teaching, and monitoring behavior. They also review classroom and school management strategies, and they explore in greater depth individual functional analysis and individual behavior management plans, focusing on the goal of transition planning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6726 - Understanding the English-Language Learner

(3 sem. cr.) In this course, education professionals gain a historical and cultural perspective of K–12 English-language learners. They explore concepts, theories, research, and first- and second-language acquisition differences to understand and teach this diverse group of students. Education professionals also examine their own attitudes, beliefs, and biases and learn the importance of developing culturally responsive learning environments. They also learn the value of working collaboratively with families and school staff to support the needs of all students in the general classroom.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6727 - Strategies for Teaching English as a Second Language

(3 sem. cr.) Education professionals in this course learn effective instructional skills and strategies to teach English as a second language in the K–12 classroom. Through conceptual and practical discussions and activities, they learn strategies and techniques to help students develop listening, speaking, reading, writing, and vocabulary skills in a variety of English-language learning environments. They also examine a range of language-learning programs, such as dual language immersion, transitional bilingual education, and structured English immersion. Additionally, education professionals learn to apply theories of second-language learning, literacy development, and standards-based teaching strategies to provide productive learning environments for English-language learners in general classroom settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6728 - Strategies for Teaching Content to English-Language Learners

(3 sem. cr.) Making academic content accessible and comprehensible for English-language learners requires specific strategies that K–12 teachers need to know and be able to do. By focusing on academic language, content acquisition, the use of adaptive technology, and English language models including Specifically Designed Academic Instruction in English (SDAIE), teachers learn practical ways to meet content standards for students with diverse needs, learning styles, and abilities. This course also addresses ways to prepare lessons that integrate both content and literacy objectives to enhance the English language development of their English-language learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6729 - Assessment and the English Language Learner
This course introduces a variety of formative and summative assessment tools to inform instruction and identify and evaluate language proficiency levels of English-language learners in K-12 classrooms. Teaching professionals utilize assessment strategies designed to measure listening, speaking, reading, and writing skills. Topics include an overview of the challenges and issues teachers face, including language bias and testing, the inappropriate placement of English-language learners, and the role of standards and high-stakes testing. Teachers will be able to interpret quantitative and qualitative assessment data results of both formal and informal assessments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6730 - Curriculum Design for Learning**

(3 sem. cr.) Professional educators must have the knowledge and skill to make important decisions regarding what students learn and how they will learn it to ensure student success. In this course, education professionals engage in a research-based process for designing and mapping curriculum that motivates students and promotes academic success. Beginning with the end in mind, education professionals identify clear learning goals and big ideas, create authentic assessments, and develop essential questions to guide effective instructional planning and ongoing assessments using their district or state standards and/or benchmarks. They also apply the curriculum design process to a subject area they teach, keeping in mind the influence of learning environment, family involvement, and social development on the design process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6731 - Assessment for Student Learning**

(3 sem. cr.) Education professionals in this course examine the historical and contemporary perspectives on assessment, including trends in high-stakes assessment and accountability. They learn types and purposes of assessment as well as how to use assessments effectively. Education professionals also analyze strengths and weaknesses of various assessment methods and use ongoing assessments to guide decisions that will improve student performance. They explore and discuss data collecting and analysis, grading, record-keeping, and reporting. Additionally, they learn the importance of student self-assessment and the best ways to support their students in monitoring learning and reflecting on how to improve personal performance.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6732 - Differentiated Instruction**

(3 sem. cr.) The practice of differentiating instruction is a way for educators to meet diverse learning needs and preferences without having to individualize instruction for every student. In this course, education professionals learn how to differentiate five instructional elements—content, product, process, affect, and learning environment—according to students’ interests, readiness, and learning profile. They explore flexible grouping and managing the differentiated classroom. Using their classroom curriculum, they plan and implement differentiated lessons and align them to important learning goals, essential questions, and formative and summative
assessments while ensuring that their instruction includes meaningful applications of knowledge. Education professionals also learn how to draw on resources, such as staff, community members, and educators to support the “whole” child in the learning process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6733 - Action Research for Educators**

(3 sem. cr.) Educators are provided with a structured approach to the practice of action research in this course. They have the opportunity to learn how to address relevant problems, become involved in collaborative inquiry, and use data and research to inform their practice, improve student academic success, and contribute to positive change in their classroom and school environments. Educators engage in reflective practices as they collect and analyze student data and develop and implement data-informed decisions/actions to improve student learning and enhance their professional growth.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6734 - Differentiating Instruction for Student Success**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online**

Maximize learning for every student in the class—no matter how far behind or ahead he or she may be. With this course, teachers examine student differences, learn how and when to differentiate their instruction, and learn how to use assessment to adjust their instructional planning. Work with curriculum and standards, using differentiation strategies to design lessons that can be applied immediately with the students.

Learn how to:
- Analyze and summarize student differences based on readiness, interest, and learning profile.
- Evaluate and plan changes to one’s learning environment to support differentiated instruction better.
- Develop classroom organization and management routines to address student readiness, interest, and learning profile.

**EDUC 6735 - Helping Students Become Self-Directed Learners**

(3 sem. cr.)
Self-Paced Course for Educators (in partnership with Canter): K-12 • Print & DVD and Online

As the classroom changes, so does the role of a teacher. Teachers may find themselves acting more as coaches and facilitators as their students become more active in their own learning. In this course, teaching professionals will explore how to foster and encourage self-directedness in their students and create a learning environment that encourages collaboration and creativity. Learn how teachers can help their students manage their own learning, and inspire them to develop the skills they need to thrive.

Learn how to:
- Identify the characteristics of self-directedness in one’s self and one’s students.
- Help students refine their thinking beyond the first “right” answer.
- Examine various ways to provide feedback that will help students produce high-quality work.

EDUC 6740 - Qualities of Effective Professional Development

(3 sem. cr.) Effective professional development is foundational in improving a school system’s ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional-development programs and analyze the attributes necessary for success. Education professionals also have the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom as well as career paths for developing leadership skills in the area of adult and student learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6741 - Designing Professional Development

(3 sem. cr.) Professional development that ensures high-quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, education professionals explore models of adult learning and change and cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating influence on teacher practices and student learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6742 - Implementing Professional Development

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Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations, facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, they learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. Education professionals also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions that are based on research-based practices and support a culture of learning that involves educators, students, parents, and community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6743 - Evaluating Professional Development♦

Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the influence on student learning. Using logic theories, they learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6751 - Creating Supportive Learning and Service Environments♦

Supporting and retaining students until graduation is central to the mission of all institutions of higher education. In this course, education professionals investigate strategies for increasing student success throughout their college experience, from admission to graduation. They explore the ways in which faculty and staff throughout the institution can work collaboratively and leverage resources, such as emerging technologies, to create positive learning experiences. Educators focus on the interplay between academic and student support programs as well as how to design and implement such programs to maximize opportunities for student success.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6752 - Leading Change in Student Support Programs♦

In this course, education professionals explore strategies for leading change in programs and services to support student success and retention. Education professionals engage in research and discussion on a variety of issues, such as assessing needs, developing programs, and seeking resources through fund-raising and grant writing. They also engage in activities that
focus on ways that change efforts can support an institution’s mission and strategic goals, such as increasing the participation of traditionally underrepresented populations in key program areas and building more inclusive communities of learners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6753 - Planning and Program Development for Online and Distance Learning**

(3 sem. cr.) Learning technologies continue to advance and diversify; therefore, a critical task in education is to ensure that such technologies are used in a manner that works for the institution and its students. Education professionals in this course are introduced to the process of planning and developing online and distance-learning programs. Education professionals investigate best practices in program structure and approach; steps in the planning process; requirements for accreditation and accountability; and emerging trends in integrating online technologies into a variety of learning environments. Through an integrative course project, they apply course concepts as they develop a project management toolkit that integrates specific steps and requirements associated with planning and developing an online program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6754 - Administration and Assessment in Online and Distance Learning**

(3 sem. cr.) Implementing a high-quality online or distance-learning program requires careful planning and attention to a range of issues affecting the program’s operational effectiveness, productivity, and ability to support and retain students. In this course, education professionals explore strategies for staffing, scheduling, and supporting students as well as methods for assessing the effectiveness of these strategies in achieving program goals. They engage in discussions and critical analyses of approaches to program management, assessment, and continuous improvement, focusing on the goal of ensuring that online and distance-learning programs maintain their competitive edge.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6755 - Principles of Marketing and Enrollment Management**

(3 sem. cr.) In an increasingly competitive market, colleges and universities must develop strategies for attracting and retaining students according to their missions and the needs of the community. In this course, professionals learn fundamental principles of marketing, institutional promotion, and enrollment management in a higher education context, including branding, differentiating and positioning, forecasting, and communicating with the public and alumni. They engage in discussions on a variety of issues related to strategic enrollment management processes, including legal and regulatory considerations related to student recruitment, financial aid, diversity issues, and methods to align marketing and recruitment efforts with institutional mission and goals. Demonstrating understanding of course concepts, education professionals complete an institutional case study to examine institutional approaches to enrollment management and marketing as well as related challenges.
EDUC 6756 - Emerging Trends in Marketing, Recruitment, and Institutional Promotion

(3 sem. cr.) New technologies that can support an institution’s efforts to recruit and retain students are emerging every day. These technologies can be powerful tools for promoting and increasing awareness of an institution’s products and services. Education professionals in this course explore applications of online social networking systems, digital media, and other communications tools. They also examine traditional media and public relations strategies, which leaders at all levels of an institution can use to attract, engage, and retain students and to generate institutional awareness. Additionally, they gain practical experience developing a marketing and communication plan in which they incorporate strategies and media tools to refine an institutional message.

EDUC 6757 - Planning for Learning

(3 sem. cr.) Effective learning experiences start with a clear plan. Decisions about what to teach, how to teach, and how to ensure students are achieving important learning goals confront every college instructor. Education professionals are introduced to concepts of planning curriculum and courses, establishing goals and outcomes, aligning outcomes with professional or disciplinary standards, prioritizing content, and planning for student engagement and active learning in this course. They engage in discussions and activities that emphasize the development of decision-making processes, which they can use to create effective plans for learning. Through an integrative course project, education professionals apply course concepts as they develop a learning plan that incorporates learning goals and teaching and assessment strategies.

EDUC 6758 - Creating Engaging Learning Experiences

(3 sem. cr.) A growing body of literature on effective practices in higher education highlights the importance of student engagement in the learning process. In this course, education professionals explore principles and processes for creating meaningful, student-centered learning experiences in a variety of educational contexts, including ways of using technology to support learning. They focus on how they can address the needs of diverse learners using active learning strategies, share responsibility for learning with their students, and empower their students to become more self-directed. Education professionals also learn to anticipate and address the challenges that self-directed approaches might create for students who are more familiar with traditional learning environments.

EDUC 6759 - Assessing for Learning
Assessment in college teaching involves several critical processes: giving students meaningful tasks that allow them to demonstrate their learning; providing feedback that enables students to improve their performance; and using data about student learning to improve teaching continually. Education professionals are provided with opportunities to design and discuss approaches to evaluation and assessment that support learner motivation and development, track progress toward outcomes, and gain information they can use to inform their own practice, including ways that technology can augment these approaches. Through this course, education professionals can learn what it means to engage in teaching scholarship—the process of investigating their teaching and sharing demonstrably effective approaches with their peers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6760 - Facilitating Learning Online♦

(3 sem. cr.) Online learning represents the fastest growing sector of higher education and is used in a variety of contexts. Education professionals in this course analyze how online learning can serve as a supplement to textbooks and traditional classroom instruction, a substitute for face-to-face time in blended or hybrid classes, and the exclusive method of learning in fully online courses and programs. They explore how online learning presents special opportunities as well as challenges to faculty and students. Through the development of an online learning experience, education professionals practice strategies for planning, facilitating, and assessing learning online, and they gain a better understanding of how to use online learning technologies to enhance learning and motivate students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6761 - Globalization in Higher Education♦

(3 sem. cr.) Globalization is a phenomenon affecting almost every aspect of society, from politics to commerce to entertainment. Higher education is no exception; technology and social mobility increasingly lead to opportunities for collaboration and competition among institutions globally. In this course, education professionals investigate trends and issues in higher education worldwide, including ways in which institutions serve the needs of an increasingly mobile student population. Through assignments designed to provide practical application of course content, education professionals consider globalization through a variety of contexts, such as in their personal and professional lives, student experiences, and challenges and opportunities. They also explore international differences in institutional organization and governance, operations and services, accountability, and articulation; they use this knowledge to inform later study of program development and administration.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 6762 - Administering International Higher Education Programs♦

(3 sem. cr.) Leaders in academic programs and student services have a growing number of opportunities to provide their students with educational experiences that take place in one or more international contexts. Education professionals in this course address strategies for
international student recruitment and support; development and administration of cooperative programs, such as study abroad; implementation of technology applications to support international experiences; and other approaches to entering and enhancing their position in the global higher education market.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6765 - Early Childhood Systems**

*(3 sem. cr.)* Involvement in public policy and advocacy efforts help foster the well-being of young children and families as well as the field of early childhood education. Effective involvement in the field of early childhood education, however, requires a foundational understanding of the system, its functions, and all its parts. In this course, education professionals examine the complexities of the early childhood infrastructure from local, state, national, and international perspectives. They explore, discuss, and blog about a variety of topics, such as public opinion with regard to the value and importance of providing quality services; parent, family, and community engagement; influence of current sociocultural, economic, and political contextual factors; and personal perspectives and reflections on the bonds of a collaborative learning community. Education professionals also analyze case studies to understand policy formation; connections between policies, politics, and government; and allocation of funds.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6766 - Tools for Policymakers and Advocates**

*(3 sem. cr.)* Early childhood professionals must be skilled advocates to effect change positively. Education professionals are provided with the opportunity to gain the necessary tools, strategies, and insights to influence policy and advocate for young children, families, and the profession. Education professionals explore grant writing as well as family and political advocacy and research practices integral to effective leadership roles. Through a variety of conceptual and application-based assignments, they gain practical insight on building coalitions, developing communications plans, and designing effective public policies and advocacy initiatives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 6801 - Field Experience**

*(1 sem. cr.)* Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6802 - Field Experience**
Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6803 - Field Experience**

Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6804 - Field Experience**

Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6805 - Field Experience**

Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6806 - Field Experience**

Field experiences provide principal candidates with authentic opportunities to apply what they have learned in courses and expand what they know and are able to do. All principal candidates in the program are required to spend a total of 240 hours in three settings (elementary school, middle or junior high school, and high school) mentored by licensed and practicing school principals. Field experience must include at least 160 hours in the candidate’s preferred level or primary teaching experience and 40 hours at each of the other two levels.

**EDUC 6901 - The High-Performing Teacher**

(3 sem. cr.)
Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

For teaching professionals seeking ways to refresh and revitalize their teaching, this course offers proven strategies that other successful teachers use to bring out the best in themselves and their students consistently. Master daily challenges through practical problem-solving and stress-reduction techniques, and develop effective goals to maintain motivation. See how practical strategies and technologies can inspire the students and keep teachers energized in the classroom. Learn how to:

- Increase self-esteem and lower the odds of classroom burnout.
- Empower students to take responsibility for their actions.
- Identify strategies to connect with resources for peer support.

EDUC 6902 - Learning Differences: Effective Teaching With Learning Styles and Multiple Intelligences
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Each student brings something unique to the classroom, including distinct learning styles and preferences. Understanding the individual differences of each student and using that understanding to design instruction can help teaching professionals become more effective in the classroom. This course addresses these aspects of student diversity and offers practical strategies that allow teachers to enhance each student’s strengths. Learn how to:

- Explore the underlying foundations of multiple intelligences theory.
- Identify and analyze behaviors in students that reflect the four basic learning styles.
- Explore ways to use students’ strengths and affinities to teach essential skills.

EDUC 6903 - Building Your Repertoire of Teaching Strategies
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

In today’s diverse classrooms, the ability to reach all students requires a full repertoire of teaching strategies. This course features several dynamic strategies that build on existing teaching skills. Explore four innovative models of effective instruction, each supported by strategies that combine theory with practical teaching practices. Learn how to design and implement a variety of lessons that promote the potential of all learners in the classroom. Learn how to:
• Identify and define four models of effective instruction: mastery, understanding, self-expressive, and interpersonal.
• Use the four models to explore and adapt new strategies.
• Understand the relationship between teaching, learning, and thinking as it affects both the teacher and the students.

EDUC 6904 - Helping Students Become Self-Directed Learners
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

As the classroom changes, so does the role of a teacher. Teachers may find themselves acting more as coaches and facilitators as their students become more active in their own learning. In this course, teaching professionals will explore how to foster and encourage self-directedness in their students and create a learning environment that encourages collaboration and creativity. Learn how teachers can help their students manage their own learning, and inspire them to develop the skills they need to thrive.

Learn how to:
• Identify the characteristics of self-directedness in one’s self and one’s students.
• Help students refine their thinking beyond the first “right” answer.
• Examine various ways to provide feedback that will help students produce high-quality work.

EDUC 6908 - Improving Reading in the Content Areas
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): 6–12 • Print & DVD and Online

Students’ literacy skills limit content area learning. As the concepts and vocabulary in middle and secondary textbooks and digital resources become more specialized, and the vocabulary and concepts within them become more abstract, students need more sophisticated strategies for reading and comprehension. With this course, teachers can acquire practical strategies that can be used across grade levels and subject areas to build their students’ comprehension skills and help them succeed in a content area.

Learn how to:
• Create lessons that seamlessly integrate literacy development with subject matter.
• Use strategies before, during, and after reading that increase student engagement to important content.
• Use assessment methods for a continuous view of student progress.
EDUC 6909 - Motivating Today’s Learner
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Are students lacking the energy, enthusiasm, and motivation to learn? This course will help teachers refresh and revitalize their instruction with easy-to-use strategies and techniques that will bring lessons to life for all types of learners, even the seemingly unmotivated ones. Explore a variety of issues that may impact student learning, including issues of gender bias. Discover ways to enhance one’s own presentation skills and design fast-paced, engaging lessons to grab and keep the attention of all students.

Learn how to:
- Identify barriers that prevent students from achieving in school.
- Evaluate one’s own beliefs and how they impact the expectations for student success.
- Develop strategies for creating a supportive learning environment.

EDUC 6911 - Math: Teaching for Understanding
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–6 • Print & DVD and Online

Teachers have the unique opportunity to lay the mathematical foundation that can help their students succeed. By ensuring that all students receive high-quality math instruction, teachers can equip them with the mathematical literacy skills required of workers in the 21st century, including the ability to solve problems, think conceptually, and make meaning of numbers. With this course, teaching professionals will learn how to deliver high-quality, engaging mathematics instruction while developing their own understanding of foundational mathematics concepts.

Learn how to:
- Eliminate apprehension and frustration often associated with math.
- Discover meaningful ways to teach topics such as geometry, algebra, and numbers and operations.
- Incorporate strategies aligned with standards set forth by the National Council of Teachers of Mathematics.

EDUC 6913 - Supporting the Struggling Reader
(3 sem. cr.)
Self-Paced Course for Educators (in partnership with Canter): K-6
• Print & DVD and Online

With today’s higher literacy standards, struggling readers are becoming increasingly common. Current research indicates that pulling struggling readers out of the classroom for additional support has not been successful in accelerating literacy development. In fact, the classroom teacher remains a key factor for student success. With this course, teachers will learn concepts and strategies to develop literary-instruction expertise so that they are better prepared to work with struggling readers in the classroom.

Learn how to:
• Identify risk factors and methods for diagnosing common reading difficulties.
• Explore and implement research-based intervention strategies to advance literacy development.
• Motivate reluctant readers and foster a value for reading.

EDUC 6914 - Designing Curriculum and Instruction With the Learner in Mind
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

How do teachers ensure that all their students achieve at high levels? Through this course, teachers explore how curriculum, instruction, and assessment can work together to challenge their students while making learning a rewarding and meaningful experience. Education professionals will have current research findings translated into a practical and flexible process for designing effective curriculum and instruction in a standards-based environment.

Learn how to:
• Use one’s own state and local standards to design curriculum, instruction, and assessment.
• Use research-based strategies to raise student achievement.
• Implement easy-to-use activities to differentiate instruction according to student needs.

EDUC 6915 - Helping Struggling Readers With Content-Area Learning
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): 6–12 • Print & DVD and Online

Learn research-based strategies that can maximize the ability to help all students read better and meet subject standards in the class. This course focuses on what teachers need to know about
struggling readers, including how to identify and meet their needs. Discover what support resources, such as parents and reading professionals, are available to a content-area teacher. Learn how to:

- Analyze the relationship between students’ reading and content learning.
- Design a plan to use vocabulary and comprehension reading strategies in the classroom.
- Implement interventions that will help to improve reading, writing, and learning.

**EDUC 6916 - How to Get Parents on Your Side**

(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Discover how to improve students’ achievement by recruiting their parents to support teachers’ efforts in the classroom. With this course, teaching professionals will learn how to encourage parents to take an active role in their children’s education by creating clear guidelines for collaboration. Begin by assessing parental-involvement needs, then explore ways to develop more effective relationships. Teachers will also examine how to work with parents of diverse cultures and parents of children with special needs.

Learn how to:

- Take proactive steps to establish early communication with parents.
- Work with parents in a positive and cooperative manner.
- Develop a plan for ongoing positive communication with parents.

**EDUC 6917 - Succeeding With Difficult Students**

(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Teachers may find themselves in a constant struggle with the same students day after day. This course offers a framework for succeeding with difficult students. Learn to see the world from the difficult student’s perspective, making it possible to begin to build trust and ultimately the foundation for a positive relationship. Discover that helping hard-to-reach students to succeed can be one of the most challenging, and rewarding, experiences of a teaching career.

Learn how to:

- Understand when and why a student misbehaves.
- Respond proactively to even the most difficult students in a calm, professional manner.
- Plan strategies for establishing a positive relationship with difficult students and their parents.
EDUC 6919 - Teaching Students to Get Along
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–6
• Print & DVD and Online

Many students today lack the skills for resolving everyday conflicts in a positive manner. As a result, the classroom can erupt in teasing, arguing, and bullying. With this course, teachers can learn how to create a positive learning environment in which students get along, leaving the teacher free to teach. Acquire a variety of proven strategies that teachers can integrate into existing lessons and activities, and create a classroom that fosters teamwork and positive social behavior.

Learn how to:
• Increase students’ ability to resolve arguments on their own.
• Identify the difference between bullying and normal conflict between students.
• Help students understand, respect, and accept differences in others.

EDUC 6929 - Including Students With Special Needs: Curriculum, Instruction, and Assessment
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

As more students with special needs are integrated into general-education classrooms, many teachers are challenged by the goal of addressing the needs of all their students. This course covers both students who, by federal law, are eligible for services and have individualized education programs (IEPs), and students who may not be eligible but are considered at risk due to limited English proficiency, because they are considered “slow learners,” or who have mild learning disabilities. Teachers gain the skills to support an inclusive classroom and provide a high-quality learning experience, so that students with special needs can succeed alongside their grade-level peers.

Learn how to:
• Identify when and how to enlist outside resources to address the special needs of students.
• Explore the use of technology to support students in an inclusive classroom environment.
• Begin to create an environment of “supported inclusion.”

EDUC 6930 - Classroom Management to Promote Student Learning
(3 sem. cr.)
Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Today’s students come with a range of learning needs, as well as social and emotional needs. As a result, there is no single formula for effective classroom management. This course explores several approaches to creating a supportive and respectful learning environment for all learners. Build a repertoire of research-based strategies, and reclaim class time once lost to handling classroom disruptions. Discover how teachers can increase parental support as well. Learn how to:

- Design rules and procedures to increase students’ sense of responsibility.
- Use preventive, rather than reactive, management strategies.
- Create a plan for teaching a conflict-resolution process.

EDUC 6935T - The Adolescent Brain
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): 6–12 • Print & DVD and Online

Adolescence can be a perplexing time not just for teens but for their teachers as well. This graduate-level course, developed by experts in the emerging field of neuroeducation, examines the mysteries of the adolescent brain and shows how teens learn best. Start by building a practical understanding of the brain’s anatomy and its transformation during adolescence. Discover how to create a learning environment that respects teens’ unique social and emotional needs and encourages them to become active learners. Teach students how their brains work and what they can do to enhance their own learning. Learn how to:

- Apply a new understanding of the adolescent brain’s unique characteristics and their effects on student learning.
- Use brain-compatible teaching strategies to create lessons that work with the teen mind to make lessons more engaging.
- Reach students who don’t perceive themselves as learners

EDUC 6936 - Introduction to Teacher Leadership
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

In this course, teachers will learn to identify and overcome common roadblocks to assuming leadership roles, and how to strengthen their own leadership style.
Learn how to:

- Examine what differentiates and characterizes teachers who lead.
- Assess one’s personal readiness to lead change and the organization’s readiness to undergo change.

**EDUC 6937 - Meeting the Needs of Culturally and Linguistically Diverse Learners**

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Understanding diversity can enrich teachers’ everyday interactions and instructional choices. This course helps increase their awareness of the complex influences of culture, language, and life experiences. Teachers will explore their own views on linguistic and cultural diversity, and discover a variety of resources and strategies that promote academic achievement for diverse students.

Learn how to:

- Address potential cultural and linguistic barriers to learning.
- Examine the connection between culture and learning, and support students’ cultural differences.
- Create an equitable learning experience for all students.

**EDUC 6938 - Teacher Leadership: Mentoring, Coaching, and Collaboration**

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

This course can give teachers the skills and strategies to provide meaningful support and guidance to fellow teachers using a variety of coaching styles, mentoring techniques, and hands-on experience. Teachers will have the opportunity to develop, implement, and analyze their own coaching plan.

Learn how to:

- Evaluate personal learning styles and personality characteristics.
- Enhance listening skills to increase one’s ability to be an accessible and effective coach.

**EDUC 6939 - Teacher Leadership for Learning and Teaching**

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

This course can give teachers the skills and strategies to provide meaningful support and guidance to fellow teachers using a variety of coaching styles, mentoring techniques, and hands-on experience. Teachers will have the opportunity to develop, implement, and analyze their own coaching plan.

Learn how to:

- Evaluate personal learning styles and personality characteristics.
- Enhance listening skills to increase one’s ability to be an accessible and effective coach.
Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Taking teaching to the next level begins with a deeper understanding of learning. This course can help teachers become more informed and effective leaders of student learning as they examine current learning research, including brain-based learning theory and its impact on teaching practice.

Learn how to:
- Evaluate roadblocks to learning and formulate approaches for overcoming these challenges.
- Implement the four models of effective instruction: mastery, understanding, self-expressive, and interpersonal.

EDUC 6940T - Teacher Leadership in Professional Learning Communities
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Extend one’s own scope of influence, from working with peers to engaging stakeholders throughout the greater school community. In this course, teachers will learn the processes, benefits, and challenges of building and working in professional learning communities.

Learn how to:
- Analyze the relationship between learning communities and teacher leadership opportunities.
- Examine the school’s learning community development stages.
- Evaluate the role of online learning communities in facilitating collaboration and professional development.

EDUC 6941T - Differentiating Instruction for Student Success
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Maximize learning for every student in the class—no matter how far behind or ahead he or she may be. With this course, teachers examine student differences, learn how and when to differentiate their instruction, and learn how to use assessment to adjust their instructional planning. Work with curriculum and standards, using differentiation strategies to design lessons that can be applied immediately with the students.

Learn how to:
• Analyze and summarize student differences based on readiness, interest, and learning profile.
• Evaluate and plan changes to one’s learning environment to support differentiated instruction better.
• Develop classroom organization and management routines to address student readiness, interest, and learning profile.

EDUC 6942T - Returning Creativity to the Classroom
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

This course explores the integral role creativity plays in education today. Teachers will learn the current research on creativity, including the most innovative techniques and strategies used to create dynamic learning experiences, inspiring learning environments, and effective assessments. This course not only meets content standards but also brings out the creative spirit in teachers and their students.
Learn how to:
• Recognize the varied aspects of creativity as expressed in life, teaching, and learning.
• Apply current research in the classroom to foster creativity.
• Compile a Creativity Toolbox that consists of strategies that foster creative teaching and learning.

EDUC 6943T - Using Technology to Enhance Content-Area Learning
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Online

This course can show teachers how to integrate technology in more meaningful and appropriate ways into the content areas. Discover how to design technology-infused projects that motivate students and foster their creativity and independence as learners.
Learn how to:
• Construct a content-area, problem-based learning activity that integrates technology.
• Identify strategies for using digital tools to help students become self-directed learners.
• Analyze National Educational Technology Standards for Students (NETS-S) and Teachers (NETS-T).
• Develop a learning activity incorporating online collaboration to support content learning.
EDUC 6944T - Technology and 21st-Century Literacy Skills
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Online

Do students have the “new literacy” skills they need for today’s information-rich world? This course gives teachers the opportunity to explore how multimedia and the Internet can support inquiry-based learning, as well as foster collaborative problem-solving, communication, and critical thinking in their students. Acquire the strategies to strengthen students’ learning through technology, while enhancing one’s own technical knowledge.

Learn how to:
- Embed “new literacy” skills into content-area lessons.
- Align “new literacy” skills with content-area standards.
- Create an inquiry-based unit plan for evaluating and synthesizing Internet resources.

EDUC 6945T - The Effective Reading Teacher
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–6 • Print & DVD and Online

Become a more effective reading teacher with a course that lays the foundation for literacy instruction. Learn the stages of literacy development and the core concepts that support effective literacy instruction, such as language development and the five pillars of reading. Teachers will also explore a new mind-set for reading that examines a developmental approach to literacy instruction, new literacies, and the factors that influence reading motivation. Develop the knowledge and confidence to help students become more proficient readers.

Learn how to:
- Identify a student’s stage of literacy development.
- Apply foundational literacy concepts, including the five pillars of reading.
- Analyze literacy assessments, including cognitive and non-cognitive assessments.

EDUC 6946T - Teaching Beginning Readers
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): Pre-K–3 • Print & DVD and Online

This course offers a foundation for early literacy by taking a developmental, student-centered approach to reading instruction. Using the five pillars of reading as an organizational
framework, education professionals will explore the characteristics of beginning, emergent, and transitional readers and implement developmentally appropriate assessments and strategies for their instruction. Teachers apply what they learn immediately in their classrooms with lessons developed based on their personal teaching situation, including their literacy program, their students, and their goals for success.

Learn how to:
- Assess students’ progress in developmental word knowledge.
- Select appropriate and engaging texts for a particular group of students.
- Determine appropriate instructional strategies for improving reading fluency.

**EDUC 6947T - Teaching Developing Readers**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): 4–6**

- Print & DVD and Online

Learn developmentally appropriate strategies to help children in grades 4–6 strengthen their reading proficiency. With a focus on fluency and comprehension, this course explores a wide range of research-based instructional practices. Learn how to make reading less isolating by using technology to create collaborative experiences. Discuss ways to combat reading decline in older students, and consider ways to encourage and motivate students as they build literacy skills.

Learn how to:
- Plan and implement appropriate reading skills assessments.
- Use word study and vocabulary to help improve reading fluency.
- Create textual arrangements that engage students based on their interests.
- Identify and implement intervention strategies for struggling readers.

**EDUC 6948T - Using Technology to Engage Diverse Learners**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): K–12 • Online**

Learn how to use technology to reach and empower diverse learners in the classroom. From using technology to assess students’ different learning styles and interests to employing various technologies to improve student learning and motivation, this course demonstrates how technology can help teachers increase achievement for all students. Teachers will also examine two frameworks for meeting the needs of diverse learners, Universal Design for Learning (UDL) and Differentiated Instruction (DI), in order to customize their instruction.

Learn how to:
- Develop a lesson plan that incorporates technology and elements of DI and UDL.
• Revise an existing assessment tool to better meet the needs of diverse learners.
• Create a personal plan for implementing technology-supported differentiated instruction.
• Build a tool kit of online resources for implementing UDL guidelines.

**EDUC 6949T - Supporting Students With Learning Disabilities: Strategies for Success**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): K–6**

**• Print & DVD and Online**

This course prepares general education teachers with practical strategies to support the needs of students with learning disabilities. Teaching professionals learn research-based instructional methods to support student learning in specific content areas, such as reading and math, as well as ways to support students’ problem-solving, organizational, and study skills. Teachers also can learn how to collaborate with specialists, parents, and other resources to help students gain the knowledge, skills, and dispositions to succeed academically.

Learn how to:
• Identify characteristics of students with learning disabilities.
• Create an inclusive classroom that meets the needs of all students.
• Apply response to intervention (RTI) and progress-monitoring processes.
• Address the social and emotional needs of students with learning disabilities.

*Note:* This course requires interaction with students to complete some reading assignments.

**EDUC 6951T - Motivating Students to Read**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online**

Help create a community of engaged readers in the classroom with a course dedicated to instilling a love of reading. Explore the factors that affect reading motivation, and review current educational practices that influence a student’s motivation to read. Reach students one never thought one could reach before, from struggling to reluctant and dormant readers, with practical, research-based strategies proven to increase reading motivation.

Learn how to:
• Increase reading motivation through choice, collaboration, self-efficacy, and environment.
• Use technology to promote authentic reading.
• Evaluate the classroom library and make a plan to enhance it.
• Increase parent involvement in motivating students to read.
EDUC 6952T - Assertive Discipline and Beyond
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Discover how to create a safe, positive learning environment in which students behave responsibly and feel good about themselves. This course features strategies to help each education professional become an assertive teacher, an empowered teacher, and an influential teacher. Explore how to create a learning environment in which students flourish and where teachers can feel a sense of accomplishment at the end of the day.

Learn how to:
- Identify the motivators behind student behavior.
- Implement a behavior-management plan to meet the different needs of students.
- Use positive reinforcement to help students stay on task and develop self-esteem.

EDUC 6954T - Differentiation in the Mathematics Classroom
(3 sem. cr.) Within one middle school or high school math class, educators find students with a wide range of skills, learning styles, and attitudes toward math. How do education professionals bring students of diverse abilities and needs to an equal level of competence, especially given the cumulative nature of mathematics proficiency? In this graduate course, education professionals learn how to apply grade-appropriate, differentiated instruction methods to provide students with multiple paths to understanding content. Through these strategies, educators learn to help students master fundamental skills and concepts, internalize content, visualize key concepts, and collaborate to solve problems.

EDUC 6955T - Writing Strategies for Increasing Achievement in Any Content Area
(3 sem. cr.) Whether education professionals teach composition or chemistry, they can improve their students’ writing skills and, in the process, their comprehension of any subject. This course provides a systematic, step-by-step approach to teaching writing that is shown to help boost student proficiency. Using the structured process approach, teachers in any area can learn how to help students break down the writing process into manageable tasks. Learn specific strategies for teaching students to write simple and complex arguments that encourage critical thinking, informative or explanatory pieces that deepen their understanding, and personal and fictional narratives that engage their interest in a subject. While content-area teachers will benefit from the course’s step-by-step strategies, traditional writing teachers can also learn new research-based techniques.

EDUC 6960 - Capstone: Master’s Project
(3 sem. cr.) The master’s capstone experience provides education professionals the opportunity to integrate and apply their learning to real-world issues or problems. Education professionals research and create a product that addresses a critical issue in a particular institution or area of higher education. Examples of such products include a design for a program or service that could
be implemented at a particular institution, a professional development program or resource, or a position paper that addresses a particular issue in depth. Education professionals choose an issue or problem that is of sufficient scope to enable them to apply theories, concepts, and practices gained from multiple areas of prior coursework. (Prerequisite(s): All other courses.)

EDUC 6961 - Assessment to Enhance Teaching and Learning
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Some teachers know what their students do not understand, but struggle with determining why they do not understand. Effective assessment both incorporates standardized testing and goes beyond it, measuring not just what students are learning, but how they are learning. Using an Understanding by Design® (UbD) framework, also known as “backward design,” this course reviews current trends in high-stakes assessment and accountability and will teach education professionals how to use diagnostic, formative, and summative tools to improve student learning. In this coursework, teachers will apply these tools to a unit that they design, providing them with resources they can use in the classroom right away.

Learn how to:
- Use ongoing assessments to help improve students’ learning.
- Incorporate standardized testing as part of a broader set of assessment tools.
- Evaluate what composes an effective rubric and how to build and apply one.
- Help students measure, monitor, and modify their learning.

EDUC 6964T - Advanced Instructional Strategies for Special Educators
(3 sem. cr.)

Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online

Designed for current special education teachers, this course explores advanced research-based approaches to designing, adapting, and delivering instruction for students with special needs. Using the research-based “acquisition to generalization” framework, teachers learn to help students acquire new learning strategies that they can apply to other curriculum areas. Teachers also deepen their understanding of differentiation, culturally responsive teaching, and other instructional approaches. Teachers will directly apply their coursework by developing and implementing a support plan for one of their students.

Learn how to:
- Empower students with versatile learning strategies that can be used across content areas.
- Use curriculum-based assessments to monitor student progress.
- Incorporate technologies that even the playing field in an inclusive classroom.
• Implement a lesson that focuses on advanced practice, generalization, transfer, and maintenance.

**EDUC 6965T - Using Data to Guide School Improvement**

(3 sem. cr.)

**Self-Paced Course for Educators (in partnership with Canter): K–12 • Print & DVD and Online**

Designed for principals and school leaders, this course presents a step-by-step process for identifying, collecting, synthesizing, and applying the data essential to school improvement and informed decision making. Using a hands-on approach, school leaders learn how to ask the “right” questions to identify their school’s needs, and collect and analyze data to address those needs. The course covers the various types and sources of data available and the principles and techniques for effectively managing and evaluating data. School leaders learn how to develop a consensus on the factors affecting student performance and enlist stakeholders in data-driven school improvement.

Learn how to:
- Create a data collection plan.
- Analyze data to identify school needs and inform school improvement decisions.
- Foster a collaborative data collection and analysis process in school.
- Present findings in a meaningful way to gain stakeholder buy-in.
- Use data to drive decision making.

**EDUC 6966T - The Dreamkeepers: Promising Practices for African American Students**

(1 sem. cr.) The Dreamkeepers: Promising Practices for African American Students is based on the critically acclaimed book *The Dreamkeepers* by Gloria Ladson-Billings. The author shows that culturally relevant teaching is not a matter of race, gender, or teaching style, but what matters most is a teacher’s efforts to work with the unique strengths that a child brings to the classroom. The author’s mixture of scholarship and storytelling provides educators with concepts that challenge them to envision intellectually rigorous and culturally relevant classrooms that have the power to improve the lives not just of African American students, but of all children.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms, including practices toward closing the achievement gap and ensuring the success of all students.

**EDUC 6967T - Discipline in the Secondary Classroom: Positive Behavior Management**

(1 sem. cr.) A teacher’s success throughout the school year is largely determined by the events of the first few weeks of school. In his highly successful book, *Discipline in the Secondary Classroom*, classroom management guru Randall Sprick offers practical strategies for beginning the school year, organizing the classroom for success, and establishing rules and behavior expectations for
students. He also provides scores of helpful tips gathered from successful classroom teachers or gleaned from the latest educational research.

Educators will critically reflect upon and analyze the book’s content with the goal of selecting specific strategies for positively managing behavior in their classrooms and developing a behavior management plan to put into action.

**EDUC 6968T - Building Academic Language in the Content Areas**

(1 sem. cr.) Building Academic Language in the Content Areas is based on the practical book *Building Academic Language: Essential Practices for Content Classrooms* by Jeff Zwiers. The book and course focus on research-based instructional and assessment activities that content teachers can use to build students’ abilities to understand and describe the many abstract concepts, higher-order thinking skills, and complex relationships in a discipline. Upon reading this book in its entirety, educators critically reflect upon and analyze the book’s content with the goal of selecting specific strategies for building academic language in their subject areas and develop an implementation and assessment plan to put into action.

**EDUC 6969T - The ESL/ELL Teacher’s Survival Guide: Strategies to Support English-Language Learners**

(1 sem. cr.) The number of English-language learners in U.S. schools is projected to grow to 25% by 2025. In their book, *The ESL/ELL Teacher’s Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching All Levels*, Larry Ferlazzo and Katie Hull-Sypnieski provide educators with practical strategies for setting up an ESL-friendly classroom, motivating and interacting with students, communicating with parents of English-language learners, and navigating the challenges inherent in teaching ESL students. Upon completion, educators critically reflect upon and analyze the book’s content with the goal of selecting specific strategies to apply in their classrooms that can help English-language learners achieve academic success.

**EDUC 6970T - The Autism Checklist: Strategies to Support Academic and Social Growth for Children With Autism**

(1 sem. cr.) This course is based on the book, *The Autism Checklist: A Practical Reference for Parents and Teachers*, by Paula Kluth. The aim of the book is to inspire educators to “create more relevant and gentle supports” for students on the autism spectrum while emphasizing that all students are unique. This practical guide provides basic information, effective school and home strategies, and extended resources for both educators and parents. Upon completion of the book, educators explore practical strategies that have the potential to increase academic and social learning for students on the autism spectrum as well as develop an implementation and assessment plan to put into action.

**EDUC 6971T - Teach Like a Champion: Strategies to Promote Academic Success for Students**

(1 sem. cr.) This course is based on the best-selling book, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*, by Doug Lemov. The book provides concrete strategies that educators can use immediately to promote students’ academic success and improve the learning environment in every classroom. In this course, educators critically reflect and analyze the
book’s content with the goal of selecting specific skills to apply in their classrooms. Educators explore practical strategies that have the potential to transform all students, including those who are unmotivated or at risk, into high achievers, and the educators will develop an implementation and assessment plan to put into action.

EDUC 6972T - Boys and Girls Learn Differently: Understanding Gender Differences in the Classroom

(1 sem. cr.) In the groundbreaking book, *Boys and Girls Learn Differently*, author Michael Gurian demonstrates how hard-wired and socialized gender differences affect how boys and girls learn. This course presents a proven method to educate children based on brain science, neurological development, and chemical and hormonal disparities between genders. During a 2-year study that Gurian and his colleagues conducted in six school districts, their innovations led to dramatically improved test scores.

In addition to covering a wealth of topics including how to design the ultimate classroom for students in elementary, middle, and high school, the books also explains when same-sex classrooms are appropriate, and when they’re not.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

EDUC 6973T - Teaching on the Education Frontier: Facilitating Online and Blended Learning in Your Classroom

(1 sem. cr.) Recognizing the rapid growth of online teaching, the book upon which this course is based provides teachers with a comprehensive, hands-on resource to guide facilitation of online and blended classes. Using clear examples and explanations, author Kristin Kipp shows how to structure online and blended courses for student engagement, build relationships with online students, facilitate discussion boards, collaborate online, and design online assessments. This book illustrates the differences between face-to-face instruction and online teaching, all with a focus on increasing student achievement. In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

EDUC 6974T - Practical Strategies and Interventions to Reach and Teach Children With ADD/ADHD

(1 sem. cr.) Based on *How to Reach and Teach Children with ADD/ADHD: Practical Techniques, Strategies, and Interventions* by Sandra F. Rief, this course utilizes real-life case studies, interviews, and student intervention plans for children with ADD/ADHD. In addition, the book contains best teaching practices and strategies for enhancing classroom performance for all students. Also included is expert guidance on:

- Engaging students’ attention and active participation.
- Keeping students on-task and productive.
- Preventing and managing behavioral problems in the classroom.
- Differentiating instruction and addressing students’ diverse learning styles.
- Building a partnership with parents.
• Understanding medications.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6975T - Reading for Understanding: A Research-Based Approach to Improving Reading Skills**

(1 sem. cr.) Based on Ruth Schoenbach’s best-selling book, *Reading for Understanding*, this course contains strategies for helping students in middle and high school gain the reading independence to master subject area literacies required of the Common Core Standards. The book presents concrete tools for use in a range of classrooms, including examples of strategies for English-language learners, students with special needs, as well as those in honors and AP courses. *Reading for Understanding* proves it’s never too late for teachers and students to work together to boost literacy, engagement, and achievement.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6976T - Closing the Achievement Gap: What Highly Effective Teachers Do**

(1 sem. cr.) Teach For America has advocated for educational equity for the last 20 years. Based on evidence from classrooms across the United States, members of the organization have discovered much about effective teaching practices. Teach For America has distilled these findings into the six principles presented in *Teaching As Leadership*, the book upon which this course is based. Teachers will develop a vision for success and learn the key elements for addressing the challenges they face: set big goals; invest students and their families; plan purposefully; execute effectively; continuously increase effectiveness; and work relentlessly. The result is better educational outcomes for our nation’s children, particularly those who live in low-income communities.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6977T - Teaching Outside the Box: Practical Tools for Managing Your Classroom**

(1 sem. cr.) In *Teaching Outside the Box*, LouAnne Johnson, author of *The New York Times* best-seller *Dangerous Minds*, offers comprehensive advice for both new and experienced teachers on classroom management, discipline, motivation, and morale. The book includes practical suggestions for arranging the classroom, talking to students, and avoiding the misbehavior cycle, as well as valuable tips on portfolio assessments and the use of technology in the classroom.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6978T - The Book Whisperer: Instilling the Love of Reading in Every Child**

(1 sem. cr.) Based on *The Book Whisperer* by teacher and blogger Donalyn Miller, this course offers a practical and inspirational approach for turning every child into a reader. Referencing her own
experience, Miller explains how her sixth-grade students, no matter how far behind they are, end up reading an average of 40 to 50 books a year. Miller’s unconventional approach dispenses with the drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. She includes a list of recommended “kid lit” to help parents and teachers find books that will appeal to students.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6979T - The Classroom Teacher’s Technology Survival Guide**

*(1 sem. cr.)* Based on the comprehensive resource, *The Classroom Teacher’s Technology Survival Guide*, this course is essential for all teachers and administrators who want to make the best use of available technologies. Author Doug Johnson provides practical tips teachers can use to engage their students and make their classrooms places where both students and teachers will enjoy learning. The book includes:

- The most up-to-date technologies and how they can best be used in the classroom.
- Advice on using technology to upgrade time-tested educational strategies.
- How to manage “disruptive technologies” in the classroom.
- Criteria for selecting and using educational technology to enhance learning.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6980T - Teaching Mathematics: A Language-Focused Approach**

*(1 sem. cr.)* Based on *The Problem with Math Is English* by Concepcion Molina, this course offers a new way to approach teaching math that can improve understanding for all students, including English language learners. Written to inspire “Aha!” moments, this book enables teachers to help students identify and comprehend math concepts by exploring them through the lenses of language and symbolism. The book also delves into such essential topics as multiplication, division, fractions, place value, proportional reasoning, graphs, slope, order of operations, and the distributive property.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6981T - Teacherpreneurs: Innovative Teachers Who Lead But Don’t Leave**

*(1 sem. cr.)* According to authors Barnett Berry, Ann Byrd, and Alan Wieder, education needs a bold new brand of teacher leadership that will create opportunities for teachers to practice, share, and increase their knowledge and expertise. This book is about “teacherpreneurs”—highly accomplished classroom teachers who can teach as well as lead the transformation of teaching and learning. Upon reading the book, expert teachers will be empowered to buoy the image of their profession while assuring that their colleagues, as well as education policymakers and the public, know what works best for students.
By following a small group of “teacherpreneurs,” educators will learn how their knowledge of students and their drive to influence policies will allow them and their colleagues to teach more effectively in the face of tough demands and resistant organizational structures. In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6982T - Making Thinking Visible: Practices to Develop Critical Thinking Skills**

(1 sem. cr.) This course is based on the book *Making Thinking Visible*, which describes the concept of visible thinking. A research-based approach to teaching thinking, visible thinking began at Harvard’s educational research group, Project Zero, with the goal to help teachers develop students’ thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, visible thinking is a varied collection of practices that:

- Helps direct student thinking and structure classroom discussion.
- Can be applied with students at all grade levels and in all content areas.
- Includes easy-to-implement classroom strategies.

In this course, educators critically reflect upon and analyze the book’s content with the goal of selecting specific practices to apply in their classrooms.

**EDUC 6990 - Capstone: Practical Application in the Early Childhood Field**

(3 sem. cr.) The master’s capstone experience provides education professionals with an opportunity to integrate and apply learning to real-world situations, issues, or problems. Education professionals choose a field project, issue, or problem related to their specialization that is of sufficient scope to enable them to apply theories, concepts, and practices from across their prior coursework. *(Prerequisite(s): All other courses.)*

**EDUC 7000 - Leading the Future of Education**

(5 cr.) Advanced graduate students are about to embark on one of the most exciting journeys of their lives. This practical course provides meaningful skills students will need to select their path, complete their degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (Ph.D., Ed.D., Ed.S.)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which students can base their journey. Students will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite their passion for learning, that will allow students to collaborate with others, and that will guide their current and future work. This course is designed to reflect Walden’s social change mission and provide students with meaningful tools for success as an advanced graduate student.

**EDUC 7001 - Foundations: Ed.S. in Educational Technology**

(2 cr.) Education professionals are introduced to Walden University and to the requirements for successful participation in an online curriculum. Education professionals work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They also engage in course assignments focused on the practical application of
professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**EDUC 7002 - Foundations: Educational Leadership and Administration**

*(3 sem. cr.)* This course begins by building candidates understanding of the philosophy, requirements, and community of Walden University, The Richard W. Riley College of Education and Leadership, and the program. Candidates complete a pre-assessment, and develop an individual learning plan. Following this essential introductory work, candidates begin their study of school leadership by focusing on the structures of school organizations and leadership styles.

**EDUC 7004 - Foundations: Teacher Leadership**

*(6 sem. cr.)* Education professionals in this course are introduced to the environment, expectations, and content of post-master’s work in the Ed.S. in Teacher Leadership program. Through participation in the course, education professionals develop facility with Walden University’s online learning environment, and they gain an understanding of the university’s and the program’s support systems, expectations, and outcomes. They also gain knowledge about the field, which they synthesize with reflection on their own experience and goals.

**EDUC 7005 - Foundations: Ed.S. in Curriculum, Instruction, and Professional Development**

*(3 sem. cr.)* In this introductory course, education professionals explore the connection between curriculum, instruction, assessment, and professional development as well as the importance of each on student achievement. Education professionals examine leadership, in addition to change and systems theory, within the context of developing and implementing a shared vision for student learning that is embraced by all educators and families within a school community. Additionally, education professionals are introduced to Walden University’s Richard W. Riley College of Education and Leadership and the requirements of the Education Specialist (Ed.S.) program.

**EDUC 7006 - Foundations: Assessment, Evaluation, and Accountability**

*(4 cr.)* In this foundational course, educators are prepared for joining the academic community with a focus on acquiring common language for the field of assessment, evaluation, and accountability within the context of educational organizational effectiveness. Key issues in the field are explored while learning the process for how to complete the education specialist degree successfully, with Walden support in developing (a) facility with Walden University’s online learning environment; (b) understanding of the university’s and the programs support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.

**EDUC 7010 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning**

*(6 sem. cr.)* Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in
postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University’s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7011 - How Adults Learn: Theory and Research♦

(6 sem. cr.) Working effectively with learners in any postsecondary setting, from traditional college classrooms to workplace training, requires a sound understanding of how adults learn. In this course, candidates examine key concepts in adult learning theory, focusing on developmental theory and the wide range of research that supports it. Candidates explore adult learning theories from andragogy to transformation, including phase and stage developmental theories, and they examine effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own learning or teaching experiences.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7012 - Applied Research in Education♦

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EDUC 7013 - Designing and Assessing Learning Experiences

(6 sem. cr.) Research has considerably expanded knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, candidates 1) advance their understanding of research methods as they examine literature about design and assessment; and 2) apply research-based principles to design a project that develops learning experiences for a specific population of adults, whether on-site, online, or through a blended hybrid model.

EDUC 7014 - Facilitating Adult Learning

(6 sem. cr.) Grounded in research and theory about learning differences, this course explores the repertoire of practices that facilitate adult learning from both the teaching and learning perspectives. These practices range from mentoring and coaching to collaborative engagement
and reflective practices. Learners deepen their understanding of research methods both by critiquing articles and by designing research studies to investigate specific learning practices.

**EDUC 7015 - Adult Education Capstone: Trends, Issues, and Global Perspectives**

(6 sem. cr.) New research and technological innovations continue to change the current state of knowledge; therefore, it is necessary that everyone functions as a lifelong learner. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including new technologies and the impact of globalization. The concluding capstone project provides education professionals with the opportunity to demonstrate the ability to apply theories, concepts, and skills gained throughout the program. Working in a consultative role as an adult education professional, candidates engage in a real-world, problem-solving project within their work environment.

**EDUC 7100 - Evolution of Educational Technology in Society, Education, and the Workplace**

(4 cr.) A wide variety of factors, including limitations, innovations, and major breakthroughs, influence the evolution of learning. Through this course, education professionals gain a framework for understanding educational technology, helping them keep up-to-date with modern technological trends that affect teaching and learning. Education professionals examine this evolution and the history of educational technology as a field of study before and after the emergence of computers and cyberspace technology. Through a variety of applied assignments, they focus on how educational technology has evolved through the ages of agriculture, industry, and information.

**EDUC 7101 - Diffusion and Integration of Technology in Education**

(4 cr.) Social and systemic change resulting from the integration and adoption of technological innovations will be the focus of this course. Learners will explore Rogers’s diffusion of innovations theory and the research that shows best practices for integrating technology in the workplace/education, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change will be analyzed.

**EDUC 7102 - Principles of Distance Education**

(4 cr.) Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted.

**EDUC 7103 - Leading and Managing Educational Technology**

(4 cr.) Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools, community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource
development, staff development, information access, security, management control, and evaluation.

**EDUC 7104 - Designing Instruction for Distance Education**

(4 cr.) Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. This course provides education professionals with the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a Web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and development. (*Prerequisite(s):* EDUC 8842 or 7102.)

**EDUC 7105 - Learning Theory and Educational Technology**

(4 cr.) In this course, education professionals extend their knowledge of learning theory, including behaviorism, cognitivism, and constructivism, to the application of educational technology as they explore ways to translate theory to practice. Education professionals explore instructional interventions and their potential improvement through the application of technology. They also use a variety of theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology facilitates learning. Through a collaborative constructivist activity, education professionals critically analyze constructivist learning theorists to determine how their principles apply to educational technology. Using knowledge gained from these analyses, education professionals identify and explain related challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

**EDUC 7106 - Technology Integration and Curriculum**

(4 cr.) Education professionals in this course focus on integrating technology in the K–12 curriculum by exploring effective use of technology to facilitate learning across the content areas. They explore best practices related to the design and implementation of technology-infused projects that meet specific curricular standards, and they analyze technology literacy, technology for assessment purposes, and applications of technology to make interdisciplinary connections. Education professionals demonstrate their understanding of course concepts as they develop problem-based learning instructional units that address authentic problems, incorporating lesson plans, student collaboration through social networking, and assessment rubrics.

**EDUC 7107 - Multimedia Technology to Facilitate Learning**

(4 cr.) Through this course, education professionals explore strategies for facilitating learning through the use of technology, including electronic and multimedia presentation of materials and curriculum design. Delving more deeply into content and sharing perspectives, education professionals engage in weekly discussions on a range of topics, including functions and tools of
and research on multimedia-based instructional design, Mayer’s triarchic model of cognitive load; cognitive learning styles of digital natives versus digital immigrants, dual coding, and assessments for multimedia assignments. They gain practical experience designing learning materials based on principles of universal design using electronic materials.

**EDUC 7108 - Emerging and Future Technology**

(4 cr.) The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Education professionals in this course explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping diffuse these innovations. They also engage in a multimedia presentation to analyze obsolete technology, assess new technology, and explore projections regarding future technological movements. Through this project, education professionals are better able to conceive a world in which technology is a seamless aspect of learning and work. *(Prerequisite(s): EDUC 7311.)*

**EDUC 7109 - Diverse Learners and Technology**

(4 cr.) In this course, education professionals examine the use of technology in K–12 education to bridge the achievement gap for students from culturally, economically, and linguistically diverse backgrounds. They explore a range of topics, including the use of technology to meet varying ability levels; the use of assistive technologies to foster learning in students with special needs; and the application of technology as a tool to engage and motivate gifted students. Using case study scenarios, education professionals engage in activities to demonstrate their understanding of course content, including application of research-based practices, adaptation of curriculum to meet needs of diverse learners, and analysis of skills and strategies to foster high levels of learning.

**EDUC 7115 - Assessment and Accountability in Education**

(4 cr.) Increasingly, educators at all levels are asked to document the impact of the educational process on learners and to make research-based decisions. This course provides educators with grounding in assessing and evaluating student learning, developmental outcomes, and educational programs. They also examine the purposes for collecting student data, acquire key evaluation concepts, and examine the distinctions among various approaches to assessing learning.

**EDUC 7117 - Educational Organizations and Contexts**

(4 cr.) *Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. Education professionals examine theories of organizational functioning and apply these insights to the functioning of individuals and groups within educational systems. Topics include systems thinking, assuring organizational effectiveness that supports teaching and learning, and conflict management. (Prerequisite(s): EDUC 7006 and EDUC 7115.)*

**EDUC 7200 - Teaching and Learning for School Leaders**
Effective educational leaders influence the quality of teaching by understanding how to recognize outstanding teaching and facilitate improvement by communicating how and why learner-centered teaching enhances the learning outcomes of every student. This course introduces candidates to the latest research on education, teaching, and learning, and fosters the development of an understanding of how research informs effective approaches to instruction.

**EDUC 7201 - Communication and Collaboration for Leaders**

Effective educational leaders work to foster shared understanding of and commitment to making sure that every student learns and succeeds; this requires the ability to communicate and the capacity to create conditions and processes that foster collaborative problem-solving and decision making. Education professionals in this course explore the characteristics of effective leaders. They learn how to model open and responsive communication as well as how to create time and use tools to ensure that such interactions are common within the school and throughout the school community. They also explore the role of schools in communicating with and drawing upon community resources of various types, including public agencies and organizations that serve youth and families. Through this course, education professionals work toward establishing the personal, ethical, and moral platforms to become effective leaders who model and promote ethical and productive civic behavior.

**EDUC 7202 - Ensuring Quality Education for Students With Diverse Needs**

Education professionals in this course explore and analyze the issues, complexities, responsibilities, and opportunities associated with leading schools with diverse student populations. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, school leaders can identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. A focus of the course is also on one of the most challenging tasks facing schools today: to substantially increase the achievement of students placed at risk because of limited facility with English, and physical, mental, and emotional disability. Candidates will study diverse and inclusive approaches that have proven most effective in supporting all language learners and students with special needs to reach high standards of performance.

**EDUC 7203 - Policy and Law in School Organizations**

This course includes a study of selected general legal principles, case and statute law, and lawmaking agencies that impact leaders and their educational institutions. Key content areas include but are not limited to the legal status of the local school district; the role of federal, state, and local governments that may apply; governance of schools; and policies, rules, and regulations. Educators in the course will also cover the legal rights, responsibilities, and obligations of administrators, teachers, students, parents, and school boards, community education, civil rights, collective bargaining, torts and contracts, and legal research, as well as the development of policy to meet regulations and other provisions.

**EDUC 7204 - Using Data to Strengthen Schools**

Education leaders must use data extensively to guide them in defining needs, setting and prioritizing goals, monitoring and evaluating progress, and identifying effective strategies
for improvement. The continuing analysis of the gaps between student performance and student learning goals defines the actions of effective school leaders. Decision makers must understand the array of data that are needed for school improvement. They must know the principles and techniques of measurement, evaluation, and data analysis. They must use a multitude of strategies to analyze data to propel teaching and learning and school improvement. They should use technology to support the collection and use of data. They need to engage the school community (teachers, parents, and students) in understanding and supporting data to guide the analysis of strengths, weaknesses, threats, and opportunities in the ongoing pursuit of school improvement.

**EDUC 7205 - Budgeting and Allocating Resources**

(3 sem. cr.) Research on effective schools provides guidance on the most productive ways to organize time, people, money, technology, and other resources. To use these resources most effectively, leaders need to have a strategy that defines the most important priorities, the overall educational design, and the organizational structures that best match the necessary goals for improvement. Effective leaders need to be able to (1) link whole-school strategic plans to effective instructional practices and improved use of time and money; (2) ensure individualized attention where needed in subject areas; (3) evaluate alternative paths to school improvement; (4) invest wisely in improving teaching quality; and (5) organize staff and use other resources in new ways that allow focused investment in teaching and learning.

**EDUC 7206 - Creating Positive, Safe, and Effective Learning Environments**

(3 sem. cr.) Effective educational leaders develop capabilities to foster cultures for learning based on mutual respect among students, teachers, staff, parents, and the larger community. Strategies for fairly and effectively administering discipline and resolving conflict are addressed. This course is intended to help leaders understand and treat individual and group differences and potential conflict as opportunities for developing the dispositions, knowledge, and skills that result in social competencies essential to civic participation and interpersonal effectiveness in school and beyond. Candidates also study issues related to safety and violence in schools, considering both methods of prevention and ways to respond to unsafe and violent situations.

**EDUC 7207 - Leading Curriculum Initiatives: Literacy and Math**

(3 sem. cr.) To be effective, school leaders must understand the foundational principles of teaching—curriculum, instruction, and assessment. Education professionals in this course also focus on the considerations with which they need to engage as they plan for the adoption and implementation of a new or substantially revised program to enhance student learning in a content domain. Literacy and math are two content areas that are problematic in many schools, especially those serving diverse students and students who are underperforming. Thus, while the lessons are applicable to other subjects, the focus here is on how to ensure that content standards, curriculum materials, assessment, instruction, professional development, and parental and community involvement, among other initiatives, are aligned in ways that foster student achievement in literacy and math.

**EDUC 7208 - Recruiting, Evaluating, and Retaining School Personnel**
Candidates study human resources policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Identifying teachers’ needs for professional growth is important, but leaders must also ensure that teachers have the opportunity and motivation to use their professional expertise and to participate in ongoing professional development focused on enhancing the learning of every student. As well, school leaders must be able to identify characteristics of productive teacher evaluation processes and programs; distinguish between supervising teaching and supervising learning; and utilize a process and structure for evaluating school personnel that is productive and supportive, motivates improvement, results in retention of highly competent staff members, embodies standards of due process, and takes into account the provisions of the contractual agreements for staff.

**EDUC 7210 - Leadership for Today’s Schools**

(6 sem. cr.) Today’s schools are dynamic places that require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

Students who successfully complete both EDAD 6805 - Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.) and EDAD 6809 - Implementing Continuous School Improvement (3 sem. cr.) from the M.S. in Education specialization in Educational Leadership (Non-Licensure) (Grades K–12) program with a grade of B or better may transfer out of this course. Students who successfully complete both EDUC 6647 - Dynamic Teacher Leadership (3 sem. cr.) and EDUC 6651 - Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.) from the M.S. in Education specialization in Teacher Leadership program with a grade of B or better may transfer out of this course.

**EDUC 7211 - Applied Research in Education**

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 7212 - Teaching and Learning: Theory and Research**

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of
these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

**EDUC 7213 - Collegial Interactions and Professional Development**

(6 sem. cr.) This course expands the role of teacher leadership from the classroom to the school community. Education professionals in this course focus on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

**EDUC 7220 - Leading Effective Curriculum Design**

(3 sem. cr.) Curriculum design is effective when it aligns with a district’s beliefs about teaching and learning. In this course, education professionals examine current research on learning theory, and they consider how to use various curriculum design models to bring such theory to action. They learn how to develop curriculum initiatives that align with standards, contextualize content, and focus on the needs of diverse learners across all grade levels. Education professionals also engage in coursework that emphasizes the importance of building capacity among school leaders by launching learning communities that can lead, monitor, and support successful implementation of curriculum plans.

**EDUC 7221 - Leading Research-Based Instructional Practices**

(3 sem. cr.) Content expertise, classroom instruction, and assessment play a vital role in the successful implementation of a system’s curriculum plan. Through this course, educators explore how to lead a system of school leaders who can implement research-based instructional practices that result in student success. Participants will engage in a process of analyzing achievement data, identifying concerns, and matching appropriate instructional strategies to meet student needs. They will learn how to lead others in making instructional decisions that are intentional, content-specific, differentiated to meet diverse student needs, and result in rigorous learning for all students. This course also includes the design of instructional interventions for struggling students, English-language learners, and students who lack prior knowledge.

**EDUC 7223 - Using Assessment and Data for School Improvement**

(3 sem. cr.) In an age of accountability, leaders must be able to use multiple forms of data to inform curricular and instructional decisions. In this course, education professionals examine the inextricable link between curricular content, instruction, and assessment within a system. They examine the role of formative and summative assessments in making decisions and the various forms and purposes of assessment. Education professionals learn how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Through conceptual and applied assignments, they explain how to use data to lead school reform, and they examine how to select curricular programs that support
struggling students and how to articulate a system’s assessment targets to the larger educational community.

EDUC 7304 - Effective College Teaching: Engaging Diverse Learners

(6 sem. cr.) As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

EDUC 7306 - Effective College Teaching: Using Technology to Support Learning

(6 sem. cr.) Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. This course provides education professionals with the opportunity to demonstrate a practical application of theories, concepts, and skills gained throughout the program. Education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a real-world, problem-solving project within their work environment, education professionals demonstrate their ability to make critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to maximize the power of technology for learning in a global environment.

EDUC 7307 - Development of the Scholar-Practitioner

(4 cr.) Building on the Carnegie Foundation’s metaphor of “stewards of the discipline,” students explore the role of scholar-practitioner and the expectations and responsibilities inherent in obtaining a Ph.D. in education. Based on this understanding, students develop a Professional Development Plan to guide their progress through the program. Strategies for success and orientations to the university and online learning are also provided.

EDUC 7308 - Principles of Social Change

(4 cr.) Consistent with the mission of Walden University, this course “sets the stage” for the remainder of the program by providing students with a framework for their work as scholars and as agents of positive social change in education. Students examine foundational theories of education, while looking toward their future role in the discipline. Students also begin developing their skills as scholarly writers.

EDUC 7309 - Social Change in Education

(4 cr.) The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating new knowledge,
conserving the values of education, and communicating that information to others. In this second
course on social change, students examine these key principles of disciplinary stewardship, while
building strategies to engage the scholarship in education. (Prerequisite(s): EDUC 7307 and EDUC
7308.)

EDUC 7310 - Leadership in a Global Society

(4 cr.) Leadership in education can take many varied forms, from the teacher in the kindergarten
classroom to the president of a university. Academic leaders recognize the interplay between
local challenges and national and global influences, as well as the unique societal pressures on
the educational process. Students examine leadership theories and research and principles of
leadership within educational communities, while analyzing their own leadership skills.
(Prerequisite(s): EDUC 7309.)

EDUC 7311 - Educational Organizations and Contexts

(4 cr.) Research efforts to support the educational process and effective leadership demand an
understanding of schools and academic institutions as complex systems and units of change.
Students examine theories of organizational functioning and apply these insights to the behaviors
of individuals and groups within educational systems. Topics include systems thinking and
organizational effectiveness that support teaching and learning. (Prerequisite(s): EDUC 7310.)

EDUC 7312 - Innovation and Change in Education

(4 cr.) Understanding the impact of new innovations and change has emerged as a field of theory
and research in education. Building on the theories and research from previous courses, along
with the principles of social change, students examine the challenges inherent in initiating and
managing change in educational organizations. The role of “change agent” is explored, as well as
the influences of technological innovations on the academic process. (Prerequisite(s): EDUC 7310.)

EDUC 7314 - Capstone: Leadership for Social Change in Education

(6 cr.) This is the final course in the Ed.S. in Leadership for Social Change in Education
program, and it gives students an opportunity to individualize the content of the courses by
integrating the concepts and principles learned in the program in a meaningful way. Acting as
change agents or change advocates, students will identify a problem within their individual
organizations; present data illustrating the nature of the problem, and make recommendations,
based on relevant social change theory, concepts, and principles, that will lead to an
improvement of the human and social conditions in their organizations. To extend the learning
experience, students will collect feedback on the viability of their individual plans from at least
10 stakeholders, compare and contrast the views, and cite revisions that should be made to their
original plans to improve the efficacy of the project. (Prerequisite(s): All other courses.)

EDUC 7341 - Trends and Issues in Educational Technology

(5 cr.) Using new technologies in new ways sparks learning, creativity, and innovation. Trends
and issues in educational technology are examined to discover how they influence learning and
creativity in the workplace. Learners collaborate to demonstrate the evolution of a current
technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.

**EDUC 7343 - Creating Digital Media**

(5 cr.) The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators of multimedia. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

**EDUC 7344 - Innovations and the Diffusion of Learning Technologies**

(5 cr.) Thought leaders instigate change in the workplace. Learners explore Rogers’s diffusion of innovations theory, research effective practices for integrating technology and overcoming resistance to change, and apply methods for being a catalyst for change. Playing a diffusion simulation game enables learners to analyze the power of gaming in instructional environments. Learners analyze the needs of an organization and demonstrate their skills of persuasion to convince key stakeholders to adopt a technological innovation in their workplace.

**EDUC 7345 - e-Learning**

(5 cr.) Learning continues to change globally through the availability of a wide variety of electronic devices. Principles of distance education, mobile learning, MOOCs, virtual schooling, global collaboration, and online teaching and learning are the foci of this course. Learners create a digital video on a topic related to e-Learning, by applying problem-solving and critical-thinking skills to determine the most appropriate tools and learning environments for their workplaces.

**EDUC 7346 - Leading Change**

(5 cr.) Effective leaders direct the vision and goals for sustainable change initiatives in organizations. Based on the human performance and training model, learners explore strategies and tactics needed to bring about positive social change through an analysis of leadership, strategic planning, motivation, communication, and learning technologies. Problem-solving skills are developed as learners effect change in the workplace focusing on a human performance issue. Components for successful grant writing are developed.

**EDUC 7347 - Designing Instruction for eLearning**

(5 cr.) Opportunities for learning have expanded as a result of e-Learning technologies. Learners evaluate MOOCs, blended environments, mobile devices, and online learning as means for delivering content and providing collaboration and global connectivity. Instructional design principles are applied to effectively design and create an online e-Learning module that engages students in learning beyond the walls of the classroom.

**EDUC 7350 - A New Vision of Assessment, Evaluation, and Accountability**
This course recasts the role of assessment and evaluation as a vehicle for positive change. The notion of accountability is supported by the concepts of social and ethical responsibility, and it informs continual improvement efforts for individuals and organizations. Theory, trends, and systemic perspectives of the field are connected to changes required for enhancing performance and increasing effectiveness. Topics include evaluator credibility, national and international assessments and comparisons, and facilitation with individual and cultural values underpinning evaluation purposes, processes, and judgments. (Prerequisite(s): EDUC 7117 and RSCH 7200D.)

EDUC 7352 - Assessing for Individual Growth

The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this course examine the nature of individual evaluation in multiple educational contexts. Students will examine the use of data for measuring learner progress, data-based decision making, and personnel evaluation. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data gathering and analysis. (Prerequisite(s): EDUC 7350, RSCH 7100D, RSCH 7200D.)

EDUC 7353 - Evaluating and Improving Programs, Organizations, and Systems

Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. In this course, educators examine the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed methods of data gathering and analysis. (Prerequisite(s): EDUC 7350 and EDUC 7250.)

EDUC 7354 - Dynamics of Communication for Impact and Results

Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. The focus of this course is on how to report results, consequences, options, and recommendations in compelling ways for multiple audiences. A wide variety of communication methods will be explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process. (Prerequisite(s): EDUC 7353.)

EDUC 7355 - Capstone: Building a Culture of Continuous Improvement

“Continuous improvement” is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. In this course, education professionals connect continuous improvement as referenced in these fields and move beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment,
and a vision for social responsibility as part of creating a culture of continuous improvement.  
(Prerequisite(s): EDUC 7354; EDUC 7355 must be the last course taken in the program.)

**EDUC 7541 - Foundations in Reading and Literacy Leadership**

(6 sem. cr.) Literacy may be understood in multiple ways across various settings and populations. This course will lay a foundation for leaders to define literacy based on sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P-20 and beyond. As part of this foundational course, candidates will also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (a) facility with Walden University’s online learning environment; (b) understanding of the university and the program support systems, expectations, and outcomes; and (c) graduate-level critical thinking, research, and writing skills.

**EDUC 7542 - Literacy Leadership for Today’s Schools**

(6 sem. cr.) The field of literacy education demands leaders who are not only knowledgeable in this subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. This course, grounded in knowledge about literacy professional standards of practice, examines the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff capacity for literacy infusion across content areas. Candidates study leadership and change theory at both the research and application levels.

**EDUC 7543 - Applied Research in Education**

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 7544 - Learners and the Changing Literacy Landscape**

(6 sem. cr.) Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second-language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.
EDUC 7545 - Assessment and Data Analysis to Support Systemic Literacy Programs

(6 sem. cr.) Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. This course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered-intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Quantitative and qualitative methods appropriate to understanding institutions, programs, and stakeholder interests are also explored.

EDUC 7547 - Capstone: Program Development and Professional Development

(6 sem. cr.) As research and technology continue to provide new perspectives on literacy, educational leaders are charged with the responsibility for leading the selection or development and implementation of innovative programs that support high levels of literacy achievement for all learners. This course emphasizes program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. It integrates the important role the literacy leader plays in supporting effective professional development. Topics also include the creation of a literacy environment and the use of technology to promote both student learning and the professional development of teachers. Research highlights current issues in the field of literacy as they relate to program development, evaluation, and professional development. This course culminates with the Ed.S. capstone project.

EDUC 7740 - Qualities of Effective Professional Development

(3 sem. cr.) Effective professional development is foundational in improving a school system’s ability to raise student achievement. Education professionals in this course examine the history and research that supports the need for ongoing professional learning for teachers, principals, and all adults who interact with students in P–12 schools. They use case studies of schools and districts that have achieved results to learn the standards of exemplary professional development programs and analyze the attributes necessary for success. Education professionals are also provided with the opportunity to explore the roles and responsibilities of professional developers inside and outside the classroom, as well as career paths for developing leadership skills in the area of adult and student learning.

EDUC 7741 - Designing Professional Development

(3 sem. cr.) Professional development that ensures high-quality teaching for all students is based on a model of continuous improvement that is data-driven and grounded in research-based practices. In this course, education professionals examine a variety of professional-development models and select and plan the most appropriate approach to support their goal. Using adult-learning theory as a foundation, they explore models of adult learning and change as well as cycles of improvement. They also design strategies to build strong professional-development programs that include planning, delivering, following-up, and evaluating impact on teacher practices and student learning.
EDUC 7742 - Implementing Professional Development

(3 sem. cr.) Delivering and sustaining professional development requires an understanding of culture and change. In this course, education professionals develop skills to set expectations, facilitate professional learning, support individual growth, and build collaborative teams. Using change theory, education professionals learn to monitor and support adult learning by organizing professional learning communities that focus on student needs and school goals. They explore strategies for delivering and providing continuous follow-up and support of professional learning. They also learn how to use collaboration, facilitation, coaching, and mentoring skills to involve colleagues, staff, families, and other key stakeholders in making decisions grounded in research-based practices and support a culture of learning that involves educators, students, parents, and community.

EDUC 7743 - Evaluating Professional Development

(3 sem. cr.) Evaluating the influence of professional-development efforts is crucial to ongoing success. Education professionals in this course explore systemic and comprehensive approaches for linking professional learning to student learning and using data to make informed decisions on how to improve the practices of educators and assess the impact on student learning. Using logic theories, education professionals learn how to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. They engage in coursework that emphasizes communicating and disseminating results to multiple constituents within the school system. They also focus on system approaches that promote shared leadership in continuing, improving, and sustaining effective professional development at the district, school, and classroom levels.

EDUC 7745 - Applied Research in Education, Part I

(3 sem. cr.) Being a knowledgeable consumer of research requires the ability to understand and process the philosophies, core components, and designs and methodologies in educational research and scholarship. In this course, education professionals develop the skills to analyze and interpret research studies with a critical eye as well as to communicate or implement the findings. They work toward becoming consumers of research who confidently assess the reliability and validity of a study, interpret the study, and articulate and/or implement the findings of the study into practice. In addition, they engage in practical assignments focused on quantitative methods of design and analysis.

EDUC 7746 - Applied Research in Education, Part II

(3 sem. cr.) Education professionals in this course build upon the concepts learned in EDUC 7745 - Applied Research in Education, Part I, synthesizing acquired knowledge with a quantitative methodology application project. Through this project, education professionals develop an understanding of research design and methodology, focusing beyond quantitative approaches to include qualitative design and analysis, including mixed methodology. They learn to function as consumers of research, gaining skills for reporting and contextualizing research. (Prerequisite(s): EDUC 7745.)

EDUC 7760 - Foundations: Special Education
Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University’s online learning environment; knowledge of the university’s and the program’s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 7761 - Leadership, Advocacy, Policy, and Law

Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections among advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others’ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.

EDUC 7762 - Applied Research in Education

In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7763 - Specialized Instruction

A growing body of research exists around evidenced-based instructional practices in special education. This course reviews the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

EDUC 7764 - Research Methodology and Special Education

To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. This course examines four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research
designs that are used to study behavioral change in an individual or group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

EDUC 7765 - School-Wide Intervention Models

(6 sem. cr.) Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. This course examines RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior and effective practices for school-wide positive behavioral support is also explored.

EDUC 7766 - Sustaining and Supporting Effective Practices in Special Education (Capstone)

(6 sem. cr.) Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement. (Prerequisite(s): All other courses.)

EDUC 7801 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals' primary teaching experience.

EDUC 7802 - Field Experience

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a
licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

**EDUC 7803 - Field Experience**

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

**EDUC 7804 - Field Experience**

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

**EDUC 7805 - Field Experience**

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

**EDUC 7806 - Field Experience**

(1 sem. cr.) Field experiences provide education professionals with authentic opportunities to apply learning as well as to expand understanding and ability. Building knowledge, skills, and dispositions for field experiences, education professionals also participate in two residencies in which they have the opportunity to meet face-to-face with faculty members to learn and hone
skills, develop dispositions, and discuss ways to ensure productive and successful field experiences and meet the demands of the profession they are studying. The program requires a minimum of 320 hours or 40 eight-hour days (across 12 consecutive months) in elementary school, middle or junior high school, and high school settings as an administrative aide to a licensed and practicing school principal. Field experience must include at least 40 hours or 1 week at each level that is not a part of education professionals’ primary teaching experience.

EDUC 7850 - Foundations in Early Childhood: Developing a Shared Vision

(6 sem. cr.) Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as to those adults, programs, and agencies that have a significant impact on children’s development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. Education professionals in this course explore the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to successfully complete their doctoral (Ed.D.) or education specialist (Ed.S.) degree, understanding how Walden supports them in developing (a) facility with Walden University’s online learning environment; (b) understanding the university’s and the program’s support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 7851 - Global Perspectives on Development and Learning

(6 sem. cr.) Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children’s brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research; factors that promote and impede development and learning; and effective assessment of development, learning, and teaching/programmatic practices.

EDUC 7852 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 7853 - Influences of Family, Culture, and Society in Early Childhood
Early childhood professionals understand that building reciprocal relationships with children’s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the vital role relationships play in children’s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deeply into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.

EDUC 7854 - Dynamics of Early Childhood Policies and Systems

Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today’s society, and ultimately affect the lives of young children and families.

EDUC 7856 - Capstone: Advocacy and Leadership for Positive Social Change

What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (a) know the history and understand the values and ethics of the field; (b) who approach the present and the future as critical and creative thinkers committed to positive change; and (c) who are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

EDUC 7900 - Capstone

This capstone course is the conclusion of the program for education professionals in which they are provided with the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role in the field of educational technology, education professionals engage in a real-world, problem-solving project within their work environment. This capstone also provides the opportunity for education professionals to formulate a personal philosophy concerning the role of technology in education.
The current state of knowledge is guaranteed to change as research and technological innovations continue; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in teaching and learning, including brain research, new technologies, and globalization influences. They examine and reflect on effects of these trends on their own areas of interest. This capstone course concludes the program by providing education professionals the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role as a K–12 teacher, education professionals engage in a real-world, problem-solving project within their work environment.

EDUC 7905 - Capstone: Ed.S. in Curriculum, Instruction, and Professional Development

Education professionals conclude their program with this capstone course in which they are provided the opportunity to apply knowledge and skills gained throughout the program to an actual educational environment. Serving as consultants, education professionals examine a school or district’s curriculum plans against a set of data and make recommendations for improvement and reform. (Prerequisite(s): All other courses.)

EDUC 7910 - Capstone

This capstone course is the conclusion of the program for education professionals in which they are provided with the opportunity to engage in a practical application of knowledge and skills gained throughout the program. Working in a consultative role in the field of educational technology, education professionals engage in a real-world, problem-solving project within their work environment. This capstone also provides the opportunity for education professionals to formulate a personal philosophy concerning the role of technology in education.

EDUC 8002 - Leading the Future of Education

As an advanced graduate student, you are about to embark on one of the most exciting journeys of your life. This practical course provides meaningful skills you will need to select your path, complete your degree, and become a successful leader of educational change in the 21st century. Networking and research skills, scholarly writing, critical thinking, use of Walden resources, and the three advanced graduate paths (Ph.D., Ed.D., Ed.S.)—this course addresses all of these in a manner that provides a solid foundation of skill sets upon which to base your journey. You will find a balance of assignments (e.g., case studies, discussions, application assignments) that will ignite your passion for learning, that will allow you to collaborate with others, and that will guide your current and future work. This course is designed to reflect Walden’s social change mission and provide you with meaningful tools for success as an advanced graduate student.

EDUC 8005 - Foundations: The Changing Context of Postsecondary and Adult Teaching and Learning

Learning in adulthood is imperative for individuals to realize the opportunities of 21st-century workplaces, technology, and society. Providing these learning experiences requires committed and responsive adult and postsecondary education leaders. In this course, education professionals investigate contemporary trends and issues in teaching and learning in
postsecondary and adult education settings. The course also provides education professionals with an introduction to the expectations of graduate work in Adult Education and College Teaching and Learning programs. Education professionals learn to work effectively within Walden University’s online learning environment and develop an understanding of university and program support systems, expectations, and outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EDUC 8008 - Foundations for Doctoral Study**

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. **Note:** Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

**EDUC 8010 - Proseminar: Leadership in Teaching and Learning**

(6 sem. cr.) The first proseminar introduces the concept of teacher leadership with an emphasis on leadership as a concept or construct rather than a position of authority. Teachers experience the concept of leadership through investigation and analysis of instructional performance. Pedagogical observation, reflective practice, and analysis of classroom practice focus on inquiry and research-based methods in which teachers exemplify teaching for understanding. The first comprehensive paper investigates professional learning, research-based instructional practices, constructivist methodology, and the quality of the educator’s reflective practice and self-study of teaching that focuses on the relationships between instructional theory, practice, and students’ learning and achievement.

**EDUC 8011 - Foundations for Doctoral Study in Curriculum, Instruction, and Assessment**

(6 sem. cr.) Providing systemic leadership at the district, regional, state, or federal level in curriculum, instruction, and assessment is a complex, challenging process. This course is a foundation for education professionals to navigate this process and lead so that they can promote the success of all K–12 students within their organizations by developing high-quality educational programs. Education professionals examine the critical elements of a framework for leading for excellence, including curriculum, instruction, and assessment; data-driven instructional improvement; professional learning time for improvement; and leadership skills that produce results. They also learn the process for completing their doctoral degree successfully by examining how Walden University supports them in developing facility with Walden’s online learning environment; understanding of the university’s and the program’s support systems, expectations, and outcomes; and doctoral-level critical-thinking, research, and writing skills.

**EDUC 8012 - Leadership for Today’s Schools**
Today’s schools are dynamic places that require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

**EDUC 8015 - Research Approaches**

(6 sem. cr.) Teacher-leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Constructions of questions for inquiry are designed and analyzed.

**EDUC 8020 - Proseminar: Teacher Leadership in the School**

(6 sem. cr.) The second proseminar expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the school community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership.

**EDUC 8025 - Quantitative Research**

(6 sem. cr.) This research course is designed to provide an understanding and working knowledge of some of the key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that doctoral students will have an understanding of quantitative data analysis and feel comfortable reading and discussing statistical concepts and data results from quantitative studies.

**EDUC 8030 - Proseminar: Teacher Leadership Beyond the School**

(6 sem. cr.) Teacher-leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in U.S. schools. The focus of this proseminar is to influence capacity by promoting and nurturing reciprocal relationships with professional learning communities and initiatives related to high-quality education outcomes. Processes for creating and supporting partnerships with community stakeholders, educational
institutions, and other advocacy groups are studied to develop and refine educators’ abilities to collaborate with decision makers in advocacy for public policy at the local, state, or national level. The comprehensive paper focuses on inquiries related to significant and important educational issues related to effecting high-quality schooling practices for K–12 learners.

**EDUC 8035 - Qualitative Research**

*(6 sem. cr.)* In this research course, education professionals explore the constructs and processes used in qualitative research studies. They gain practical experience in formulating qualitative questions related to problems encountered by other educators, identifying appropriate qualitative methods, and selecting study participants. Through practical, application-based assignments, they construct data collection protocols for interviews and observations, analyze documents, and apply coding and classification techniques for organizing and interpreting data. They also explore techniques for ensuring the reliability of qualitative findings. Through this course, education professionals gain an understanding of qualitative data analysis as well as competence in reading, discussing, and applying statistical concepts and data results from qualitative studies.

**EDUC 8040 - Foundations: Teacher Leadership**

*(6 sem. cr.)* The purpose of this foundational course is to engage education professionals with the environment, expectations, and content of doctoral work in the Teacher Leadership specialization. Education professionals develop facility with Walden University’s online learning environment; understanding of the university’s and the program’s support systems and expectations and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level critical-thinking and writing skills.

**EDUC 8080 - Doctoral Study Companion**

*(0 sem. cr.)* The doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through proseminars and residencies to developing their own terminal doctoral study projects. Students will work in this course space with their committee members to formulate the plans that will eventually result in formal doctoral study proposals and the final doctoral study, which is completed during EDUC 8090 - Doctoral Study Intensive.

**EDUC 8081 - Completing the Prospectus**

*(0 sem. cr.)* The prospectus is a brief document that helps education professionals organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. In this course, education professionals design the prospectus in collaboration with their committee members. Education professionals learn best practices for developing the prospectus and analyze past examples. They refine their doctoral study questions and explore research methods and project types that they may incorporate into their study. Finally, they engage in the iterative process of writing the prospectus, incorporating feedback from peers and committee members. Ultimately, the prospectus is offered by education professionals as a document for review for consideration by potential mentors for their doctoral study, which is completed during EDUC 8090 - Doctoral Study Intensive.
EDUC 8090 - Doctoral Study Intensive

(12 sem. cr. -- 6 sem. cr. per term for 2 terms) Students demonstrate in the doctoral study their scholarly abilities to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the education professional to conduct an investigation that focuses on learning, teaching, and leading within a designated community. (Prerequisite(s): All other course requirements and the residency must be completed prior to registration in EDUC 8090.) **Note:** EDUC 8090 must be taken for a minimum of two terms for a total of 12 semester credits. If more time is needed to complete the doctoral study, additional terms of EDUC 8090 will be required to use university services and support. Additional credits for EDUC 8090 are not reflected in the overall credit requirements needed for graduation, but these additional credits will appear on the transcript.

EDUC 8100 - Foundations: Higher Education and Adult Learning

(6 sem. cr.) The purpose of this course is to engage education professionals with the environment, expectations, and content of doctoral work in the Higher Education and Adult Learning specialization of the Ed.D. program. Education professionals develop facility with Walden University’s online learning environment; understanding of the university’s and the program’s support systems and expectations and outcomes; knowledge about the field, which they synthesize with reflection on their own experiences and goals; and doctoral-level critical-thinking and writing skills.

EDUC 8101 - How Adults Learn: Theory and Research

(6 sem. cr.) Adult learning is similar to and different from learning at any other age. In this course, education professionals examine these similarities and differences, focusing on adult learning and developmental theory and the wide range of research that supports it. Education professionals explore adult learning theories, including andragogy and transformation; phase and stage developmental theories; and effects of gender and culture on adult learning. They also have the opportunity to reflect on the relationship of this material to their own experiences. Education professionals complete a variety of written application assignments through which they practice communicating and presenting complex concepts, critique the work of a major theorist, apply adult learning and development theories to educational practice, and construct their own positions on adult learning as scholar-practitioners.

EDUC 8102 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.
EDUC 8103 - Designing and Assessing Learning Experiences
(6 sem. cr.) Research has considerably expanded the knowledge of adult learning and development in recent years. These gains have resulted in a new paradigm for the design and assessment of learning experiences. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles in the design of a project to develop learning experiences for a specific population of adults using on-site, online, or hybrid models.

EDUC 8104 - Facilitating Adult Learning
(6 sem. cr.) Using research and theory on differences in learning, education professionals in this course explore the repertoire of practices that facilitate adult learning from a teaching and learning perspective. These practices range from mentoring and coaching to collaborative engagement and reflective practices. Education professionals deepen their understanding of research methods by critiquing articles and designing research studies to investigate specific learning practices.

EDUC 8105 - Adult Learning: Trends, Issues, Global Perspectives
(6 sem. cr.) Invariable advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

EDUC 8106 - Research in Practice
(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8110 - Development of the Scholar-Practitioner
(4 cr.) Building on the Carnegie Foundation’s metaphor of “stewards of the discipline,” education professionals in this course explore the role of the scholar-practitioner and the expectations and responsibilities inherent in obtaining a Ph.D. in education. Using this understanding, education professionals develop a professional development plan to guide their progress through the program. They assess the relationship of mission and vision to professional goals and develop strategies for online success. They also explore resources used throughout the program and engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence. 
Note: Taken concurrently with EDUC 8111.

EDUC 8111 - Principles of Social Change
Consistent with the mission of Walden University, this course is a foundation for the remainder of the program by providing education professionals with a framework for their work as scholar-practitioners and as agents of positive social change in education. Education professionals examine foundational theories of education while considering their future role in the discipline. Through an integrative process of developing an essay comparing theories of social change, they also begin to hone their skills as scholarly writers. **Note:** Taken concurrently with EDUC 8110.

**EDUC 8112 - Social Change in Education**

(4 cr.) The choice to effect positive social change in education demands that scholar-practitioners have the requisite skills and abilities to take responsibility for generating new knowledge, conserving the values of education, and communicating information to others. In this course, education professionals examine these key principles of disciplinary stewardship while building strategies to effect positive social change. Demonstrating their understanding of course concepts, they develop a social change proposal that fills an area of need in their organization, workplace, or community. Through this proposal, they analyze prospective requirements, challenges, and effects of their proposed plan of action. **(Prerequisite(s):** EDUC 8110 and EDUC 8111.) **Note:** Taken concurrently with RSCH 8100.

**EDUC 8113 - The Learner Across the Lifespan**

(4 cr.) Educational scholars recognize the important role of human development in the educational process. In this course, education professionals gain an understanding of the theories and frameworks relevant to the development and experiences of individuals from birth through old age. They engage in coursework that emphasizes application of this knowledge to educational settings, and they discuss a range of topics, such as personal teaching experiences, theory-based approaches to a contemporary problem, influences of moral development, and intergenerational relationships, among others. Education professionals also explore different strands of development across the lifespan as well as how they relate to the individual as a learner. **(Prerequisite(s):** EDUC 8111.)

**EDUC 8114 - Learning and Instruction**

(4 cr.) The processes of teaching and learning are central to the educational enterprise. In this course, education professionals examine learning from a variety of perspectives, focusing on supporting academic and co-curricular success in education. They explore curriculum theory and design, with emphasis on the theoretical, practical, and political aspects of curricula. Through a variety of written and applied assignments, they investigate learned societies; make connections to research; develop a course proposal, including a course outline that identifies learning objectives; analyze the influence of technology on education; review and reflect on the importance of the curriculum development process and the role of curriculum to guide instruction and assessment; and develop their own approach to instruction and learning. **(Prerequisite(s):** EDUC 8112.)

**EDUC 8115 - Assessment and Accountability in Education**
Increasingly, schools and educational committees ask educators at all levels to account for the influence of the educational process on learners and to make research-based decisions. In this course, education professionals build on their knowledge of theories of development and learning as they gain foundational skills in assessing and evaluating student learning, developmental outcomes, and educational programs. Acquiring key evaluation concepts, they also examine the purposes for collecting student data as well as the distinctions among various approaches to assess learning. (Prerequisite(s): EDUC 8112.)

**EDUC 8116 - Leadership in a Global Society**

(4 cr.) Leadership roles in education take a wide range of forms, from the teacher in the kindergarten classroom to the president of a university. Academic leaders recognize the interplay between local challenges and national and global influences as well as the unique societal pressures on the educational process. Education professionals in this course explore these challenges and influences to gain an understanding of the skills and sensibilities needed to lead in a global society. They examine leadership theories and research as well as the principles of leadership within educational communities. They also have the opportunity to analyze their own leadership skills in the context of these theories and principles. (Prerequisite(s): EDUC 8114.)

**EDUC 8117 - Educational Organizations and Contexts**

(4 cr.) Research efforts to support the educational process and effective leadership demand an understanding of schools and academic institutions as complex systems and units of change. In this course, education professionals examine theories of organizational functioning and apply these insights to the behaviors of individuals and groups within educational systems. They also explore systems thinking and organizational effectiveness that supports teaching and learning. Education professionals engage in assignments designed to provide practical application of course content through which they analyze ethical behavior in organizational development; summarize, test, and evaluate theories; construct an organizational development scenario; evaluate a case study related to organizational development; and assess their own educational organization. (Prerequisite(s): EDUC 8115.)

**EDUC 8118 - Innovation and Change in Education**

(4 cr.) Understanding the impact of new innovations and change has emerged as a field of theory and research in education. Education professionals in this course build on the principles of social change as well as research and theories of leadership and organizational functioning as they focus on the challenges inherent in initiating and managing change in educational organizations. They explore the role of change agents as well as the influences of technological innovations on the academic process. Applying course concepts, education professionals design plans to implement and evaluate new programs to support change. (Prerequisite(s): EDUC 8116 and EDUC 8117 OR EDUC 8841.)

**EDUC 8121 - Current Research in Social Change: Special Education**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of
KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8122 - Current Research on Social Change and Community Colleges

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8123 - Theoretical Foundations of Early Childhood Program Practices

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8124 - Current Research in Social Change and Adult Education

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8125 - Current Research in Social Change and Curriculum, Instruction, and Assessment

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8127 - Current Research in Higher Education, Social Change, and Development

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8128 - Strategic Leadership in Education and Social Change

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8131 - Professional Practice and Social Change: Special Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8132 - Professional Practice, Social Change, and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8133 - Theory to Practice: Curriculum Contrasts and Implementation

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8134 - Professional Practice, Social Change, and Adult Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8135 - Professional Practice in Social Change Related to Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8137 - Professional Practice and Emerging Trends in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8138 - Professional Practice in Strategic Leadership and Social Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8140 - Leadership for Today's Schools

(6 sem. cr.) Today’s schools are dynamic places and require leaders who understand how learning communities operate and thrive and are prepared to deal with the demands of internal and external forces. In this course, education professionals make connections between change theory and the continual appraisal of evolving needs of the learning community and application of a grounded knowledge base of theory and practical strategies supported by research. Education professionals are empowered to explore current and future technology as they assess educational trends and issues. Education professionals also analyze their own and others’ paradigms and leadership styles, and they determine best practices to promote positive social change.

EDUC 8141 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8142 - Teaching and Learning: Theory and Research

(6 sem. cr.) Research has considerably expanded the knowledge of teaching and learning in recent years. A new paradigm for the design and assessment of learning experiences is a result of
these gains. In this course, education professionals advance their understanding of research methods as they examine literature about design and assessment. They also apply research-based principles, via technological means, to collect, analyze, and present data with the goal of solving a learning problem in their school or district.

**EDUC 8143 - Collegial Interactions and Professional Development**

*(6 sem. cr.)* This course expands the role of teacher leadership from the classroom to the school community. Education professionals in this course focus on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes, such as coaching and mentoring.

**EDUC 8144 - Teacher Leadership: Trends, Issues, and Global Perspectives**

*(6 sem. cr.)* Invariably, advances in research and technology continue to change the current state of knowledge; therefore, it is necessary to function as lifelong learners. In this course, education professionals examine intriguing and potentially critical directions in adult learning, including brain research, new technologies, and the impact of globalization. They also have the opportunity to examine and reflect on the effects of these trends in their own areas of interest.

**EDUC 8145 - Research in Practice**

*(6 sem. cr.)* In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

**EDUC 8210 - Governance and Politics of Education**

*(4 cr.)* In this course, education professionals develop an understanding of the political forces that shape the educational process. They engage in coursework that emphasizes governance structures and the influences of federal, state, and local policies and decisions. They also discuss contemporary research on political power in decision making and the role of educational leaders. *(Prerequisite(s): Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.)* *(Co-requisites: EDUC 8900.)*

**EDUC 8211 - Economics of Education**

*(4 cr.)* Education is a critical component of individual economic success, and the education sector is a key contributor to the stability of local, state, national, and global economies. Addressing challenges related to these key ideas, education professionals in this course explore the financing and provision of education. They apply economic principles and econometrics to their understanding of educational practices and policies. They also identify research to create opportunities for improved efficiency and quality of education. *(Prerequisite(s): Core courses*
EDUC 8212 - Education Law

(4 cr.) In this course, education professionals examine legal and ethical issues within the context of an educational setting. Supporting development of their legal reasoning skills, education professionals discuss the laws and statutes that inform the operation of educational organizations. They also engage in assignments that emphasize the ways ethics affect decision making, professional conduct, and educational policies when analyzing critical issues in educational leadership. (Prerequisite(s): Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) (Co-requisites: EDUC 8900.)

EDUC 8213 - Policy Development and Implementation

(4 cr.) Education policy is crucial to educational improvement and renewal throughout the P–20-plus system of education. In this course, education professionals develop the skills for critical analysis of education policy at the local, state, national, and international levels. They discuss the definition and formulation of policies and they explore a wide range of topics, including the identification of and work with policy advocates, the processes of policy implementation and evaluation, and the use of logic models in the policy process. (Prerequisite(s): Core courses EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, and EDUC 8118.) (Co-requisites: EDUC 8900.)

EDUC 8214 - Leadership for Change in Education

(4 cr.) Building on the core knowledge from earlier courses, students will engage the emerging theories of leadership that reflect the current challenges in culturally responsive education, and the research on motivation and performance. The focus is on entrepreneurial and creative solutions, which reach across learning organizations and other consistencies, to effect positive social change in education. (Prerequisite(s): EDUC 8118, RSCH 8200, and RSCH 8300.) (Co-requisites: EDUC 8900.)

EDUC 8215 - Capacity, Capability, and Sustainability

(4 cr.) Students explore strategies to build capacity and commitment in the education process, within the context of their role as scholar-practitioners. The focus is on leadership for sustainable practices and policies that renew and re-energize the educational process. Included are topics that focus on group processes, grant writing, planning models, readiness factors, implementation concerns and policies, and institutionalization issues. (Prerequisite(s): EDUC 8118, RSCH 8200, and RSCH 8300.) (Co-requisites: EDUC 8900.)

EDUC 8221 - Current Research in Human Exceptionality

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8222 - Current Research in Human Development and Community Colleges**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8223 - Current Research: Psychological Foundations of Early Childhood Growth and Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8224 - Current Research in Human Development and Adult Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8225 - Current Research in Human Development and Curriculum, Instruction, and Assessment**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8227 - Current Research in Ways of Knowing and Individual Differences in Human Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8231 - Professional Practice and Human Exceptionality**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8232 - Professional Practice, Human Development, and Community Colleges**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8233 - Psychological Considerations in Application to Early Childhood Programs**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8234 - Professional Practice, Human Development, and Adult Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8235 - Professional Practice in Human Development in Curriculum, Instruction, and Assessment**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8237 - Professional Practice and Human Development in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8304 - Effective College Teaching: Engaging Diverse Learners

(6 sem. cr.) As colleges and universities broaden their missions to serve new groups of learners, and as more people pursue a college education, college educators must strive to engage increasingly diverse student populations. At the same time, changing workplace needs and growing demands for accountability require that college educators must be able to help demonstrate that learners have met important learning goals. In this course, education professionals will investigate the research-based teaching and assessment strategies that can support all learners. Education professionals also assess methods for critically reflecting upon their own practice, engaging in education scholarship, and collaborating with colleagues on the continuous improvement of learning experiences and environments.

EDUC 8306 - Effective College Teaching: Using Technology to Support Learning

(6 sem. cr.) Technology is a tool that can support student engagement and the development of critical knowledge and skills. College educators must learn how to harness the growing number of new technologies for constructive use in diverse learning contexts. In this course, education professionals consider how to stay abreast of available technologies and related research as well as how to use these tools and research most effectively in face-to-face, hybrid, and online environments. Through a variety of contextual and application-based assignments, education professionals practice making critical decisions on when and how to implement technological solutions, how to assess the value of these tools for students in particular learning contexts, and how to use maximize the power of technology for learning in a global environment.

EDUC 8321 - Individuals With Special Needs: Social, Legal, Political, and Economic Systems in Context

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8322 - Current Research in Social Systems and Community Colleges

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
EDUC 8323 - Early Childhood Education: Implications for Social and Organizational Systems

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8324 - Current Research in Social Systems and Adult Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8325 - Current Research in Social Systems and Change in Curriculum, Instruction, and Assessment

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8327 - Current Research in Social Systems and Change in Higher Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8328 - Current Research in Organizational and Social Systems: K–12 Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8331 - Professional Issues in Organizations and Systems: Special Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8332 - Professional Practice, Social Systems, and Community Colleges

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8333 - Professional Practice in Organizational and Social Contexts

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8334 - Professional Practice, Social Systems, and Adult Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8335 - Professional Practice in Social Systems and Change in Curriculum, Instruction, and Assessment

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8337 - Professional Practice in Social Systems and Change: Higher Education

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8338 - Professional Practice in K–12 Educational Organization**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8341 - Trends and Issues in Educational Technology**

(5 cr.) Using new technologies in new ways sparks learning, creativity, and innovation. Trends and issues in educational technology are examined to discover how they influence learning and creativity in the workplace. Learners collaborate to demonstrate the evolution of a current technological trend, analyze its impact on learning and society, and evaluate the societal issues and problems caused by that trend.

**EDUC 8342 - Emerging and Future Technologies**

(5 cr.) Conceive of a world in which emerging and future technologies are a seamless facet of learning and work. Learners explore this world through social networking, mobile technologies, gaming and simulations, collaborative tools and strategies, and more, to become thought leaders in their field. Critical-thinking and decision-making skills are developed to analyze obsolete technologies, assess new technologies, and predict future technological movements. Insights are examined from the view of a futurist, guiding learners as they become experts in the evaluation and use of emerging and future technologies.

**EDUC 8343 - Creating Digital Media**

(5 cr.) The effective use of digital media in learning environments requires leaders in the field to be both consumers and creators. Learners become knowledgeable developers of digital media by applying principles of instructional design and pedagogy to multimedia. Learners collaborate in the design and creation of digital and interactive media based on visual design principles.

**EDUC 8344 - Innovations and the Diffusion of Learning Technologies**

(5 cr.) Thought leaders instigate change in the workplace. Learners explore Rogers’s diffusion of innovations theory, research effective practices for integrating technology and overcoming resistance to change, and apply methods for being a catalyst for change. Playing a diffusion simulation game enables learners to analyze the power of gaming in instructional environments. Learners analyze the needs of an organization and demonstrate their skills of persuasion to convince key stakeholders to adopt a technological innovation in their workplace.
EDUC 8345 - eLearning
(5 cr.) Learning continues to change globally through the availability of a wide variety of electronic devices. Principles of distance education, mobile learning, MOOCs, virtual schooling, global collaboration, and online teaching and learning are the focus of this course. Learners create a digital video on a topic related to eLearning, by applying problem-solving and critical-thinking skills to determine the most appropriate tools and learning environments for their workplaces.

EDUC 8346 - Leading Change
(5 cr.) Effective leaders direct the vision and goals for sustainable change initiatives in organizations. Based on the human performance and training model, learners explore strategies and tactics needed to bring about positive social change through an analysis of leadership, strategic planning, motivation, communication, and learning technologies. Problem-solving skills are developed as learners effect change in the workplace focusing on a human performance issue. Components for successful grant writing are developed.

EDUC 8347 - Designing Instruction for eLearning
(5 cr.) Opportunities for learning have expanded as a result of eLearning technologies. Learners evaluate MOOCs, blended environments, mobile devices, and online learning as means for delivering content and for providing collaboration and global connectivity. Instructional design principles are applied to effectively design and create an online eLearning module that engages students in learning beyond the walls of the classroom.

EDUC 8348 - Current Research in Educational Technology
(5 cr.) The field of educational technology is constantly changing, requiring scholar-practitioners to transform their thinking about research. Learners develop research skills to become critical consumers and contributors of new knowledge to the field. Analytical skills are used to develop an ethical research study in educational technology that contributes to positive social change.

EDUC 8350 - A New Vision of Assessment, Evaluation, and Accountability
(4 cr.) The role of assessment and evaluation as a vehicle for positive change is recast in this course. The notion of accountability is supported by the concepts of social and ethical responsibility, and it informs continual improvement efforts for individuals and organizations. Theory, trends, and systemic perspectives of the field are connected to changes required for enhancing performance and increasing effectiveness. Topics include evaluator credibility, national and international assessments and comparisons, and facilitation with individual and cultural values underpinning evaluation purposes, processes, and judgments. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.)

EDUC 8351 - Assessment, Evaluation, and Accountability: The Sociological, Political, and Economic Contexts
(4 cr.) At the thought-leadership level, the context of sociological, political, and economic demands are primary to understanding the purpose of assessment and evaluation. This course will focus on the decision-making models that influence assessment, evaluation, and
accountability systems. Topics include political astuteness, knowledge of sociological structures including roles, status, power, rewards, and sanctions, as well as cost-benefit analyses, responsiveness to federal/state mandates, and organizational goals and objectives. (Prerequisite(s): EDUC 8118, RSCH 8200D, RSCH 8250D, and RSCH 8300D.)

EDUC 8352 - Assessing for Individual Growth

(4 cr.) The value of performance assessment coupled with accountability systems can vary widely, depending on how resulting data are used to enhance learning. Students in this course examine the nature of individual evaluation in multiple educational contexts. Students will examine the use of data for measuring learner progress, data-based decision making, and personnel evaluation. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data gathering and analysis. (Prerequisite(s): EDUC 8350 and RSCH 8250D.)

EDUC 8353 - Evaluating and Improving Programs, Organizations, and Systems

(4 cr.) Determining comprehensive value and worth of a curriculum, project, instructional method, institution, or policy is a complex endeavor. This course examines the process of determining the value, purpose, efficacy, and social implications for programs, organizations, and systems within a framework for continuous improvement. Supporting technical skills are integrated into the course, including quantitative, qualitative, and mixed-methods of data-gathering and analysis. (Prerequisite(s): EDUC 8351.)

EDUC 8354 - Dynamics of Communication for Impact and Results

(4 cr.) Finesse and skill are needed to communicate complex information and findings from data analysis to particular stakeholders in ways that convey understanding, impart meaning, and stimulate a call to action. Students in this course focus on how to report results, consequences, options, and recommendations in compelling ways for multiple audiences. A wide variety of communication methods are explored that include presentation technology, Internet communications, technical writing, writing for publication, press releases, grant writing, and collaborative communication. Data compression is practiced as part of the communication and recommendation process. (Prerequisite(s): EDUC 8351.)

EDUC 8355 - Building a Culture of Continuous Improvement

(4 cr.) “Continuous improvement” is a phrase that is applied in both business and educational settings. Operationalized, the term crosses fields that include leadership, organizational development, change theory, and evaluation and assessment. This course connects continuous improvement as referenced in these fields and moves beyond to include organizational culture, professionalism, social justice, and codes of ethics that support the formation and sustainability of this type of culture. The culminating project provides a platform for individualizing a plan with a self-chosen organization that incorporates evaluation, assessment, and a vision for social responsibility as part of creating a culture of continuous improvement. (Prerequisite(s): EDUC 8353.)

EDUC 8401 - Cognition, Culture, and Learning
A complicated relationship exists between cognition, culture, and learning that is inextricably linked to language and sense-making. This course explores these relationships and examines research on educational neuroscience and the role of social-cultural influences in human development, teaching, and learning. Theories of learning are applied to the construction of knowledge within the context of emerging technologies that facilitate the learning process. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)

**EDUC 8402 - Learning Environments and Organizational Transformation**

(4 cr.) Learning rarely happens in a vacuum. As learning evolves over the lifespan, it will likely happen in environments that are no longer restricted by space and time. This course explores a range of learning environments and structures, including the role of the teacher or instructor, supportive of individual, group, and organizational learning. Strategies are explored for implementing innovative learning and organizational transformation that facilitate the design of communities of practice for collaboration from both a local and a global perspective. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)

**EDUC 8403 - Motivation, Engagement, and Learning**

(4 cr.) Learning takes place when people are motivated and engaged in the process. The role of teacher or instructor is as an educational guide, helping ignite the intellectual curiosity necessary for the learner to reach both personal and curricular goals. This course delves into research, theory, and strategies that facilitate both motivation and engagement. The nature of bounded and boundless learning is examined as it relates to motivation, mind-set, achievement, and intelligence. Students will apply current research and theory to inform instruction as well as the development and transformation of learning across settings and from the individual, group, and organizational levels. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)

**EDUC 8404 - Creativity and Critical Thought**

(4 cr.) Reflective inquiry, critical thinking, and questioning are key components for cognitive learning. Combining these components with creative, innovative, conceptual, and entrepreneurial thinking provides a strong foundation for learning that generates and synthesizes knowledge for effective problem-solving. Research and theory related to building learner capacity for cognitive flexibility, self-regulated learning, and managing cognitive dissonance and ambiguity will be explored in the overall context of facilitating thinkers for tomorrow’s challenges. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)


(4 cr.) Innovative learning requires innovative assessment strategies. Learning and assessment will be viewed through the lens of individual, group, and organizational development at the macro and micro levels. A focus will be placed on how learning is assessed in a learning culture that emphasizes creativity and critical thinking as well as how to use assessment data for change. Methods of inquiry designed to inform instruction and improve development of cognitive, social, and emotional competencies will be explored. New trends, including the latest tools and
technology designed to move learning assessment into the 21st century, are included. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)

**EDUC 8406 - Designing Responsive Curriculum for Learning**

(4 cr.) Responsive curriculum evolves and changes to meet learner needs. This course will focus on a variety of models that educators can use to design responsive curriculum that supports learning across the lifespan and within diverse contexts. Research-based processes will be investigated for creating authentic curriculum and assessment. Strategies for aligning strong content with formalized standards and goals within the learning environment will be explored. The contributing roles of instruction, technology, and globalization will set the context for this course of study. (Prerequisite(s): EDUC 8118, RSCH 8200D, and RSCH 8300D.) (Co-requisites: EDUC 8900.)

**EDUC 8458 - Advanced Research: Conducting Pilot and Field Studies**

(5 cr.) Pilot studies are useful for determining the adequacy of research procedures, including reliability and validity of instruments, observational techniques, interview procedures, and the degree to which the design captures the intended outcomes or effects. The benefit of pilot and field studies is the practice one receives prior to investing time and money in a larger-scale research project. The intent of this course is to provide students with an opportunity to gain experience with the research methodology, method, and instruments that will be used in their dissertation. In addition to implementing the research design and analyzing the data, students critique the design for flaws as well as strengths. (Prerequisite(s): RSCH 8200D and RSCH 8300D.)

**EDUC 8468 - Advanced Research: Communicating Knowledge in Educational Research**

(4 cr.) Researchers are obligated to communicate the results of their research. In this course, students produce research articles based on the pilot/field studies they’ve conducted. Articles should conform to the guidelines for publication in relevant scholarly journals. The intent of the course is for students to practice their skills in transmitting the results of their scholarly inquiry to the community of scholars. (Prerequisite(s): EDUC 8458.)

**EDUC 8470 - Applied Research in Education**

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and the appropriate use of qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 8510 - Theories of Intelligence, Learning, and Motivation as a Basic Praxis**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of
KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8511 - Theories and Principles of Human Learning and the Human Side of Exceptionalities**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8512 - Perspectives on the Role of the Community College**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8513 - Theories of Intelligence, Learning, and Motivation: Birth to Age 8**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8514 - Interdisciplinary Foundations and Theory in Adult Education and Learning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8515 - Theories of Student Learning and Leadership for Student Success**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8516 - Multiple Perspectives on Learning and Development in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8518 - Theories of Human Learning in Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8520 - Educators as Facilitators of Learning for Diverse Populations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8521 - Educators as Facilitators of Inclusive Learning in Varied Educational Environments

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8522 - Current Research in Trends in the Community College

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8523 - Early Childhood Program Delivery in a Multicultural/Multifaceted Society
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8524 - Current Research in Adult Education and Learning**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8525 - Current Research on K–12 Educational Leadership for Student Success**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8526 - Current Research on Learning and Development in Higher Education**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8528 - Current Research in Curriculum, Instruction, and Assessment to Optimize Human Learning**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8530 - Professional Practice Using Learning Theories**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of
KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8531 - Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8532 - Professional Practice and Current Trends in Community Colleges**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8533 - Professional Practice Using Learning and Motivational Theory in Context**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8534 - Professional Practice in Adult Learning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8535 - Professional Practice for Student Success**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8536 - Application to Improve Professional Practice in Higher Education
(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8538 - Professional Practice in Learning Related to Curriculum, Instruction, and Assessment
(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8540 - Culturally Situated Theories of Intelligence, Learning, and Motivation as a Basic Praxis
(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8541 - Foundations in Reading and Literacy Leadership
(6 sem. cr.) Literacy may be understood in multiple ways across various settings and populations. This course will lay a foundation for leaders to define literacy based on sociopolitical landscape, the influence of social media and technological innovation, and influences coming from Common Core standards that influence literacy programs in P–20 and beyond. As part of this foundational course, candidates will also learn the process for how to succeed as a graduate student at Walden University, understanding how Walden supports students in developing (a) facility with Walden University’s online learning environment; (b) understanding of the university’s and the program’s support systems, expectations, and outcomes; and (c) graduate-level critical thinking, research, and writing skills.

EDUC 8542 - Literacy Leadership for Today’s Schools
(6 sem. cr.) The field of literacy education demands leaders who are not only knowledgeable in this subject area but who can articulate a dynamic vision that motivates collaboration, creativity, and positive social change. This course, grounded in knowledge about literacy professional standards of practice, examines the high-stakes nature of literacy acquisition in the context of limited financial and human resources. Leadership skills explored include decision making to solve complex problems, facilitation for reaching goals, mentoring, and the building of staff
capacity for literacy infusion across content areas. Candidates will study leadership and change theory at both the research and application levels.

**EDUC 8543 - Applied Research in Education**

*(6 sem. cr.)* In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 8544 - Learners and the Changing Literacy Landscape**

*(6 sem. cr.)* Literacy is essential for individual learning and is also a means by which an individual participates in the intellectual, social, and commercial life of the community. Students in this course examine language development within the context of culture, the value placed on literacy within the community, and diversity of learner ability. Topics include the developmental nature of literacy competencies from early childhood to the adult learner, potential barriers to literacy that learners of all ages must overcome, theoretical research, and approaches to curriculum and instruction that facilitate literacy across settings. Specific attention is given to the challenges second-language learners face in school. Candidates will practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

**EDUC 8545 - Assessment and Data Analysis to Support Systemic Literacy Programs**

*(6 sem. cr.)* Designing systems that effectively promote and support high levels of literacy proficiency requires the use of data that accurately describe the status of student, teacher, and school performance. This course will examine a variety of assessment tools and validity issues for addressing individual and classroom needs as well as district and state mandates. Topics include a focus on data analysis for tiered-intervention decision making and the interpretation of data to drive recommendations at a systemic level. Skills of collaboration and stakeholder inclusion are examined. Quantitative and qualitative methods appropriate to understanding institutions, programs, and stakeholder interests are also explored.

**EDUC 8546 - Research in Practice**

*(6 sem. cr.)* This course builds on candidates’ prior explorations of research design and methodology by providing hands-on, in-depth study of specific data collection and analysis skills needed for candidates to become producers of research. Candidates apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. Practical exercises and discussion emphasize both qualitative and quantitative research methods.

**EDUC 8547 - Program Development and Professional Development**

*(6 sem. cr.)* As research and technology continue to provide new perspectives on literacy, educational leaders are charged with the responsibility for leading the selection or development
and implementation of innovative programs that support high levels of literacy achievement for all learners. This course emphasizes program development, monitoring, and evaluation for continuous improvement of literacy teaching and learning. It integrates the important role the literacy leader plays in supporting effective professional development. Topics also include the creation of a literacy environment and the use of technology to promote both student learning and professional development of teachers. Research highlights current issues in the field of literacy as they relate to program development, evaluation, and professional development.

**EDUC 8550 - Implications of Global and Comparative International Research for Intelligence, Motivation, and Learning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8560 - Professional Practice to Promote Success in Global Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8610 - The Organization of Learning Institutions**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8611 - Diversity and Exceptionality in Special Education: Leading Within Learning Organizations**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8612 - Perspectives on Leadership and Strategic Planning in Community Colleges**
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8613 - Organization of Early Childhood Education Programs**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8614 - Principles for Adult Education Leaders**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8615 - Theories of Organizational Functioning and Development for K–12 Leaders**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8617 - Perspectives on the Effectiveness of Higher Education Organizations**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8618 - Theories of Leadership in Curriculum, Instruction, and Assessment**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising...
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8620 - Social Change in Learning Institutions and Curricula**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8621 - Due Process in Special Education: Legal and Moral Implications**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8622 - Current Research in Leadership and Strategic Planning in Community Colleges**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8623 - Critical Issues in Early Childhood Programs**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8624 - Current Research in Program Planning and Delivery**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
EDUC 8625 - Current Research on Accountability and Organizational Effectiveness for K–12 Leaders

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8627 - Contemporary Strategies for Assuring Effectiveness in Higher Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8628 - Current Research and Issues in Development and Leadership of Curriculum, Instruction, and Assessment

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8630 - Creating and Implementing Educational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8631 - Practical Issues in Placement and Service Delivery

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

EDUC 8632 - Professional Practice in Leadership and Strategic Planning in Community Colleges
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8633 - Early Childhood Programs: A Comprehensive Approach**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8634 - Professional Practice for Adult Education Leaders**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8635 - Professional Practice for Organizational Effectiveness in K–12 Settings**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8637 - Application of Improvement Strategies in Higher Education**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8638 - Program Development and Leadership in Curriculum, Instruction, and Assessment**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8640 - The Learning-Centered Institution**

*(6 sem. cr.)* Institutions of higher education exist to create learning that is achieved by students, pursued through scholarship, and developed in the daily practice of faculty members and staff. The concepts of the learning institution, which places learning at the center of all of its programs, services, and operations are introduced in this course. Through the exploration of the learning-centered institution, education professionals gain a foundation for the Ed.D. with a specialization in Higher Education Leadership. Through participation in course activities, they develop facility with Walden University’s online learning environment and understanding of the university’s and the program’s support systems, expectations, and outcomes; knowledge about the field, which they synthesize with reflection on their own experience and goals; and doctoral-level critical-thinking and writing skills.

**EDUC 8641 - The New Higher Education Enterprise**

*(6 sem. cr.)* Creating and sustaining learning-centered institutions in today’s global economy is no small feat. Leaders of today’s colleges and universities must embrace their role in the enterprise of higher education and engage in new entrepreneurial, collaborative practices to promote, develop, and ensure the quality and sustainability of their programs and services. In this course, education professionals examine the current landscape of higher education, emerging trends and issues that require new types of leadership, and the historical and philosophical foundations of these issues. They investigate the social role of postsecondary education in promoting educational attainment, civic engagement, and globalization, as well as policy issues that are raising the stakes for accountability and quality assurance. They engage in activities and discussions to explore strategies for leveraging resources, achieving sustainability, and supporting new initiatives in this environment.

**EDUC 8642 - Transformative Leadership in Higher Education**

*(6 sem. cr.)* Effective leadership in higher education goes beyond managing or reacting to change; it anticipates change and seeks out opportunities for growth for the institution and its members while keeping the institution focused on its mission and goals for learning. Education professionals in this course focus on key leadership skills, such as communication, negotiation, decision making, strategic planning, and conflict management. They research and discuss strategies for navigating the complex political environment of today’s colleges and universities, cultivating a culture of evidence, and developing the institution’s intellectual and human resources. They also practice analyzing, evaluating, and applying research methods appropriate to data-driven planning and decision making.

**EDUC 8643 - Achieving Coherence in Complex Institutions**

*(6 sem. cr.)* Higher education, as an enterprise, as well as individual institutions grow more complex every day. Meeting the needs of diverse stakeholder groups, operating within an increasingly convoluted legal and regulatory environment, and adapting to changes in society can lead to fragmentation and divisiveness within institutions. In this course, education
professionals examine ways in which leaders can bridge traditional gaps between academic affairs, student affairs, business and external affairs, and community partners to promote collaboration on learning-centered goals. They investigate strategies for leading change within and across different parts of the institution to implement new requirements, seize opportunities, or plan responses to crises and challenges. Moreover, education professionals explore the use of research methods appropriate to understanding institutions, programs, and stakeholder interests.

**EDUC 8644 - Research in Practice**

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

**EDUC 8645 - Managing Resources to Drive Change in Higher Education**

(6 sem. cr.) Managing resources—financial, technological, human, and intellectual—is higher education leaders’ most significant concern. This course will focus on how leaders in higher education can effectively plan, prioritize, allocate, and track the use of resources toward achieving learning-focused goals. Candidates will research and discuss the meaning of efficiency, productivity, and sustainability in higher education and ways to maximize these across the institution. Activities will include analysis of various budgeting, planning, and fund-raising strategies and how these can be used to identify new and reallocated resources to enable growth and sustainability of quality programs. Candidates will also investigate research approaches appropriate to planning and resource management.

**EDUC 8650 - Organizational Theories on the Role of Learning Institutions Within and Across Societies**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8660 - Comparative Research on Global Change and Its Impact on International, National, and Local Learning Institutions and Curricula**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
**EDUC 8670 - Transformational Change Through Education in International, National, and Local Sites**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: **Breadth, Depth, and Application.** Through the KAM process, students will apply what they have learned to meet a need in their profession.

**EDUC 8745 - Applied Research in Education**

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 8750 - Systemic Curriculum Design: Rigor, Relevance, and Results**

(6 sem. cr.) Designing curriculum with rigor, relevance, and results requires broad understanding of the key concepts behind each of these attributes. In this course, education professionals examine the contribution of learning theory to what defines rigor as they explore alignment of standards and design models as well as the role of collaboration between educators and the needs of an ever-increasing diverse student population, including English-language learners, special education educators, gifted students, and students from impoverished backgrounds. As leaders of learning, education professionals examine the connection between relevant curriculum and global trends, social-emotional, and character development, and the integration of technology for student engagement. In addition, they gain an understanding of what constitutes results that acknowledge the demands of accountability from multiple constituents, such as parents, community members, school administrators, and government oversight. They also gain practice analyzing, evaluating, and applying quantitative research methods appropriate to data-driven planning and decision making.

**EDUC 8751 - Data-Driven Instruction and Assessment**

(6 sem. cr.) Instructional leaders must have the ability to diagnose by reviewing data and practices, set a vision for where they want to go, prioritize the work by utilizing relevant data, identify measurable goals, develop an action plan, and then monitor their results. Education professionals in this course examine this inextricable link between instruction and assessment. They engage in a diagnostic process designed to meet diverse student and systemic needs. They also examine the role of formative and summative assessments in making decisions, the various forms and purposes of assessment, and how the ongoing use of assessment data can move curriculum and instruction beyond mediocrity to support rigorous learning for all students. Additionally, they explore qualitative research methods appropriate to understanding institutions, programs, and stakeholder interests.
EDUC 8752 - Effective Professional Development

(6 sem. cr.) Effective professional development is foundational to improving a school system’s ability to raise student achievement. Using adult learning theory as a foundation, this course explores models that look at adult learning strategies and skills that build strong professional development opportunities promoting new knowledge and skills that affect teacher practice and student learning. Educators will learn how to use collaboration, facilitation, coaching, and mentoring that support a culture of learning that involves students, educators, parents, and community. As evaluating the impact of professional development efforts is crucial to ongoing success, leaders learn to collect and analyze data from student work and teacher practice to make informed decisions that lead to continuous improvement. Communicating and disseminating results to multiple constituents within the school system will be emphasized. Educators will also investigate mixed-methodology research approaches appropriate to planning and resource management.

EDUC 8753 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8760 - Foundations: Special Education

(6 sem. cr.) Special education as a field is dynamic, with a growing research base of best practices and changing implementation efforts that seek to balance effective and efficient education for students with disabilities. Education professionals in this course explore evolving trends that reflect this balance and a range of related topics, such as issues of equity, assistive technology, collaborative instruction between regular and special educators, delivery approaches with and without student categorization, and ethical practice. As part of this foundational course, education professionals learn the process of how to complete their doctoral or education specialist degree successfully. They gain facility with Walden University’s online learning environment; knowledge of the university’s and the program’s support systems, expectations, and outcomes; and advanced, graduate-level critical-thinking, research, and writing skills.

EDUC 8761 - Leadership, Advocacy, Policy, and Law

(6 sem. cr.) Leadership and advocacy go hand-in-hand when seeking to promote policies that support effective practices in education for early childhood and school-age students. In this course, education professionals analyze the connections between advocacy, leadership, and policy by examining the evolution of education legislation and pivotal case law in the United States. They examine change theory and leadership styles, allowing them to reflect on their own and others’ paradigms and to determine best practices to promote positive social change. They also engage in a culminating project through which they construct a professional plan for advocacy and leadership in an area of interest that includes issues of diversity and special needs.
EDUC 8762 - Applied Research in Education

(6 sem. cr.) In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

EDUC 8763 - Specialized Instruction

(6 sem. cr.) A growing body of research exists around evidenced-based instructional practices in special education. This course reviews the literature specific to specialized instruction for students with disabilities in language, reading, writing, math, and content areas. Topics also include effective practices for instruction and evaluation for students with social-emotional and behavioral needs, including applied behavior analysis and positive behavioral interventions and skill building. Related brain research will be examined, as well as assistive technology and methods of delivery, whether in isolation, small group, or inclusive settings.

EDUC 8764 - Research Methodology and Special Education

(6 sem. cr.) To document the effectiveness of practices in special education, different research questions are needed that call for different types of methodologies. This course examines four types of research methodologies important to special education: experimental group, correlation, single-subject, and qualitative designs. Particular attention is given to single-subject research designs that are used to study behavioral change in an individual or group as a result of an intervention. Topics include reliable measurement, repeated measurement, description of conditions, baseline and treatment conditions, and single-variable rules.

EDUC 8765 - School-Wide Intervention Models

(6 sem. cr.) Response to intervention (RTI) is a school-wide approach that integrates assessment and intervention within a multitiered prevention system to maximize student achievement and to reduce behavioral problems. This course examines RTI research and other problem-solving processes for best practices for using data to identify students at risk of academic, social, or emotional failure; methods of disability identification and monitoring student progress; and data-based decision making for instruction, universal instruction, and interventions useful for all students. Professional development of regular and special education teachers and the role of parents will be explored. Functional behavioral assessment is examined as an evaluation tool for understanding behavior, and effective practices for school-wide positive behavioral support (SWPBS) are also explored.

EDUC 8766 - Research in Practice

(6 sem. cr.) In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of...
results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8767 - Sustaining and Supporting Effective Practices in Special Education

(6 sem. cr.) Once effective practices for special education are in place, a clear plan is needed for implementation fidelity that addresses program integrity and sustains commitment within the professional learning community. Candidates will examine critical contributing components such as program evaluation, professionalism, cultural resonance, and policy to support continuous improvement. (Prerequisite(s): All other courses.)

EDUC 8800 - Research Forum

(4 cr.) The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (Ph.D.) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

EDUC 8801 - Educational Law, Public Policy, and Political Systems

(4 cr.) This course is an overview of the interconnections and influence of educational policy, politics, and law upon student welfare; ethical decision making; equitable distributions of rewards and sanctions; and community relations in a diverse, global environment. Education professionals synthesize these domains within the theoretical and problem-based context of political environments, organizational structures; policy research; legal mandates; institutional climate; culture; diversity; and local, state, and federal influences. They also engage in topical readings and case studies that bridge policy management, political strategies, and statutory and regulatory standards.

EDUC 8802 - Supervision, Evaluation, and Human Resources in Education

(4 cr.) Education professionals in this course explore the role of the educational leader in human resource management in schools and school districts. They focus on the assumptions that underlie the human resource leader’s functions and behavior; the forces influencing the implementation of those functions; and the assessment of contemporary professional development as well as supervisory and personnel evaluation models, strategies, and methods. Education professionals also explore strategic planning in human resource development and school effectiveness as well as its relationship to the school system. Applying course concepts, they gain practical experience developing a model for supervision and evaluation of a human resource development program.

EDUC 8803 - Student Personnel Services

(4 cr.) Educators must be aware of the global and diverse nature of school communities, which requires effective practices in providing student services that meet district needs. In this course, education professionals examine the legal, organizational, and ethical foundations of school
leadership practices in student personnel affairs and services. They explore administrative practices in educational programming; staff and student personnel functions; community relations; educational goal setting; program planning; and development, implementation, and evaluation of student-related activities and enhancements. Applying course concepts, education professionals engage in a variety of applied assignments, such as the development of an action-research study on a student support program.

EDUC 8804 - School Financial Management
(4 cr.) In this course, education professionals engage in a theoretical and applied examination of issues in school financial management. They focus on budgeting, budget construction, purchasing, financial planning, school-site and facilities material management, and capital outlay programs management. They also gain a practical overview on such topics as revenue sources; federal, state, and local allocations; systems and tax configurations; cost-benefit relationships; and operational finance. Additionally, education professionals consider and discuss the social, economic, legal, and political aspects in the allocation of tax dollars for public school financing.

EDUC 8805 - Reflective Instructional Practice
(4 cr.) Reflective critique is often useful in analyzing and improving instructional technique. Education professionals in this course construct a framework for instructional decision making and develop reflective strategies for continuous instructional improvement. They investigate the decisions that educators make in designing effective instruction, and they examine various planning models. Education professionals apply concepts to an authentic context through the design of an instructional framework, the development of lesson plans, and a reflective analysis of an instructional experience within their own classroom.

EDUC 8806 - Educational Measurement and Evaluation
(4 cr.) Education professionals in this course learn how to measure and evaluate student learning outcomes and educational programs. They acquire key evaluation concepts as they examine the purposes for collecting student achievement data and distinctions among various approaches to assessing learning. Education professionals apply knowledge and skills gained in the course while they critique and develop measurement instruments.

EDUC 8807 - Curriculum Theory and Design
(4 cr.) Designing curriculum is a complex process requiring professionals who are able to recognize and understand the foundational assumptions and functions of curriculum documents and processes. Through this course, education professionals explore curriculum theory and design at the district or departmental level. Focusing on the theoretical, practical, and political complexity of curriculum work, they apply theoretical foundations of curriculum to solving curricular problems and analyzing curriculum artifacts. Education professionals also share ideas and delve more deeply into subject matter through a range of activities, such as discussions, analyses of case studies, and production of curriculum documents.

EDUC 8811 - Practicum in K–12 Leadership
A school-site or agency-based practicum provides opportunities for advanced doctoral students to participate in and complete an applied leadership project or activity under the direction and supervision of an on-site administrator and a Walden practicum supervisor. Students apply theoretical educational leadership constructs to the critical problems, issues, and activities faced by school and/or agency leaders in the workplace. Students must demonstrate competency in each of three specified areas—professional development and human resources, interpersonal relations, and technology and information systems—with an additional specialization area selected by the student based on identified career goals. (Prerequisite(s): EDUC 8801, EDUC 8802, and EDUC 8803.)

**EDUC 8812 - Critical Survey of Technology**

(4 cr.) This course focuses on current and emerging innovative technologies that affect and enhance the learning environment for students. Included is a discussion of topics affecting learning environments, such as cultural/equity issues, computer crime, computer security, computer games versus educational software, online learning, graphics versus text, accuracy of information on the Internet, pornography, and assistive/adaptive learning. Students critically evaluate an educational software package, an online learning infrastructure, and software used for drill/practice, tutorial, simulation, and problem-solving—sharing titles of software and websites used in their content area.

**EDUC 8813 - Management of Technology for Education**

(4 cr.) This course explores issues that deal with integrating and managing technology in education. Areas such as leadership, strategic planning, systems acquisition, coordination, and implementation, as well as the impact of managing technology and its implications for teaching, learning, and administrative functions are studied. Policies that impact human resource development, staff development, information access, security, management control, and evaluation are also discussed in this course.

**EDUC 8814 - Learning Theories and Instructional Technology**

(4 cr.) Students explore the connection between principal theories of human learning, including behaviorism, cognitive information processing, and constructivism, as applied to the pedagogy of effective instruction. The focus of this course is on instructional interventions and their potential improvement through the application of technology.

**EDUC 8823 - Computer Technology and Multimedia in Education**

(4 cr.) In this course, emerging computer-based multimedia innovations and applications are examined. Students learn about software, courseware, presentation devices, output devices, and mass storage devices for course delivery using instructional technology. Students evaluate various authoring systems in either Windows or Mac environments to identify strengths and weaknesses. They learn instructional design principles and demonstrate the ability to produce simple but effective multimedia presentations using a multimedia authoring program.

**EDUC 8824 - Integration of Technology in the Curriculum**
This course covers the creation of curriculum materials and courses that integrate technology allowing for access to new information, the development of new learning skills, and the empowerment of students. It also covers learning styles and the student as the center of learning and explores the role of technology and its incorporation within the learning curriculum for students and teachers.

**EDUC 8825 - Course Development and Delivery Utilizing Technology**

(4 cr.) This course analyzes instructional design principles and procedures, including needs assessment, objectives, and criterion test design. It covers the development of guidelines to inform decision-making processes that accompany the design, development, production, utilization, and evaluation of course materials that use computer-based and other technologies. Students create a development proposal, then design and develop an instructional website complete with online assessments, utilizing Dreamweaver and Coursebuilder. Familiarity with this software is not a prerequisite; students who are unfamiliar with these tools can take tutorials provided by Macromedia.

**EDUC 8826 - Planning and Implementing Instructional Technological Environments**

(5 cr.) This field-based experiential course prepares educators as leaders in developing policies and procedures and planning, budgeting, implementing, and administering instructional technology environments. Students focus on the theoretical and practical considerations for researching, planning, configuring, evaluating, and administering facilities and resources in their own instructional settings. The 5-credit course includes a 1-credit practicum.

**EDUC 8840 - Evolution of Educational Technology**

(4 cr.) A wide variety of factors, including limitations, innovations, and major breakthroughs, influence the evolution of learning. Through this course, education professionals gain a framework for understanding educational technology, helping them keep up-to-date with modern technological trends that affect teaching and learning. Education professionals examine this evolution and the history of educational technology as a field of study before and after the emergence of computers and cyberspace technology. Through a variety of applied assignments, they focus on how educational technology has evolved through the ages of agriculture, industry, and information. *(Prerequisite(s): RSCH 8200 and RSCH 8300.) (Co-requisites: EDUC 8900.)*

**EDUC 8841 - Diffusion and Integration of Technology in Education**

(4 cr.) Social and systemic change resulting from the integration and adoption of technological innovations will be the focus of this course. Learners will explore Rogers’s diffusion of innovations theory, and the research that shows best practices for integrating technology in the workplace/education, to find ways to be a catalyst for change. Strategies for overcoming resistance and barriers to change will be analyzed.

**EDUC 8842 - Principles of Distance Education**

(4 cr.) Different theories, paradigms, and the history of distance education will be explored. Learners critique current research and assess online learning programs including hybrid and fully online delivery. Accessibility issues, open source, best practices to facilitate learning, global
trends, and the move from elite to mass higher education will be analyzed. Synchronous versus asynchronous platforms will be contrasted. (Prerequisite(s): EDUC 8118, RSCH 8200, and RSCH 8300.) (Co-requisites: EDUC 8900.)

EDUC 8843 - Leading and Managing Educational Technology

(4 cr.) Education professionals in this course explore issues related to leadership regarding the integration of technology in business and in education at any level, including K–12 schools, community colleges, teacher education, or higher education. They explore such areas as leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Moreover, they share perspectives through discussions on policies that affect human resource development, staff development, information access, security, management control, and evaluation.

EDUC 8844 - Designing Instruction for Distance Education

(4 cr.) Instructional design for distance education involves understanding educational experiences, what makes these experiences effective, and the ways in which students learn in the online environment. This course provides education professionals with the opportunity to gain a practical understanding of these topics through the examination of learning styles, learning theory, social networking and collaborative group influences, assessment, global perspectives, and diversity. They also analyze effective online educational experiences from education and the workplace. Focusing on the design and delivery of distance education, education professionals engage in applied assignments that emphasize developing, field testing, and revising a Web-based unit. They also explore ways to employ engaging instructional electronic strategies to enhance design and development. (Prerequisite(s): EDUC 7102 or EDUC 8842.)

EDUC 8845 - Learning Theory and Educational Technology

(4 cr.) In this course, education professionals extend their knowledge of learning theory, including behaviorism, cognitivism, and constructivism, to the application of educational technology as they explore ways to translate theory to practice. Education professionals explore instructional interventions and their potential improvement through the application of technology. They also use a variety of theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology facilitates learning. Through a collaborative constructivist activity, education professionals critically analyze constructivist learning theorists to determine how their principles apply to educational technology. Using knowledge gained from these analyses, education professionals identify and explain related challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

EDUC 8846 - Current Research in Educational Technology

(4 cr.) In this course, education professionals critique current research on critical issues and emerging areas of educational technology for which they identify areas of need and gaps in research. Assessing these gaps, they determine research questions and problem statements that might serve to effect positive social change for diverse learners, which they may use as the basis
of their prospectus for their dissertation. They also develop a plan for publication and presentation at professional conferences. Additionally, they explore means to publish their research in professional journals. Work products of the course can be applied to components of their dissertation prospectus. (Prerequisite(s): RSCH 8100D/8101D, RSCH 8200D/8201D, and RSCH 8300D/8301D.) (Co-requisites: EDUC 8900.)

EDUC 8847 - Multimedia Technology to Facilitate Learning

(4 cr.) Through this course, education professionals explore strategies for facilitating learning through the use of technology, including electronic and multimedia presentation of materials and curriculum design. Delving more deeply into content and sharing perspectives, education professionals engage in weekly discussions on a range of topics, including functions and tools of and research on multimedia-based instructional design, Mayer’s triarchic model of cognitive load; cognitive learning styles of digital natives versus digital immigrants, dual coding, and assessments for multimedia assignments. They gain practical experience designing learning materials based on principles of universal design using electronic materials.

EDUC 8848 - Emerging and Future Technology

(4 cr.) The emergence of new technologies in the information age and beyond is dramatically changing the way people teach and learn in K–12 education, higher education, and corporations. Education professionals in this course explore new scholarship, collaborative tools, social networking, wireless and mobile technologies, creative commons, fair use, user-created content, and virtual worlds to become leaders in helping to diffuse these innovations. They also engage in a multimedia presentation to analyze obsolete technology, assess new technology, and explore projections regarding future technological movements. Through this project, education professionals are better able to conceive a world in which technology is a seamless aspect of learning and work. (Prerequisite(s): EDUC 8118, RSCH 8200, and RSCH 8300.) (Co-requisites: EDUC 8900.)

EDUC 8850 - Foundations in Early Childhood: Developing a Shared Vision

(6 sem. cr.) Early childhood, as a field, refers to young children (prenatally through 8 years old) as well as those adults, programs, and agencies that have a significant impact on children’s development and learning. It is a field ripe with current research and opportunities to contribute to positive social change. This course explores the integrative and collaborative richness of the field from its history, values, and ethics to current issues and trends. As part of this foundational course, early childhood professionals learn the process of how to complete their doctoral (Ed.D.) or education specialist (Ed.S.) degree successfully, understanding how Walden supports them in developing (a) facility with Walden University’s online learning environment; (b) understanding the university’s and the program’s support systems, expectations, and outcomes; and (c) advanced graduate-level critical-thinking, research, and writing skills.

EDUC 8851 - Global Perspectives on Development and Learning

(6 sem. cr.) Why is the well-being of young children vital to learning and later success in life? Research continues to indicate that early influences are critical to the development of children’s brains and lifelong health. Scientific evidence also indicates that there is intrinsic value for
young children in experiencing the joy and discovery of childhood. Such experiences not only generate later positive outcomes to society, but they also contribute to viewing life with optimism, learning social skills, and coping with stress. In this course, early childhood professionals study current national and international thinking with regard to early childhood development. Course content also includes global perspectives related to designing, implementing, and evaluating experiences for every child. Special attention is paid to brain research, factors that promote and impede development and learning, and effective assessment of development, learning, and teaching/programmatic practices.

**EDUC 8852 - Applied Research in Education**

*(6 sem. cr.)* In this course, educators develop a broad understanding of theoretical frameworks and of the appropriate use of both qualitative and quantitative methods. Educators focus on methods designed specifically for studying human development and how individuals learn. They explore these methods through the examination of the philosophy of research and particular research strategies, review of literature in the field, and research and analysis of additional literature relating to individual interests. Additionally, educators reflect on and discuss ways in which research can lead to the promotion of social change on the job or in their community.

**EDUC 8853 - Influences of Family, Culture, and Society in Early Childhood**

*(6 sem. cr.)* Early childhood professionals understand that building reciprocal relationships with children’s families and community members is essential to promoting positive outcomes for children. Whether early childhood professionals intend to impact positive social change by working with children and families in early childhood settings or in related professions, both understanding the complexities of such relationships and the skills of relationship building are essential. The focus of this course is on research-based knowledge of family dynamics and the vital role relationships play in children’s lives. Special attention is paid to relationship building through the lens of cultural responsiveness and by studying how identities are defined and evolve related to ethnicity, race, economic class, gender, and sexual orientation. Education professionals are challenged to delve deeply into issues related to risk factors such as trauma, poverty, bias, stereotyping, and homelessness as well as to study factors that support resilience.

**EDUC 8854 - Dynamics of Early Childhood Policies and Systems**

*(6 sem. cr.)* Healthy development of children from prenatal stages throughout early childhood does not depend on one group of people, one type of agency, or even a continuum of high-quality early childhood education. Rather, public policy, government processes, funding streams, and research from disciplines such as medicine, psychology, and public health all have an impact—positive and negative—on whether children and families thrive. In this course, educators examine existing early childhood systems—how they function and how they interact—with the goal of improving services for young children and families. Education professionals research and evaluate case studies to develop a deep understanding of the ways that systems are impacted by funding and public policy, determine services, function in today’s society, and ultimately affect the lives of young children and families.

**EDUC 8855 - Research in Practice**
This course builds on educators’ prior explorations of research design and methodology by providing hands-on, in-depth study of specific data collection and analysis skills needed for them to become producers of research. Education professionals will apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. Practical exercises and discussion will emphasize both qualitative and quantitative research methods.

EDUC 8856 - Advocacy and Leadership for Positive Social Change

What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (a) know the history and understand the values and ethics of the field; (b) approach the present and the future as critical and creative thinkers committed to positive change; and (c) are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. In this course, professionals engage in the study of leadership for positive social change in the early childhood field, which culminates in a capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

EDUC 8883 - Practicum in Community College Leadership

Students may elect to take an on-site practicum working under the mentorship of a community college leader instead of the advanced research seminars. Mentors should be exemplary community college leaders in roles similar to those the students are preparing to enter. The general objective of the practicum is to provide students with the opportunity to learn by listening, discussing, questioning, observing, participating, and contributing in a leadership role while working with a mentor/supervisor. Students are expected to participate in the work of the site supervisor for 120–180 hours, usually over a 12-week period.

EDUC 8885 - Research in Practice

In this course, educators build on their knowledge of and experience with research design and methodology through a hands-on, in-depth study of specific data collection and analysis skills, which they need to become effective producers of research. Educators apply concepts and practice skills in research design, data collection, data analysis, and presentation of results. They complete practical exercises and engage in discussions that emphasize qualitative and quantitative research methods.

EDUC 8886 - Advocacy and Leadership for Positive Social Change

What knowledge, skills, and dispositions should early childhood leaders exemplify? The field needs leaders who (a) know the history and understand the values and ethics of the field; (b) approach the present and the future as critical and creative thinkers committed to positive change; and (c) are advocates, researchers, relationship builders, data-driven decision makers, and managers of change with a keen understanding of diversity, humane interaction, organizational development, and system-oriented thinking. Professionals in this course are engaged in the study of leadership for positive social change in the early childhood field and in a
capstone project that requires participants to apply the knowledge, skills, and dispositions of a leader to effect change in an early childhood setting of their choice.

**EDUC 8900 - Dissertation Companion**

(0 cr.) The purpose of this dissertation companion course is to assist education professionals in making steady progress toward completing their degree. The companion provides a forum for ongoing exchange of ideas, input, and feedback between education professionals and the dissertation chair as education professionals complete coursework for their Ph.D. in education and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation. *(Prerequisite(s): EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, EDUC 8118, RSCH 8100D, RSCH 8200D, and RSCH 8300D, or EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8113, EDUC 8115, EDUC 8841, EDUC 8843, EDUC 8845, RSCH 8100D, RSCH 8200D, and RSCH 8300D if in the Educational Technology specialization.)*

**EDUC 9000 - Dissertation**

(20 cr.) During the first quarter in which they have active dissertation committees, doctoral students are automatically enrolled in this dissertation status course. It affords students the opportunity to integrate their program of study by conducting an in-depth exploration of a topic of interest and by completing an original research study, called a dissertation, on that topic. With the guidance of a chair and committee members, students develop an approved prospectus, an approved proposal (the first three dissertation chapters), and an application for Institutional Review Board approval. They then collect and analyze data and, afterward, finalize their approved dissertation. During the final quarter, students prepare their dissertations for final review by the university and conclude with an oral defense of their dissertation. *(Prerequisite(s): Foundation course, core KAMs, RSCH 8100D, RSCH 8200D, and RSCH 8300D.)*

**EDUC 9001 - Dissertation**

(20 cr.) During the first quarter in which they have active dissertation committees, doctoral students are automatically enrolled in this dissertation status course. It affords students the opportunity to integrate their program of study by conducting an in-depth exploration of a topic of interest and by completing an original research study, called a dissertation, on that topic. With the guidance of a chair and committee members, students develop an approved prospectus, an approved proposal (the first three dissertation chapters), and an application for Institutional Review Board approval. They then collect and analyze data and, afterward, finalize their approved dissertation. During the final quarter, students prepare their dissertations for final review by the university and conclude with an oral defense of their dissertation. *(Prerequisite(s): EDUC 8110, EDUC 8111, EDUC 8112, EDUC 8113, EDUC 8114, EDUC 8115, EDUC 8116, EDUC 8117, EDUC 8118, EDUC 8210, EDUC 8211, EDUC 8212, EDUC 8213, EDUC 8214, RSCH 8100D, RSCH 8200D, and RSCH 8300D, or EDUC 8840, EDUC 8841, EDUC 8842, EDUC 8843, EDUC 8844, EDUC 8845, EDUC 8846, EDUC 8847, EDUC 8848, RSCH 8100D, RSCH 8200D, and RSCH 8300D if in the Educational Technology specialization.)*

**EDUC 9002 - Research Forum**
The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Philosophy (Ph.D.) degree. Students prepare a plan of action, engage in regular scholarly discussion with a faculty mentor and fellow doctoral students, and submit a personal progress report. Students submit drafts of Learning Agreements, Knowledge Area Modules (KAMs), and dissertations to the faculty mentor for feedback. Information and resources related to KAMs, dissertations, residencies, research and writing, courses, and doctoral program expectations are provided for guidance.

**EIDT 2001 - Technology and Learning**

(5 cr.) Technology today facilitates and supports learning in ways never before possible. In this course, students learn how education professionals use computers, multimedia tools, and other educational technologies to differentiate the learning experience, provide access, and meet the needs of diverse learners. Students examine current trends and gain an understanding of the appropriate integration of technology and instruction. *(Prerequisite(s): EDUC 1014.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2002 - Web Design I**

(5 cr.) This course presents the fundamental techniques and principles of effective Web design. Students learn the basics of building websites that incorporate good functionality and design elements to meet the needs of a diverse audience. They explore a range of topics, including introductory hypertext markup language (HTML), common graphic and Web publishing standards, Web publication protocols, and basic principles of website layout and design.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2003 - Introduction to Distance Education**

(5 cr.) Although distance learning is not a new concept, advances in technology and the Internet have been a catalyst for the rapid expansion of distance education to meet a variety of learning needs. This course provides a comprehensive overview of distance education. Students examine the field to gain a historical perspective and an understanding of current trends. They also learn basic concepts, models, and technologies of distance learning. *(Prerequisite(s): EDUC 1014.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 2004 - Instructional Design I**

(5 cr.) The instructional designer plays a key role in developing education and training programs in the public and private sectors. This course introduces students to the field of instructional design. They gain an understanding of the role of instructional designers in constructing the learning experience. Students also explore the essential job functions and career paths available in this field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**EIDT 3002 - Multimedia Tools**

(5 cr.) Multimedia tools allow instructional designers to be creative and develop innovative learning environments. This course provides an introduction to the design, production, and evaluation of multimedia for instructional purposes. Students experiment with tools commonly used for the creation of multimedia elements and learn how to create basic multimedia components incorporating audio, video, and visual graphics.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 3003 - Ethical and Fair Use of Instructional Materials**

(5 cr.) Instructional designers are faced with the challenge of finding and using materials from various resources. In this course, students examine the issues related to the use of licensed and copyrighted content in the development of instructional materials. Students also explore the legal and ethical implications of copyright, fair use, and creative commons licenses when designing materials for nonprofit and for-profit entities.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 3004 - Instructional Design II**

(5 cr.) This course is a continuance of the principles learned in Instructional Design I. Students explore the basic elements of commonly used instructional design theories and models and compare the processes and procedures of these models. They gain a working knowledge of the instructional design process, including how to identify learning and performance gaps and how to design and implement instructional solutions. *(Prerequisite(s): EIDT 2004 and EDUC 3004.)*

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**EIDT 4001 - Instructional Design and Technology Capstone**

(5 cr.) This capstone course provides students with the opportunity to showcase their skills and creativity by applying their knowledge of instructional design, learning environments, and multimedia tools to an authentic task. Connecting theory to practice, students work with a client or explore a case study to identify an instructional need and construct an appropriate solution. *(Prerequisite(s): Completion of all other program coursework.)*

**EIDT 4002 - Web Design II**

(5 cr.) This is a project-based course in which students build on their basic knowledge of Web design to learn more advanced design and development skills. Students apply their knowledge of Web design, multimedia tools, and principles of visual literacy to the creation of a website. Students engage in assignments that emphasize the development of websites that incorporate multimedia elements for education and training. *(Prerequisite(s): EIDT 2002 and EIDT 3002.)*
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 4004 - Instructional Design III

(5 cr.) In this course, students apply the principles of instructional design to a learning situation. They also apply their knowledge of the instructional design process to define learning goals and outcomes as well as to create instructional materials and evaluate the effectiveness of those materials. (Prerequisite(s): EIDT 3004.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 5100 - Instructional Design

(5 cr.) In this course, students learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. Students explore commonly used instructional design models, such as ADDIE, and learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Students also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings. (Prerequisite(s): EDUC 5105.)

EIDT 5110 - Advanced Instructional Design

(5 cr.) This course is designed to extend students’ knowledge and application of the instructional design process. Students gain a deeper understanding of best practices for the implementation and evaluation of education and training programs. Emphasis is placed on delivery of instruction and the various strategies for assessing student learning both during and after instruction. Students demonstrate their learning by solving a real-world instructional or performance improvement problem. (Prerequisite(s): EIDT 5100.)

EIDT 6100 - Instructional Design

(3 sem. cr.) In this course, educators learn the foundational principles and elements of the instructional systems development process, from analysis through evaluation. They explore commonly used instructional design models, such as ADDIE, and they learn how to apply them in an education or training environment. They gain an understanding of the preliminary phases of instructional design models, such as writing instructional objectives and conducting analyses. Educators also focus on incorporating sound instructional strategies into the design and development of instructional systems and into the development of prototypes in real-world instructional settings.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6110 - Advanced Instructional Design

(3 sem. cr.) This course is designed to extend educators’ knowledge and application of the instructional design process. Educators gain a deeper understanding of best practices for
implementing and evaluating education and training programs. They engage in a variety of assignments that emphasize the delivery of instruction and the various strategies for assessing student learning both during and after instruction. Educators demonstrate their understanding of course concepts by solving a real-world instructional or performance improvement problem. (Prerequisite(s): Intended to be taken after EIDT 6100.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 6120 - Multimedia Design and Development**

(3 sem. cr.) In this course, educators take a systematic approach to the design and development of multimedia for instruction. They combine their knowledge of effective instructional strategies with the basic principles of visual literacy, Web design, and multimedia design to develop effective and usable learning objects. Applying concepts learned in the course, educators gain practical experience creating an interactive learning experience, which they beta-test in a learning management system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 6130 - Program Evaluation**

(3 sem. cr.) Program evaluation is the final step in an effective systematic approach to instructional design. In this course, educators explore the models, principles, and practices employed in conducting effective and thorough evaluations of instructional and performance improvement programs. They learn how to select an evaluation approach; develop an evaluation plan; design or select data collection tools; and collect, analyze, and interpret data related to authentic cases.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 6500 - Performance Improvement**

(3 sem. cr.) In this course, educators survey the research, models, and issues associated with improving human performance in workplace settings. They explore methods and techniques for recognizing and analyzing performance gaps, conducting needs assessments, determining appropriate instructional and performance support interventions, and measuring the results of implemented solutions. They engage in assignments that emphasize how to determine whether instructional or other performance support interventions are appropriate for addressing identified needs. Educators also use results from analyses to inform the design of job aids, instruction, and other performance support systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**EIDT 6501 - Training and Development**

(3 sem. cr.) The ability to manage and deliver training is an essential skill for human resource and performance improvement professionals. In this course, educators explore models, techniques,
and best practices for managing and delivering training systems and modules. They focus on a range of topics, including managing the learning environment, selecting appropriate materials and assessments, and tracking learner performance and completion. Educators also explore technologies that support the planning, presenting, and managing of instructor-led and self-directed courses and training systems in face-to-face and virtual environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6510 - Online Instructional Strategies

(3 sem. cr.) Effective instruction in an online setting requires strategies that leverage the unique characteristics of distance learners and online environments. In this course, educators apply their knowledge of instructional design and distance learning to analyze, select, and design instructional strategies that are most effective for engaging and teaching online learners. They learn methods for managing and delivering online instruction, with the goal of integrating effective strategies with course management tools and multimedia technologies in synchronous and asynchronous environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6511 - Assessments in Online Environments

(3 sem. cr.) Instructors are provided with the opportunity to reach beyond traditional practices and explore new ways of assessing student learning outcomes in the online environment. In this course, educators apply their knowledge of learning theory, assessment practices, and instructional design principles to the development of assessment strategies in online education and training environments. They review research and practical strategies for assessing student learning in synchronous and asynchronous environments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

EIDT 6910 - Capstone: Practical Application of Instructional Design

(3 sem. cr.) This course is the culminating experience for the program. Educators are provided with the opportunity to exhibit their knowledge, skills, and creativity in an authentic situation. They demonstrate their ability to integrate instructional design principles and practical skills and apply them to a real-world learning or performance problem. Educators work with a client in a consultative capacity or explore a case study that may include front-end analyses; design, development, and implementation of performance support and instructional materials; and/or evaluation of an instructional or performance support program. (Prerequisite(s): Completion of all other program coursework.)

EMBA 6010 - Leading in a Dynamic Era

(3 sem. cr.) An Executive Master of Business Administration (EMBA) program is a journey of personal and professional transformation. As with a physical journey, this one begins “where you are” (in this case, as a leader and manager). Two of the key goals for this first course of the
EMBA Program, then, include determining each person’s status and setting the trajectory for the transformational journey. To help candidates begin, in this course, each student will develop the skills for critical reflection by asking questions such as the following:

- What are each student’s strengths and weaknesses, and what is missing?
- What are each student’s responsibilities as a leader now and tomorrow?
- How does the student make decisions as a manager/leader?
- What are the values that shape the student’s behavior?
- How does the student deal with difficult problems?
- What are the student’s aspirations?

Another important theme of this course is being a leader in turbulent times. Being an effective and genuine leader in a dynamic era requires an understanding of leadership concepts, how leaders think and act, and how various management styles impact situations and relationships within an organization. Yet, being an effective leader also demands a strong set of competencies such as motivating self and others, leading creativity in an organization, cultural intelligence, and navigating through ambiguity. Through a self-reflective process, work with an executive mentor, and accompanied by the study of key leadership concepts, each student will begin to craft a Personal and Professional Development Plan that will be utilized and further developed throughout the EMBA Program. This plan will serve as the road map for developing the leadership posture and competencies critical for success; and students will take their first steps toward applying the plan to their career during this course.

**EMBA 6020 - Economic Decision Making**

(3 sem. cr.) Global markets are increasingly turbulent, and understanding how these markets work is critical to the student’s success as a business leader. The course is designed to show how the student can use economic theory to frame the challenges associated with operating a firm in a competitive environment. To facilitate this understanding, this course will integrate concepts of both micro- and macroeconomics. From a micro perspective, students study managerial decisions, particularly in terms of demand, supply, opportunity costs, profitability, and competitive strategies. Students also analyze real-world industries, markets, and firms using the key concepts of microeconomics. From a macro perspective, students develop the skills to create a basic model of the macro economy emphasizing real-world data and relationships. By the end of the course, students can evaluate and resolve economic problems in real time.

**EMBA 6030 - Creativity, Innovation, and Foresight**

(3 sem. cr.) In the first course of the Executive M.B.A., students were introduced to the notion of being a leader in an era of disruptive change. This course continues the discussion on disruptive change by focusing on the importance of innovation in achieving business success. Innovation is not an end result. Rather, through creativity and foresight, it is a way of thinking that enables individuals and organizations to define critical problems, identify possible solutions, and foster positive change more effectively.

In particular, this course focuses on increasing the student’s abilities as a creative leader, one who can readily apply imagination to resolve complex problems and who unleashes the creative talents of others by establishing a work environment that facilitates creative thinking. The
ultimate goal of this course is to provide students with a set of proven creativity methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner.

To accomplish this task, students describe why creativity and innovation are considered crucial 21st-century skills; learn to manage their judgment, so that they become more flexible, tolerant of ambiguity, and open to new ideas and possibilities; employ a variety of creative thinking tools useful in resolving problems that do not have easy answers; apply design thinking principles aimed at user empathy and rapid prototyping; identify what creative leaders do to promote innovation in their teams and organizations; and recognize how a systematic approach to creativity enhances the probability of innovative breakthroughs.

**EMBA 6040 - Accounting Measurement for Leaders**

*(3 sem. cr.)* Accounting is a measurement process. Leaders are required to create meaningful measures. To do that they need to know what to measure, how to measure, and what the consequences of the measurement might be. This course takes a rigorous stakeholder approach, and it integrates fundamental managerial accounting topics with strategic analysis. By the end of the course, students are able to use accounting information within a firm to make effective business decisions, design control systems, and evaluate the impact on various stakeholder groups.

**EMBA 6050 - Managing People and Teams in Globally Diverse Organizations**

*(3 sem. cr.)* Contemporary business environments are increasingly competitive, global, fast paced, and knowledge intensive. In these environments, effective use of human capital is crucial to an enterprise’s success and survival. In this course, students have the opportunity to learn about practical issues such as planning and executing staffing strategies, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change. This course will be especially useful for those planning careers as general managers as well as management consultants.

**EMBA 6060 - Money and the Firm**

*(3 sem. cr.)* The focus of this course is on the utilization of financial information for internal decision-making purposes. The course is designed for the executive who will be using, rather than producing, financial information. Students will cover a range of contemporary topics and techniques relevant to sound and ethical financial decision making using a stakeholder-analysis framework. This framework requires decision makers to develop an array of possible financial decisions and evaluate the advantages and disadvantages of each. The tradeoffs and consequences of each alternative are considered in terms of satisfying stakeholders’ interests while maximizing firm value. Students in this course will rely on critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process.

**EMBA 6070 - Leveraging Systems and Operations for Performance**
One of the most critical challenges for leadership in maintaining organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. Students in this course explore systems thinking as a process whereby problems are viewed as individual components within a larger system. A framework is provided for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Learners will use systems-thinking tools to model single-, double-, and multiple-loop feedback systems, both at the micro and macro levels of analysis. In addition, students are introduced to scenario building and will examine how the practice of systems thinking lays the foundation for creating sustainable outcomes for organizations and society.

**EMBA 6080 - Competing in the Global Marketplace**

(3 sem. cr.) A fundamental shift in the world economy is underway and is accelerating. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as enhanced communication technologies, outsourcing, and the reduction in political barriers to cross-border trade have all contributed to the creation of a truly global economy.

Students in this course focus on the global environment of business and explore how the international sociocultural, political, legal, economic, physical, and historical environments impact business practices and policies. A key goal of the course is to provide students with the skills and methodologies required for developing business strategies on a global scale. In particular, students will identify the internal and external forces impacting an organization’s ability to compete in the international marketplace.

**EMBA 6090 - Establishing and Cultivating Customer Markets**

(3 sem. cr.) When students see a highly successful product, they may wonder whether the product was itself truly innovative or whether the product was unremarkable, but the marketing program was exceptional. Not surprisingly, a clear understanding of the importance of marketing, as well as a grasp of effective marketing practices, is essential for anyone who wishes to achieve a position of leadership. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing strategies. Students also come to understand how product, price, place, and promotion contribute to the marketing mix as they explore research-based insights into consumer behavior.

**EMBA 6100 - Capstone: Business Strategy for Sustainable Competitive Advantage**

(3 sem. cr.) The purpose of this capstone course is to facilitate the integration of what students have experienced during their Executive M.B.A. program. First, working with an executive mentor, students complete a Personal and Professional Development Plan that has both charted their transformational journey thus far and will serve as the starting point of the next phase of their career development. Second, the course seeks to integrate the knowledge that students have gained through the program using the “lens” of developing business strategies capable of achieving sustainable competitive advantage.
To help students think in an integrative fashion, they will take the perspective of the CEO throughout the course. Students whose primary experience has been in one of the functional areas of management (e.g., finance, marketing) have opportunities to relate their experience to the contents of other functional areas and to develop the multifunctional perspective required of the general manager.

The most important outcome of the course is that students are able to think and act in a strategic (rather than a tactical) fashion. Overall, the course aims to improve the actual practice of management, i.e., the students’ ability to manage a variety of strategic and operational situations. These situations may be complex, and students should be able to cope with a considerable amount of ambiguity.

**ENGL 1000 - Academic Writing**

(5 cr.) Students in this course are introduced to the basic elements of academic writing. Students’ primary focus is on gaining fundamental skills necessary for writing college-level essays and research papers. They engage in weekly writing assignments for iterative practice with grammar, punctuation, and the formation of sentences and paragraphs. Through these assignments and a final reflective essay, students demonstrate effective academic writing and the skills requisite to ENGL 1001 - English Composition. **Note:** This course will be considered an elective.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ENGL 1001 - English Composition**

(5 cr.) College-level study requires students to explore subject areas through different perspectives, make convincing arguments, and support research findings in a clear, scholarly manner. This course helps students develop the skills necessary for persuasive and research-based writing at the college level. Students focus on the use of rhetoric, argument, and supporting evidence. They also study the use of the *Publication Manual of the American Psychological Association* (APA) guidelines to cite sources and examine the steps involved in conducting research. Through practice of the planning, writing, and revision process, students gain skills necessary to write effective academic persuasive essays with supporting evidence.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ENGL 1001E - English Composition**

(5 cr.) College-level study requires students to explore subject areas through different perspectives, make convincing arguments, and support research findings in a clear, scholarly manner. This course helps students develop the skills necessary for persuasive and research-based writing at the college level. Students focus on the use of rhetoric, argument, and supporting evidence. They also study the use of the *Publication Manual of the American Psychological Association* (APA) guidelines to cite sources and examine the steps involved in conducting research. Through practice of the planning, writing, and revision process, students gain skills necessary to write effective academic persuasive essays with supporting evidence. **Note:** This course is delivered over a 12-week term but is equated to ENGL 1001.
ENGL 2002 - Professional Writing for Successful Communication

(5 cr.) Clear and persuasive writing is a fundamental professional skill. In this course, students learn the basic tenets of written communication in a professional setting, including the importance of understanding audience and the purpose of the communication, as well as choices of modality, timing, and idiom. Students examine examples of professional communication, such as business letters, résumés, briefing memos, newsletters, and proposals and requests for proposals, among others. Applying course concepts, students also engage in a range of applied assignments that reinforce fundamental writing skills, such as grammar and sentence structure, punctuation, style, citation, and word choice.

ENGL 2050 - Women’s Literature and Social Change

(5 cr.) This course offers students a variety of historical and contemporary literary works written by women in the form of essays, short fiction, drama, and poetry/lyrics. Topics include social change as it relates to women’s experiences of work, family, and community; health and well-being; education; and the future. Students use critical-thinking, reading, and writing skills to articulate an understanding of course themes. (Prerequisite(s): ENGL 1001.)

ENGL 2110 - Creative Writing: Fundamentals of Short Fiction

(5 cr.) Storytelling was a way for our ancestors to pass on values, spiritual beliefs, and history. One of the ways in which we continue this heritage today is through short fiction. This course introduces students to the processes and concepts of creative writing through short fiction. Students examine established authors, narrative techniques, and structures, which they use as a guide to write short stories that model voice, purpose, and elements of story writing. Through this course, students gain critical-thinking and analytical skills in writing, revising, and publishing creative fiction. (Prerequisite(s): ENGL 1001.)

ENGL 3110 - Creative Writing: Contemporary Nonfiction and Poetry

(5 cr.) In this course, students explore the creation of poetry and nonfiction writing for children and adults. Students analyze various forms of creative writing, including memoirs, personal essays, nature essays, prose poems, and poetry, by reading the works of established authors and modeling writing techniques in preparation for publication. They acquire essential skills in critical and analytical thinking to be able to write and revise creative works for adults and children. (Prerequisite(s): ENGL 1001.)
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 3001 - Financial Management

(5 cr.) All organizations must collect and analyze financial information to make important decisions regarding operations, such as payments, budgeting, and investing in new business. Students in this course learn to use financial and managerial finance theory, concepts, and tools to make better financial management decisions as well as to conduct sound financial analysis. They examine the principles of finance from an applied perspective through the examination of difficult strategic and operational decisions that exist in the business environment. Students gain hands-on financial management experience as they compile financial statements, analyze and report financial results, and calculate elements of time value of money for single or multiple cash flows. (Prerequisite(s): ACCT 1003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4101 - Corporate Finance

(5 cr.) Managers in all types of corporations must make vital financial decisions on a daily basis, such as choosing between competing investment opportunities, valuing assets, measuring risk and return, financing a firm’s operations, making dividend policy and capital structure decisions, and valuing financial instruments. Students in this course learn the basics of finance and can gain the tools needed to create long- and short-term planning decisions. They collaborate with their peers through a group case study project to gain real-world insight into the corporate finance arena. Students add to their portfolio by completing a project assignment in which they demonstrate concepts learned in the course through a specific contextual application. (Prerequisite(s): FNCE 3001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4102 - Financial Institutions and Markets

(5 cr.) One of the main causes of economic failure in the United States is the assumption of too much financial risk, including overspending and bad investments. The best way to mitigate risk factors is for financial managers to understand the impact of spending on financial markets. In this course, students investigate the implications of these risk factors and examine various aspects of financial markets, including money, bond, mortgage, stock, foreign exchange, and derivative security. Students learn about the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds. Through this course, students have the opportunity to gain the skills and knowledge that financial managers use to predict and manage risk and future trends. (Prerequisite(s): FNCE 4101.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FNCE 4103 - International Finance
(5 cr.) To maintain a competitive advantage, organizations must engage in business and financial investing on a global scale and financial managers must understand the challenges, risks, and methods of dealing with firms in the global economy. This course introduces students to the nuances, concepts, and principles in the field of international finance. Primarily, students engage in assignments focused on international financial markets and the macroeconomics of international financial flows. They examine specific topics, including foreign exchange, international securities markets, and international banking. Through this course, students have the opportunity to acquire the tools needed to make important international financial decisions based on existing financial principles and current factors in the market. (Prerequisite(s): FNCE 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2001 - Cross-Cultural Psychology♦

(5 cr.) Contemporary life requires the ability to relate to people who are different. Students in this course examine key concepts related to understanding life in a multicultural world. Topics include theories of culture, the role of psychology in understanding oppression, acculturation, cultural aspects of cognition, mental health, physical health, aggression, and emotion. Students are able to explain how behavior is affected by an increasingly diverse and multicultural world. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2002 - Human Development: Childhood and Adolescent♦

(5 cr.) Humans undergo rather amazing developmental changes across the lifespan. Significant changes occur during the period spanning the in utero period to young adulthood. In this course, students are introduced to key theories related to the development of infants, children, and adolescents. Topics include social, biological, and cognitive maturation processes. Cross-cultural issues in development are discussed. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2003 - Human Development: Adulthood♦

(5 cr.) Adulthood represents a rich developmental experience that includes a number of important life transitions. In this course, students are introduced to the key theories and applications of adult development. Topics include the social, biological, and cognitive maturation processes that define development through adulthood into older age as well as specific transitions including career, love and relationships, and retirement. Cross-cultural issues in development are explored. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2005 - Social Influences on Behavior♦
It has been said that no person is an island; meaning, in part, that people are influenced by others and by the social situations in which they find themselves. This course focuses on the basic concepts and applications of social psychology and includes such topics as attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. Students apply principles learned in case studies and to situations in daily life. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2009 - Personality

This course provides an introduction to the major theories of personality and their contemporary relevance. It discusses key personality theorists including those who represent psychoanalytic, neopsychoanalytic, trait, biological, humanistic, cognitive, behavioral, and social-learning approaches to understanding personality. This course also explores how race, gender, and cultural issues play a part in the study of personality and personality assessment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 2101 - Introduction to Forensic Psychology

This course explores a wide range of adult, juvenile, family, and community topics of interest to students, practitioners, and administrators. Topics include the uses of psychological assessments in court, issues of criminal responsibility, criminal profiling, predicting dangerousness, jury processes and decision making, eyewitness testimony, the use of psychological knowledge in prisons, and the psychology of criminal behavior.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 3003 - Methods in Psychological Inquiry

The interpretation of what is experienced can be influenced by a variety of factors that cloud judgment. In this course, students learn about research methods used to test hypotheses in an objective and systematic way to minimize biases, which results in drawing better conclusions. Topics include correlation versus experimental methods, validity and reliability, dependent and independent variables, qualitative versus quantitative research, and statistical versus clinical prediction. Students conduct a simple experiment and write up the results using American Psychological Association (APA) format. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003, and STAT 3001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 3004 - Psychological Disorders

“Diagnosing” friends and family members is a common occurrence, as are discussions of what is considered normal and abnormal behavior. Students in this course are introduced to
psychological disorders that form the basis of diagnosis in psychology. Topics include the concept of “normal” and “abnormal” as related to psychology; introduction to methods used in the process of diagnosis; measurement of psychological functioning; diagnosis; and an introduction to common disorders and their causes, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students differentiate among disorders and understand limits to effective diagnosis as well as apply what they have learned to case studies. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4102 - The Criminal Mind

(5 cr.) What makes the criminal unique? Criminal justice professionals confront criminal behavior in many forms. This course explores theories and research that provide cognitive, behavioral, and psychological explanations of criminal behavior. Knowledge of these theories enhances the student’s ability to interact effectively with offenders. (Prerequisite(s): CRJS 1001.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4111 - Forensic Interviewing and Investigation

(5 cr.) The basic procedures for interviewing both witnesses and suspects are provided in this course. Students have the opportunity to learn the difference between accusatory and non-accusatory interview strategies. In addition, effective behavioral observation strategies are identified. Methods for effectively recording information from interviews and observations are covered, and best practices for preparing forensic reports are presented.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4112 - Forensic Assessment

(5 cr.) This course is designed to provide students with an overview of the basic knowledge and skills required to select appropriate assessment instruments used in the field of forensic psychology with children and adults. Types of assessments include child custody evaluations, juvenile assessment, expert witness assessment, fitness to stand trial, civil commitment assessment, and substance abuse assessment.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 4920 - Capstone

(5 cr.) This course provides students with the contemporary knowledge needed to apply ethical practice and professional responsibilities while working in the field of forensic psychology. The American Psychological Society’s Ethical Principles of Psychologists and Code of Conduct and the American Psychology—Law Society’s Specialty Guidelines for Forensic Psychology are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.
**FPSY 5101 - Introduction to Forensic Psychology**

(5 cr.) Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

**FPSY 5115 - Understanding Forensic Psychology Research**

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to read forensic psychology research critically and how best to apply research results to forensic clinical, correctional, court, public policy, and police settings.

**FPSY 5125 - Assessment in Forensic Psychology Settings**

(5 cr.) Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

**FPSY 5135 - Criminal Behavior**

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.

**FPSY 5145 - Ethical Issues and Professional Responsibilities in Forensic Psychology**

(5 cr.) A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and
responsibilities of forensic psychologists. They examine the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* as well as the American Psychology-Law Society’s *Specialty Guidelines for Forensic Psychology*. Students apply these guidelines as well as critical-thinking and scholarly writing skills to describe the ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

**FPSY 5511 - Treatment of Forensic Populations**

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

**FPSY 5720 - Abnormal Behavior**

(5 cr.) Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as abnormal behavior—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

**FPSY 6001 - Foundations for Graduate Study**

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**FPSY 6101 - Introduction to Forensic Psychology**

(5 cr.) Students in this course are provided with an expansive overview of forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic
psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6115 - Understanding Forensic Psychology Research

(5 cr.) Forensic psychologists, and others in the field, often rely on psychological research for a variety of functions; for example, to extract empirical data about psychological tests or to determine the efficacy of different interrogation techniques. Through this course, students work toward becoming astute consumers of forensic psychology research, acquiring skills needed to understand and interpret data. Students assess the relevance of research as well as the significance of incorporating ethics into practice. They examine basic principles of statistics, such as reliability and validity. Students also learn how to read forensic psychology research critically and how best to apply research results to forensic situations in clinical, correctional, court, public policy, and police settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

FPSY 6125 - Assessment in Forensic Psychology Settings

(5 cr.) Professionals in forensic psychology use assessments to gather data from different sources to arrive at conclusions and make decisions involving cases or issues. In this course, students examine assessments in various areas, including violence risk potential, competency to stand trial, insanity, pathology, and child custody. They examine the varied assessment instruments and procedures used in forensic settings with adults and juveniles. They also assess factors impacting assessments and related challenges, such as ethical issues and multicultural considerations. Students are provided with a foundation in the knowledge of forensic assessment rather than specific skills in administering forensic assessment instruments and interpreting results. Students demonstrate their knowledge as they apply concepts presented in the course to assess a forensic situation case study.

FPSY 6135 - Criminal Behavior

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case study scenarios.
FPSY 6145 - Ethical Issues and Professional Responsibilities in Forensic Psychology

(5 cr.) A fundamental responsibility of forensic psychologists is to provide treatment, assessment, research, and training in an ethical manner. Through this course, students have the opportunity to acquire contemporary knowledge needed to apply ethical practice and professional responsibilities while working as forensic psychologists. Students explore the various roles and responsibilities of forensic psychologists. They examine the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct as well as the American Psychology-Law Society’s Specialty Guidelines for Forensic Psychology. Students apply these guidelines as well as critical-thinking and scholarly-writing skills to describe the ethical dilemmas, professional challenges, and approaches to overcome these issues within a professional forensic psychology role of their choice.

FPSY 6245 - Social Psychology

(5 cr.) In this course, students use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and they will consider how knowledge of these topics can be used to effect positive social change. The application of what students learn in this course culminates in a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, their learning in this course will extend to their personal and professional life, which will truly enable the student to effect positive social change as a scholar-practitioner committed to doing so.

FPSY 6305 - Statistics I

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package. Note: To register for this course, please contact the Academic Advising Team.
FPSY 6310 - Research Design

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection. (Prerequisite(s): FPSY 6305.) Note: To register for this course, please contact the Academic Advising Team.

FPSY 6311 - Quantitative Analysis

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. (Prerequisite(s): FPSY 6305 and FPSY 6310.)

FPSY 6314 - Program Evaluation

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. (Prerequisite(s): FPSY 6305 and FPSY 6310.)
FPSY 6331 - Interviewing and Observational Strategies

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to influence their counseling approaches positively. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. **Note:** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

 FPSY 6393 - M.S. in Psychology Capstone

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

 FPSY 6511 - Treatment of Forensic Populations

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches as well as related ethical, legal, and multicultural factors that may impact treatment. Reflecting on the course, students also consider and discuss professional identity and goals.

 FPSY 6512 - Juvenile Justice, Delinquency, and Development

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying
goal of social justice and change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6520 - Psychology in the Courts**

(5 cr.) Forensic psychology professionals play a vital role in the court system, providing consultation, expert testimony, and recommendations for treatment. In this course, students have the opportunity to acquire the knowledge and skills used by forensic psychology professionals working in the courts. Students examine major roles of psychology professionals, their responsibilities, and required proficiencies, such as oral and written communication skills. Through application-based exercises, students engage in practical exercises, such as in writing reports, planning evaluations, and preparing witnesses for testimony. Students also consider contemporary challenges, ethical and legal issues, and the impact of technology on courts in the United States.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6521 - Police Psychology**

(5 cr.) Students in this course learn about the various roles and responsibilities of forensic psychology professionals working with and in police departments, the structures and organizations in which they work, and the skills needed to perform daily functions, such as counseling and supporting police. Students analyze and discuss common issues and challenges, including crisis situations, psychological risks of police work, and stress management. They also explore less common roles of psychology professionals working with police, such as training in hostage negotiations and the selection of special officers (SWAT, snipers, and tactical commanders). Engaging in assignments designed to provide application of content, students gain practical insight on a variety of topics, such as diversity issues and training, community impact, and forensic psychology operations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6530 - Forensic Applications in Community Settings**

(5 cr.) Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**FPSY 6700 - Psychology and Social Change**

*(5 cr.)* In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

**FPSY 6720 - Abnormal Behavior**

*(5 cr.)* Understanding the characteristics and causes of atypical thoughts and actions—commonly known in mental health professions as abnormal behavior—is essential in determining accurate diagnoses, answering forensic referral questions, and planning effective treatment programs. In this course, students examine the history and evolution of abnormal psychology and how practitioners use contemporary diagnostic criteria of abnormal behavior in various settings, such as schools, rehabilitation facilities, community agencies, and forensic situations. They examine specific techniques for the diagnosis, assessment, and/or treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also investigate and discuss current and future trends, legal and ethical issues, and multicultural factors that complicate diagnosis and clinical assessment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6723 - Multicultural Counseling**

*(5 cr.)* Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability. *(Prerequisite(s): Counseling Residency I.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6728 - Substance Abuse Counseling**

*(5 cr.)* The impact of substance abuse on the lives of people with addictions and the lives of their families makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse.
In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6740 - Disaster, Crisis, and Trauma**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6741 - Psychology of Terrorism**

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6742 - Conflict, Conflict Resolution, and Peace**

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation;
theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6743 - Psychopharmacology**

(5 cr.) Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology. *(Prerequisite(s): PSYC 6225.)*

**FPSY 6785 - Prevention: Research and Practice***

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6810 - Community Psychology***

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values,
and cultural background and consider how these factors are likely to influence their work as community psychologists.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6912 - Mental Health Law**

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**FPSY 6915 - Field Experience**

(5 cr.) Students engage in a 12-week practical field experience at a site specific to students’ degree program and their anticipated employment setting or service population. Students work a specified amount of time on-site, interact with peers, and share their experiences and perspectives. Gaining hands-on, practical experience, they apply concepts and theories learned throughout the program to the responsibilities encountered in their field experience setting.

**GEOG 1001 - World Regional Geography**

(5 cr.) This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6100 - Introduction to Health Informatics**

(3 sem. cr.) This course is a broad historical, technological, and theoretical framework for the study of health informatics. Students consider the past, present, and future of this rapidly evolving discipline, and they explore the critical issues and challenges within the field as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. They explore a variety of related topics, including the
development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; the emergence and adoption of new information technologies; and a global perspective of trends and issues in the field. Students investigate the professional roles related to managing health information technology as well as organizations that promote health informatics. They conduct an in-depth investigation on a specific health informatics position to learn the responsibilities, essential skills sets, and professional and educational requirements of the job.

HINF 6115 - U.S. Health System♦

(3 sem. cr.) The structure and function of the U.S. healthcare delivery system consists of multiple components, including policies, programs, and organizations. Healthcare professionals must understand how these components integrate and affect the access, cost, quality, and safety of health services. In this course, students explore the components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement, and technology as well as the continuum of health services, such as hospital systems and services, including ambulatory care, long-term care, wellness and prevention, and community and public health. Engaging in written-application assignments, students gain a practical understanding of factors and challenges linked to the delivery and management of services, including the U.S. health policymaking process, quality and patient safety initiatives, and expenditures and sources of funds, among others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HINF 6130 - Information Systems Management

(3 sem. cr.) An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

HINF 6145 - Nature, Structure, and Representation of Health Information

(3 sem. cr.) Consistency in health data standards and appropriate identification and selection of these standards is important for many reasons, including supporting electronic data interchange and enhancing interoperability across information systems. Students in this course explore and discuss these concepts, including the structure of medical and health information through effective knowledge representation as well as the practice of knowledge management and the incorporation of evidence-based best practices. Students examine the diverse vocabularies, terminology, ontology, acronyms, coding, and classification systems employed by information
systems users and by those who design and maintain the systems. They also consider related topics, such as data communication, the development and advancement of eHealth technologies, and future federal initiatives to digitalize health data. Students sharpen their critical-thinking and written-communication skills through case scenarios to distinguish among standards, an explication of the most commonly used clinical classification systems, and a multi-stage scenario focused on improving patient health through standardized representations of health information.

**HINF 6160 - Legal, Regulatory, and Ethical Issues**

*(3 sem. cr.)* The nature of healthcare imposes a host of legal, regulatory, and ethical considerations for which providers and organizations must be aware. Students in this course are provided with an overview of these considerations. Students explore state, federal, and international privacy laws and regulations as well as the government agencies and regulatory bodies charged with creating and upholding these laws and regulations, devoting particular consideration to the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Applying course concepts, students complete application-based assignments through which they consider key topics, including privacy, confidentiality, licensing, liability, compliance, accreditation, and professional ethics. Students also examine the impact of information technology on patient safety and the potential opportunities and risks of electronic health record systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6175 - Quality Assessment and Improvement**

*(3 sem. cr.)* Healthcare organizations increasingly are concerned about providing high-quality and safe services. Students in this course are introduced to the basis for quality and patient safety, and they are provided an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6190 - Project Management**

*(3 sem. cr.)* Through this course, students work toward gaining the knowledge and skills to implement a health information technology solution through the systems development life cycle (SDLC) using Project Management Institute-defined processes drawn from the Institute’s Project
Management Body of Knowledge (PMBOK) guide. Within the context of recognized PMBOK-project management standards, students learn to assess organizational need and readiness for a health information system, to engage in strategic and tactical planning for that technology, and to apply critical-path analysis. Students also explore preparation of the request for proposal (RFP) and evaluation of vendor responses as a part of an overall health information technology project management process. Through an integrative, collaborative project, students engage in a hypothetical health information technology project in which they develop a project schedule and charter, apply project management principles and concepts, work through project challenges, and reflect on lessons learned as part of their project closeout.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6205 - Research Methods and Quantitative Analysis**

(3 sem. cr.) Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises, students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. **Note:** There is a special technology requirement for this course for accessing required interactive tutorials. **PC:** Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1 GB of RAM. **Mac:** Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1 GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which add-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden’s Student Support Team at 1-800-925-3368 or 1-612-925-3368, option 2.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6220 - Leadership, Organizational Behavior, and Change Management**

(3 sem. cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group
assignments and personal assessments, students work toward developing self-awareness and
effective management styles and strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6235 - Healthcare Information Technology Business and Finance**

(3 sem. cr.) Through this course, students learn key business and financial aspects of developing
health information technology solutions, and they analyze the technological impact on patient
safety and healthcare liability. They explore functions of analyzing the cost benefit of health
information technology, assessing the return on investment (ROI) of implementing an
information technology system, engaging in vendor evaluation and negotiations, and facilitating
the acquisition of health information technology systems with consideration of global
opportunities. Students also engage in assignments designed to provide practical application of
course concepts, including financial scenarios through which they perform monetary value
calculations. Additionally, students explore human resources management issues; expand on
their knowledge of project management, delving more deeply into the request for proposal
process; and reflect on information technology industry trends that will impact the future of
healthcare delivery and access.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HINF 6950 - Practicum**

(3 sem. cr.) The practicum provides an opportunity for students to apply and integrate the
knowledge and skills acquired throughout the M.S. in Health Informatics program of study and
further develop key professional competencies. Students engage in a supervised field experience,
which they align to their academic and professional goals. Supervision by an on-site preceptor
involved in the planning or conduct of a clinical research study is a critical component of the
practicum. The on-site supervisor and the course instructor monitor and evaluate students’
performance throughout the entire practicum experience. Students are required to complete 120
hours of practicum work. They must also participate in an accompanying online seminar course
and begin to develop an ePortfolio based on assigned professional development activities.

**HINF 6960 - Scholarly Project**

(3 sem. cr.) Students in this course are provided with an opportunity to demonstrate mastery of
the principles, concepts, and content addressed throughout the M.S. in Health Informatics
program of study. Students choose from a selection of overarching themes and topical areas
reflecting the breadth of subjects covered in the program. Guided by their faculty advisor,
students identify a particular area of interest and produce a substantive written paper and
presentation in an area of health informatics. Students also engage in group discussions through
which they consider their career development plan, share information on their paper topic and
process, and exchange feedback on project presentations.

**HIST 2005 - World History 1900–1945**
Students in this course are introduced to the history of the modern world from 1900 to 1945. Students explore and discuss major historical events and global conflicts that shaped the development of the world from the Era of Imperialism through the end of World War II. Through assignments designed to provide practical application of course content, students compose short essays on such topics as the essential elements to make a nation thrive, such as political policies and alliances; the impact of culture and technology on society; and the strengths and weaknesses of monumental historical documents. Students in this course learn to use a historical perspective to evaluate global events and key changes that shaped the first half of the 20th century.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HIST 2006 - World History 1945–2000

This course introduces students to the history of the contemporary world from 1945 to 2000. They explore and discuss major historical events that shaped the development of the world from post-World War II decolonization through the post-Cold War era. Students consider elements introduced in this era, such as scientific advancements, technological innovations, and political policies, and then they write about the elements that they believe are most important in influencing contemporary life. Students also learn to use a historical perspective to evaluate global events and key changes that shaped the second half of the 20th century.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 1000 - Concepts of Health Promotion

Initiatives to prevent illness and promote healthy lifestyles are often more effective and cost-efficient than efforts to intervene or treat disease, which is why health promotion is an increasingly popular trend in the field of healthcare. In this course, students formulate a definition of health and discuss the many influences that shape our individual and collective perceptions of health. Students consider the health-wellness continuum, including a number of factors, such as behavioral, demographic, psychological, and social forces. They also examine evidence-based methodologies for interventions to promote health and enhance wellness, and they evaluate health information found online to determine credibility and accuracy. Additionally, students reflect on ways to shape their future career in health and to promote positive change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 1005 - Context of Healthcare Delivery

Effective advocacy through politics, policy, and professional associations is one method of improving healthcare delivery in the United States; however, effective advocacy depends on individuals who fully understand current issues, systems, existing policies, and related contexts. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. They
examine legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services. Students also assess the impact of these processes on quality and safety in the practice environment and disparities in the healthcare system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2110 - Behavioral and Cultural Issues in Healthcare

(5 cr.) Many factors influence the health behavior and wellness of individuals and populations. Understanding these factors helps healthcare professionals reduce health disparities and address healthcare access issues for vulnerable populations. Students in this course examine the cultural and behavioral factors and issues that influence the management and delivery of healthcare services. Students develop a framework for assessing the effect of culture and behavior in a variety of settings and situations. They identify health disparities attributable to diverse cultural and behavioral factors and discuss their implications for healthcare policy. Students also engage in application-based writing assignments to examine the goals and objectives of addressing health disparities further as well as obstacles for confronting vulnerable populations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2115 - Aging Across the Lifespan

(5 cr.) This course provides students with an overview of the effects of aging on health and development across the entire human lifespan. Students examine the physical, social, emotional, and cognitive milestones in childhood, adolescence, adulthood, and old age, with a particular emphasis on the significant changes that occur toward the end of life. Students engage in weekly discussions on various scenarios related to socioemotional development as well as on topics such as attitudes on aging, environmental risk factors, and cognitive development. Demonstrating knowledge and synthesizing course concepts, students critically analyze a specific socioemotional issue and explain how it manifests in the various developmental stages.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 2120 - Health Informatics

(5 cr.) Health professionals often use information technology to make important clinical and managerial decisions related to services and processes in healthcare. Students in this course examine information technology that supports the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. They also explore information literacy, basic hardware and software concepts, and fundamental software applications, including spreadsheets and healthcare databases. Applying course concepts, students plan for the development of a database, explain their chosen database design, and describe potential challenges in implementing their system. Students also have the opportunity to review and analyze current events about health topics addressed in the course.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3100 - Ethical and Legal Issues in Healthcare**

(5 cr.) The nature of health services, such as personal evaluations, clinical research, invasive surgeries, and end-of-life care, facilitates a host of ethical and legal considerations of which professionals must be aware. In this course, students examine the legal and ethical issues that are fundamental to the practice of healthcare and the conduct of health-related research. They explore a historical overview of events and milestones that have shaped the contemporary regulatory landscape. They also investigate and assess issues of privacy and confidentiality, informed consent, licensing, and malpractice, among others. Additionally, students consider ethical, decision-making models for assuring the quality, safety, and appropriateness of healthcare and services. They also apply ethical principles and legal considerations to real-world scenarios.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3105 - Interdisciplinary Perspectives in Healthcare**

(5 cr.) This course introduces students to a patient-centered interdisciplinary model for healthcare delivery in which individual practitioners collaborate as members of a team. The benefits of such an approach for patients and providers with emphasis on improved outcomes will be examined. Potential obstacles and institutional barriers such as delineation of responsibilities, reimbursement, and licensing are also considered.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3110 - Current Issues in Healthcare Policy and Practice**

(5 cr.) This course will examine major issues in acute and long-term healthcare policy and practice from the perspective of the patient and the provider. Topics include access, affordability, insurance, quality, safety, and technology. Special consideration will be given to the social, institutional, economic, and regulatory contexts in which services are delivered.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 3115 - Public and Global Health**

(5 cr.) The course is designed to provide an overview of public and global health issues that transcend national borders, class, race, ethnicity, and culture. The role of the healthcare provider in preserving and promoting health among diverse populations is discussed. Students will consider global health and their role in health promotion, protection, and maintenance, and in illness prevention of targeted populations. Principles of epidemiology and the influencing sociopolitical factors that impact health and well-being are explored.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
HLTH 4000 - Introduction to Healthcare Management

(5 cr.) This course presents management concepts and theories designed to influence and improve the performance of healthcare organizations. The external and internal environments of organizations are identified, as well as key management functions, roles, and responsibilities. Essential aspects of healthcare management are addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4050 - Introduction to Disaster and Emergency Management

(5 cr.) The United States needs more professionals to become skilled in building disaster-resilient communities to respond effectively to natural and human-caused catastrophes including acts of terrorism. This course provides an introduction to the historical development and evolution of disaster and emergency management. It addresses the roles and responsibilities of local, regional, and national agencies, as well as interagency coordination and collaboration. Students examine the planning, preparedness, response, and recovery phases of disaster and emergency management. They also discuss the public health system’s role in critical events such as outbreaks of infectious disease, natural disasters, industrial emergencies, and terrorist and bioterrorist attacks.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4100 - Healthcare Organization Theory and Behavior

(5 cr.) This course focuses on the theories of behavior of healthcare organizations at the macro (organization-wide) level and micro (individual and team performance) level. Factors that influence an organization’s behavior, as well as performance, including the role of culture, group processes, and interactions are considered. (Prerequisite(s): HLTH 4000.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4105 - Healthcare Finance and Economics

(5 cr.) This course provides the foundations for economic evaluation and financial management in delivery of healthcare services, including principles of supply and demand. The purpose and methods of financial reporting, such as financial statements and balance sheets, are explained. Financial risk and insurance principles and mechanisms for healthcare reimbursement, including Medicare, Medicaid, and other payor programs are presented. The course also explores the financial, political, and economic aspects of universal healthcare. (Prerequisite(s): HLTH 4000, and ACCT 1003 or MATH 1030.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4110 - Healthcare Quality and Safety


This course focuses on major quality and safety issues within healthcare organizations. Methods of assessing quality and techniques for improving quality are considered, as well as opportunities for preventing adverse and never events with attention given to the 5 Million Lives Campaign. Current requirements for reporting indicators of quality and pay-for-performance initiatives to reward quality are addressed. (Prerequisite(s): HLTH 4000.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4115 - Strategic Planning and Marketing in Healthcare

This course presents key concepts related to strategic planning, including the relationship of the plan to the organization’s mission, values, and vision. Students will be introduced to assessment techniques and methodologies for evaluating the strengths, weaknesses, opportunities, and threats (SWOT analysis) for a healthcare organization. The relationship between strategic planning, marketing, and organizational performance will be considered. (Prerequisite(s): HLTH 4000.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4120 - Managing the Healthcare Workforce

Healthcare organizations are able to provide high-quality care to patients only when their workforce is productive, satisfied, organized, and well-trained. Organizations rely on the human resource (HR) department to provide employees with support, while focusing on the needs and goals of the organization. Students in this course explore and discuss the role of HR in healthcare organizations as related to the recruitment, retention, and management of the healthcare workforce. They examine workforce development models, employee benefits, and compensation strategies. Students also explore methods used by HR professionals to develop goals and expectations for evaluating employee performance and promoting effective employee relations, and they investigate HR problem-solving strategies, such as conflict resolution, collective bargaining, and arbitration methods. Through application-based activities, students analyze effective development of position descriptions; assess practices of hiring based on organizational fit; gain real-world insight on strategies of successful organizations; and develop plans for attaining long-term professional goals. (Prerequisite(s): HLTH 4000.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 4200 - Principles of Epidemiology

This course focuses on the principles governing the study and practice of epidemiology. Consideration is given to the various methods available to health professionals for selecting and measuring factors of interest, describing their distribution, detecting associations, and identifying populations at risk. The features, advantages, and limitations of common epidemiologic research designs are addressed. (Prerequisite(s): MATH 1002/1030 or STAT 3001.) Note: Students who wish to pursue graduate school should consider taking STAT 3001 in addition to MATH 1002.

HLTH 4205 - Introduction to Research Methods and Analysis
This course examines the basic components required for the conduct of health-related research and provides students with the analytic tools needed to understand and assess research methods described in the scientific literature. Basic research methods are described, including surveys, observational studies, experimental and quasi-experimental design, use of primary and secondary data, and statistical techniques for analyzing and interpreting data.

**HLTH 4300 - Personal Health and Wellness**

This course is an introduction for students to the essential factors that promote or challenge the development of personal health and healthy lifestyles, including nutrition, physical fitness, stress management, mental and emotional health, sexuality and relationships, violence and injury, and substance abuse. Students examine how cultural and socioeconomic factors influence people’s perception of their health as well as their health behavior. Students review tools for assessing health and risk and have the opportunity to assess their own health and behavior using a health risk appraisal.

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 4320 - Nutrition Across the Lifespan**

Human nutritional requirements change over the course of the lifespan. This course examines the fundamentals of nutrition and the variation of nutritional needs at different life stages, including pregnancy, lactation, infancy, childhood, adolescence, adulthood, and old age. Students discuss issues such as obesity and eating disorders as well as the link between diet and disease. Students conduct a personal dietary assessment and analyze the relationship between food choices and health status in their own lives.

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 4340 - Fit and Well: Core Concepts in Exercise Science**

Physical fitness is an important component of overall health and quality of life. In this course, students focus on the fundamental concepts and principles of physical fitness, including flexibility, cardiovascular health, muscular strength, muscular endurance, and body composition as well as the physiological and psychological processes through which exercise influences health. Students create a personalized fitness program and explore the health advantages of a physically active lifestyle, including the mental, social, and psychological benefits. They also examine the harmful effects of a sedentary lifestyle, particularly with regard to the risk of chronic disease.

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**HLTH 4360 - Stress Management and Wellness**

This course presents a holistic approach to stress management. It addresses the emotional and physical dimensions of stress as well as their scientific foundations and physiological pathways. Students explore the mind-body connection, and they study fundamental principles,
theories, and relaxation techniques—including cognitive and physical behavior change interventions—that can help people effectively manage personal stress. Students also discuss related topics such as anger management, conflict resolution, anxiety, and time management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 4380 - Strategies for Health Communication and Wellness**

(5 cr.) The principles and theories of health communication and their application to health promotion and behavior change are the foci of this course. Students examine how to design and deliver health messages to various audiences while remaining sensitive to cultural, socioeconomic, and educational factors influencing the audience. Students evaluate important dimensions of intercultural and intracultural communication and study how to make scholarly writing accessible to the general population. They also explore the use of emerging technologies and social media in marketing and communications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 4900 - Capstone**

(5 cr.) The capstone provides an opportunity for students to synthesize the knowledge and skills gained from the program of study through a written paper or project. (Prerequisite(s): All prior health core and concentration courses completed. This course must be taken in the student’s final quarter.)

**HLTH 6005 - Perspectives on Health and the Developing Professional**

(5 cr.) This course covers the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. This foundational course introduces learners to key events in history as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as a graduate level scholar and a health practitioner are integrated in a way that provides meaningful context to learners. Students discuss key concepts with peers and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as a scholar-practitioner and social-change agent. Students explore careers in various public health and health education settings and experience a virtual health department in order to learn about various functions and personnel.

**HLTH 6030 - Socioecological Perspectives on Health**

(5 cr.) In this course, students will identify and discuss social and ecological perspectives of public health including individual, interpersonal, organizational, community, societal, and public policy factors. Students will explore the socioecological model (SEM) and other theoretical frameworks to prevent morbidity and reduce mortality from major causes of disease. The range of topics are primarily centered on the United States; however, recognizing the growing need to understand how disease impacts the global community, international settings will also be explored to deepen the understanding of public health perspectives. Students will apply these frameworks and other theories presented in the course to address current public health problems.
and reduce health disparities. Students will demonstrate their understanding of SEM through researching and describing a specific health issue in their/a community, discussing contributing factors, and proposing an appropriate intervention. They will also share ideas and perspectives and provide feedback to peers through discussion forums.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6031 - Public Health Administration and Leadership**

(5 cr.) This course provides students the foundational understanding of the administrative, managerial and organizational practices of public health and health care delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6051 - Diversity, Human Rights, and Social Justice**

(5 cr.) This foundation course broadly addresses race and ethnicity, socioeconomic status and class, culture, religion, gender, sexual orientation, ability and disability, and environment in an effort to understand social identity better. Throughout this course, students will benefit from course assignments, discussions, and course materials that address the role of power and privilege and oppression and marginalization on the development of clients. Students will specifically focus on activities that help them recognize systems that support or foster power inequities, oppression, and underutilization of human talent and skills. In addition, students will engage in self-awareness activities that foster their understanding of their role in the hierarchy of power and privilege. At the completion of this course, students will understand the importance of social workers developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups, and communities.

**HLTH 6100 - Critical Issues in Emergency Management**

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for
successful completion of FEMA courses.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6110 - Exploring Health Education in the 21st Century**

**(5 cr.)** What does it mean to be a health educator in the 21st century? Students in this foundation course explore the field of health education: historical milestones, current issues, and future opportunities and challenges. They examine settings for practice, professional competencies, interprofessional collaborations, credentialing, professional organizations, use of technology, and ethical issues pertaining to health education. Students will also analyze current issues in the field by reviewing scholarly publications and research pertaining to health education practice. Course assignments also include an introduction to commonly used health education theories and models, and students will have the opportunity to develop a philosophy statement for health education practice in the new millennium.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6111 - Leadership and Organizational Change**

**(5 cr.)** Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. This course explores the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary-spanning functions, and the influence of leaders in positive social change actions are a key factors of this course. The course draws on historical and current events as well as the personal experiences of students to examine the demands of leadership.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6112 - Governance and Public Policy**

**(5 cr.)** Democratic principles are the foundation of modern life. The course provides an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students will examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students will review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**HLTH 6200 - Risk Assessment, Preparedness and Disaster Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective all-hazards emergency management. In this course, students focus on the methods and techniques required to assess a community’s risk and what measures are needed to protect human life and capital assets. Students can learn ways to evaluate the social vulnerability and identify special needs of populations who may be at greater risk during an emergency or disaster. Students then explore methods to reduce risk and build capacity through preparedness and mitigation techniques. In addition, as part of this course, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6205 - Assessing Community Needs for Health Education**

(5 cr.) It is important for health educators and other health professionals to understand the unique characteristics and health needs of a community in order to provide effective and relevant health education and services. This course will introduce the student to the principles and processes of needs assessment and community capacity-building as a first step in the program planning process. Students will learn about individual, small-group, and community-based assessments as well as quantitative and qualitative approaches. Students will directly apply what they are reading and discussing in class to their own communities by conducting an assessment unique to their community. Other topics covered include: use of primary and secondary data; selection and development of instrumentation to collect community data; interpretation and analysis of data, and prioritization of health education needs. Community mapping tools and other technology used in the assessment process will also be explored.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6207 - Grant Writing**

(5 cr.) Grant writing is a highly marketable skill that requires many nonprofit, educational, and community organizations to secure external funding to provide needed services to the community. In this course, students will explore the basic skills needed for grant writing including identifying potential funding sources, creating objectives and a need statement, preparing and justifying a budget, identifying appropriate assessment plans, and writing an executive summary. Course assignments will allow students to directly apply what they are reading and discussing by writing a full grant proposal based on an actual request for proposal (RFP).

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6245 - Applied Research in Public Health**

(5 cr.) Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. In this
course, students will engage in an examination of the research that informs public health programs, policy, and practice. Specific topics to be covered include study designs, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement (including reliability and validity), program evaluation, and research ethics. As a major assignment in this course, students will engage in an integrative literature review and begin to develop what may become their capstone project.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6280 - Policy and Politics in American Political Institutions**

(5 cr.) Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly-writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6300 - Disaster Response and Recovery**

(5 cr.) Issues in disaster response are concerned with meeting basic and humanitarian needs of disaster-affected populations. Issues include evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. Students will learn about important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and will gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Students will complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management as part of this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.
HLTH 6412 - Health Education and Communication Strategies

(5 cr.) Effective communication plays a vital role in the diffusion of a health behavior or innovation. This course is designed to introduce the health educator to a wide-range of health communication strategies. Assignments will allow students to apply and evaluate the use of health education delivery methods for various populations and practice settings (i.e., community; clinical; worksite, global, schools). Principles and theories of health communication and behavior change will be applied to a variety of health education case studies. Students will also demonstrate how to design and communicate culturally tailored health information to an audience of their choice. They will also explore the use of emerging technologies and social media in delivering and promoting health education.

HLTH 6475 - Program Planning, Implementation, and Evaluation

(5 cr.) The focus of this course is on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment, logic models, and collaboration with stakeholders. Strategic approaches to planning, implementation, and evaluation with particular attention to study design and sampling are addressed. Health behavior theories are considered in the development of health promotion programs, the application of evaluation findings, and prioritization of community concerns and resources.

HLTH 6740 - Disaster, Crisis, and Trauma

(5 cr.) This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities, and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

HLTH 6771 - Terrorism: A Systematic Approach for Emergency Preparedness

(5 cr.) This course provides students with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Students participate in online discussions and begin the development and/or analysis of a
terrorism preparedness infrastructure.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 6800 - Health Education and Promotion Capstone**

(5 cr.) The capstone course is intended to be taken last in the M.S. Health Education program. It provides students with an opportunity to synthesize knowledge and skills acquired throughout the program by completing a capstone project focused on social change. The M.S. Health Education Capstone project is designed to empower students with the skills necessary to secure external grant funding through grant proposal writing. Students will integrate theoretical and practical knowledge as well as scientific research to prepare a grant proposal for funding a health education program that addresses a pressing health need in their community. Emphasis is placed on grant sources and resources, the grant proposal process, grant management, and sustainability.

**HLTH 6840 - Health Policy and Management♦**

(5 cr.) This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8001 - Foundations of Graduate Study**

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**HLTH 8003 - Building a Multidisciplinary Approach to Health**

(2 cr.) Students in this course are introduced to Walden University and the requirements for successfully participating in an online curriculum, and provided with a foundation for academic and professional success as a scholar-practitioner and social-change agent. The focus of course assignments is on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public health.
**HLTH 8008 - Foundations for Doctoral Study**

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. **Note:** Students in the KAM- and mixed-model formats are required to take this course immediately upon enrollment and must successfully complete it before proceeding with KAMs or coursework.

**HLTH 8015 - Administration and Leadership of Public Health Programs**

(5 cr.) Strong, knowledgeable leaders and administrators are important forces behind the policies and programs designed to improve population health. In this course, students examine the administration of population-based health programs and the leadership skills needed to work effectively with diverse workforces and communities under varying political and economic conditions. They explore and discuss a variety of topics, including organizational dynamics, team building, mediation, collaboration, systems thinking and planning, working within political structures, responding to political and economic forces, communicating about public health issues, budgeting, funding proposal development, and grant management. Students engage in an in-depth analysis of leadership, including a self-assessment to determine and reflect on their leadership development, and they apply course concepts and theories to case studies of real-world public health programs and related challenges. They also develop a program evaluation research proposal to assess further the characteristics of effective programs.

**HLTH 8031 - Public Health Administration and Leadership**

(5 cr.) Students in this course are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. They examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Students engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. They also consider the impact of global trends on public health practice, policy, and systems.

**HLTH 8050 - Global Health and Issues in Disease Prevention**

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health
apply to public and community health efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8111 - Leadership and Organizational Change**

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**HLTH 8112 - Governance and Public Policy**

(5 cr.) Democratic principles are the foundation of modern life. The course provides students with an overview of democratic governance in public administration, public policy, or nonprofit or nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students examine the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making. Students also review fundamental theories of governance, research current literature on a specialized topic, and apply best practices as they relate concepts to complete practical application assignments and a final case scenario project.

**HLTH 8120 - Current Research in Social Change**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8123 - Current Research in Social Change: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8127 - Public Health Policy, Politics and Progress**

(5 cr.) In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law, and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to write and structure a health policy analysis.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8129 - Communications, Marketing, and Public Relations for Public Health Leaders**

(5 cr.) An overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research, is provided to students in this course. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8130 - Professional Practice and Social Change**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8133 - Professional Practice and Social Change: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
**HLTH 8135 - Professional Practice and Social Change: Health Promotion and Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8136 - Leadership, Professionalism, and Ethics in Public Health Practice**

(5 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

**HLTH 8175 - Health Policy and Management**

(5 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

**HLTH 8200 - Organizing Community Action for Health Promotion and Education**

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to organize and lead community-based efforts effectively. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community
organization strategy and propose new methods and processes for team building in community health programs. (Prerequisite(s): Foundational and core curricula.)

**HLTH 8210 - Public Campaigns for Health Promotion and Education**

(5 cr.) Healthcare professionals often use communications media and marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. In this course, students explore the persuasive use of these strategies in health promotion and education. They examine a variety of topics, including the design of mass media campaigns; target markets; and working with and responding to media, including broadcast, print, the Internet, and other electronic communication media. Applying course concepts as well as analysis and creative skills, students develop and present a media campaign designed to deliver a specific message about a health problem to a select population. Through this project, students gain practical experience critiquing literature, framing health messages, using media to promote a program or message, conducting formative research, applying theories and models, and developing plans. (Prerequisite(s): Foundational and core curricula.)

**HLTH 8215 - Public Health Policy Design and Implementation**

(5 cr.) In this course, students examine the application of scientific data in the formulation of policy recommendations as well as the process and function of drafting legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students identify and describe various existing initiatives that promote public health policy formulation. They also learn leadership strategies for effective lobbying of decision makers and community leaders. Through an integrative project, students engage in a critical review of a selected program through which they critique professional journal articles, develop their analysis, and engage in review of peer work. (Prerequisite(s): Foundational and core curricula.)

**HLTH 8219 - Health Promotion and Educational Interventions in Diverse Populations**

(5 cr.) Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades. (Prerequisite(s): Foundational and core curricula.)

**HLTH 8220 - Current Research in Human Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8223 - Current Research in Human Development: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8225 - Current Research in Human Development: Health Promotion and Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8230 - Professional Practice and Human Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8233 - Professional Practice and Human Development: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8235 - Professional Practice and Human Development: Health Promotion and Education**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HLTH 8320 - Current Research in Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8323 - Current Research in Organizational and Social Systems: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8325 - Current Research in Organizational and Social Systems: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8330 - Professional Practice and Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8333 - Professional Practice and Organizational and Social Systems: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HLTH 8335 - Professional Practice and Organizational and Social Systems: Health Promotion and Education

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8381 - Public Policy and Evaluation

(5 cr.) There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

HLTH 8382 - Public Policy and Finance

(5 cr.) Public policymakers often rely on microeconomic and macroeconomic models to formulate new policies and reevaluate existing policies. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers’ compensation, Social Security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policymakers, and recommend improvements based on economic models.

HLTH 8392 - The Language of Leadership

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

HLTH 8400 - Public Health Leadership and Systems Thinking
In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HLTH 8410 - U.S. Healthcare Delivery System**

(5 cr.) Healthcare delivery is one of the largest industries in the United States. Students are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

**HLTH 8415 - Organizational Development and Leadership**

(5 cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

**HLTH 8420 - Health Economics**

(5 cr.) Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students in this course examine the application of economic principles to managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Through discussions and application-based assignments, students build on their knowledge of economic principles as they
examine the population’s demand for healthcare; the supply of organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and use of services; roles of uncertainty and information asymmetry; strategies for consumer cost sharing; and challenges that healthcare organizations face in pricing, producing, allocating, and distributing health services. Students also devote special attention to understanding how health services differ in a variety of competitive markets.

HLTH 8425 - Health Policy

(5 cr.) The health of individuals as well as access to and delivery of health services in the United States depend on policymakers who make authoritative decisions based on legal standards, carried out at the federal, state, and local levels. Students in this course examine the process for developing and implementing policy at the various levels of the legal system, key stakeholders and interest groups involved in the health policy process, and how U.S. health policy changes over time. They also explore and discuss key health policy initiatives that address health issues in the United States, including Medicare and Medicaid; access to care and the uninsured; disease-specific efforts, such as HIV/AIDS and organ transplantation programs; emerging and re-emerging infectious diseases; terrorism and emergency preparedness; and funding issues associated with health policy. Applying course concepts, students complete practical assignments focused on various topical issues, such as stakeholder influence on the policymaking process, access to insurance and care, and pay-for-performance policies, among others.

HLTH 8430 - Healthcare Financial Management

(5 cr.) This course is an introduction to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. Students gain an understanding of the important role of finance in healthcare organizations, and they learn various techniques to develop, manage, and control finances. Using an applied approach, students also learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Additionally, students develop portions of a business/financial plan using these techniques and analyze the viability of their business/financial plan using accepted financial management tools.

HLTH 8431 - Finance and Budgeting for the Public Sector

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8435 - Health Law and Ethics

Students in this course are provided with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

HLTH 8440 - Application of Public Health and Behavior Change Theories

Students in this course are presented with a comprehensive look at public health and behavior change theories that apply to community health education. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. They discuss examples of how others have harnessed social marketing and communication technology to effect positive health behavior change in individuals and communities. Students learn to apply theories to public health research and practice.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8450 - Community Health Assessment

Community health assessment and its application to program planning are covered in this course. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8451 - Public Policy Analysis

Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and
constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policy makers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it through a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8460 - Health Education and Community Advocacy

(5 cr.) This course studies the health education policies and interventions of social and behavioral change theories. Course assignments focus on the development of theory-based strategies and emphasize control, participation, efficacy, and empowerment. Topics include partnership models, including media advocacy and marketing strategies.

HLTH 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning, with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

HLTH 8475 - Advanced Program Planning Implementation and Evaluation

(5 cr.) Competency in program design, implementation, and evaluation are promoted in this course. Students are provided with an overview of public health program planning and development, as well as needs and assets assessment. The focus of the course is on the methods required to implement programs and evaluate their efficacy. Students discuss the administration and coordination of public health program interventions and activities, and they explore the variety of methods used to facilitate public health research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HLTH 8510 - Health Services in the Contemporary Context

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8513 - Health Services in the Contemporary Context: Health Management and Policy
(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8520 - Current Concepts and Methods in Health Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8523 - Current Concepts and Methods in Health Services: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8530 - Integrative Professional Practice in Health Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8533 - Integrative Professional Practice in Health Services: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8550 - Writing a Quality Prospectus**

(5 cr.) The focus of this course is on the process of writing the doctoral dissertation premise and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating
research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

**HLTH 8610 - Health Services Delivery and Ethical Implications**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8613 - Health Services Delivery and Ethical Implications: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8620 - Health Services Delivery and Ethical Decision-Making**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8623 - Health Services Delivery and Ethical Decision-Making: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8630 - Ethical Theories Applied in Health Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HLTH 8633 - Ethical Theories Applied in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8710 - Theories of Case Study Research and Applied Change in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8713 - Theories of Case Study Research and Applied Change in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8720 - Relating Change Theories to Practice in Health Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8723 - Relating Change Theories to Practice in Health Services: Health Management and Policy

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HLTH 8730 - A Case Study of Applied Change in Health Services
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 8733 - A Case Study of Applied Change in Health Services: Health Management and Policy**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HLTH 9000 - Dissertation**

(30 cr.) This course sequence offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HLTH 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): RSCH 8100X, 8200X, and 8300X. For the General Program and for the Health Management and Policy specialization, students must first also complete the core KAMs, RSCH 8100X, and RSCH 8200X, and appoint their dissertation supervisory committee. For the Community Health Promotion and Education specialization, students must first also complete two KAMs, RSCH 8100X, RSCH 8200X, and the public health behavioral science foundation courses.)*

**HLTH 9001 - Health Services Dissertation**

(20 cr. minimum—5 cr. per term for minimum 4 terms) In this course, doctoral students have the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for HLTH 9001, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): Foundational and core curricula; appointment of an approved dissertation committee chair.)*

**HMNT 1001 - Living and Learning in a Technological World**

(6 cr.) Imagine life without cell phones, television, or the Internet. Recent technological developments have significantly altered all aspects of human life: at work, in play, and in personal, family, and social interactions. In this course, students examine the advantages, disadvantages, and controversies of living and learning in an ever-changing technological
environment. By exploring multiple perspectives, students discover how technology is changing media, culture, business, health, human behavior, and overall access to information. In a dynamic, reflective, and engaging classroom environment, students use a variety of audio, visual, literary, and artistic resources, to engage in open dialogue. Students are also introduced to the tools essential to success at Walden. Students complete the course with a personalized success plan that provides a customized roadmap and tools that they can use immediately on their journey toward the completion of their bachelor’s degree. *Note: The words “virtual,” “cyber,” “digital,” and “asynchronous” are used to describe online environments in this course. Note about required first courses: Required first term course.

**HMNT 1050 - Humanities Through the Arts**

(5 cr.) Students in this course survey central themes of the humanities through the arts. They examine the interconnectedness of the arts, as well as a general overview of the philosophy and activities of such art forms as painting, photography, sculpture, literature, and architecture. In addition to participating in class discussions, completing short exercises, and writing short essays, students are required to complete a term-long research project concerning a specific art form. The topic of the research project is to be chosen in consultation with the instructor.

**HMNT 1050E - Humanities Through the Arts**

(5 cr.) Students in this course survey central themes of the humanities through the arts. They examine the interconnectedness of the arts, as well as a general overview of the philosophy and activities of such art forms as painting, photography, sculpture, literature, and architecture. In addition to participating in class discussions, completing short exercises, and writing short essays, students are required to complete a term-long research project concerning a specific art form. The topic of the research project is to be chosen in consultation with the instructor.

**HMNT 3001 - Modern Popular Culture**

(5 cr.) The study of popular culture is a way to understand the current values, beliefs, and cultural norms of modern society. In this course, students analyze the artistic and philosophical impact of contemporary media and popular culture. They explore graphic novels, film, advertising, television, cyberculture, and popular music. Demonstrating their understanding of course concepts in a final written project, students compare and contrast how different genres within a media type address specific issues. Students learn to analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HRMG 3001 - Human Resource Management**

(5 cr.) This course is a comprehensive overview of human resource management for students. They discuss the role of human resources managers as strategic partners who focus on the mission and goals of an organization. Students examine traditional topics, such as job analysis and design, recruitment, selection, performance appraisal, training, staffing, career management, compensation, benefits, health and safety, and employee relations. They also evaluate technology-based resources that aid contemporary HR processes and responsibilities. Through
case studies and practical exercises, students work toward gaining the skills that enable them to develop important employment policies and procedures, such as those addressing ethical and equal opportunity issues in regard to legal and environmental regulations. (Prerequisite(s): BUSI 1002.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4200 - Strategic Human Resource Management

(5 cr.) Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it is important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention. (Prerequisite(s): HRMG 3001.)

HRMG 4201 - Strategic Human Resource Management

(5 cr.) Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it is important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention. (Prerequisite(s): HRMG 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4202 - Human Resource Development and Change

(5 cr.) Growth and innovation are important aspects of all organizations. To achieve this, companies must provide an environment conducive to diversity and change. They must also provide the opportunity for employees to learn the goals and mission of the organization. In this course, students learn how to promote and maintain such an environment through the process of human resources development and organizational change, including training and development, leadership development, and performance improvement. Students engage in discussions, reflections, and group case studies, which focus on a variety of topics, such as learning principles, interventions, employee orientation and socialization, performance management and
coaching, and diversity. (Prerequisite(s): HRMG 4201 or HRMG 4200.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HRMG 4203 - Human Resource Management: Analysis and Problems

(5 cr.) Human resource (HR) managers possess a dual role with the responsibility of ensuring well-being of employees while maintaining the goals of company. To fulfill this role, HR managers must have a thorough understanding of the federal laws and regulations governing the workplace as well as compliance guidelines regarding employee regulations. In this course, students examine and discuss the role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations. They also explore the role of human resource management in regard to performance appraisal systems, compensation, and labor-management issues. (Prerequisite(s): HRMG 4202.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2003 - Human Development: Adulthood

(5 cr.) Adulthood represents a rich developmental experience including many significant life transitions. In this course, students explore the key theories, transitions, and applications of adult development. They examine the social, biological, and cognitive maturation processes that define development of adulthood into older age. Students engage in assignments designed to provide practical application of theories to specific transitions and topical issues, such as career changes, attachment and marital satisfaction, personality, retirement, and cognition. Applying concepts presented in the course, students discuss cross-cultural issues in development, emotional development, adult roles, memory, and physical aging. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2005 - Social Influences on Behavior

(5 cr.) Individuals are often influenced by others and by the social situations in which they find themselves. Students in this course examine the basic concepts and applications of social psychology, including attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. They also learn how bias can sway objective conclusions as well as how ethical factors influence research in social psychology. Students apply principles and theories presented in the course to case studies and situations in daily life, including instances of stereotyping and discrimination. They also use these theories to understand strategies for helping others and reducing aggressive behavior. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 2006 - Introduction to Addiction
(5 cr.) Students in this course are introduced to the nature of addiction and the impairment in individuals who suffer from addictions. It includes a review of theories on substance disorders and approaches to identification, prevention, and treatment. Topics include historical perspectives, diagnoses, types of addictive behaviors, treatment, and current research.

**HUMN 3010 - Crisis and Intervention**

(5 cr.) In this course, students examine situational procedures and techniques necessary in defusing situations identified as crises. Students work toward gaining skills to evaluate crisis experiences by combining active listening with an understanding of crisis patterns. Through class activities, such as case studies and comparative analyses, they learn how to work through difficult emotional, social, and health crises. Students also assess concepts and share perspectives through peer discussion on related topics, such as intervention models and strategies; system crisis intervention; collaboration; countertransference; secondary traumatic stress disorder and vicarious trauma; burnout prevention; and referral resources. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 3011 - Addictions Assessment**

(5 cr.) The focus of this course is learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

**HUMN 3012 - Prevention and Treatment of Addiction**

(5 cr.) Models and theories of addiction are covered, as well as various treatment approaches. Prevention in various settings is addressed, including the etiology, patterns, and risk factors of addiction, as well as strategies for prevention. Treatment methodology, treatment planning, goal setting, and evaluation are also addressed. The multicultural context of addiction and client diversity are included.

**HUMN 4001 - Case Management for Persons in Need**

(5 cr.) This course is designed to provide students with practical skills for organizing and brokering community resources for human service clients. This will include emphasis on needs assessment for different client communities, developing plans for comprehensive care services, and utilizing formal and informal networks to maximize client access to services. Emphasis will be placed on interagency coordination as well as human service community resource building to achieve success in service delivery.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 4002 - Effective Human Services Interviewing**

(5 cr.) This course is designed to provide students with basic skills for directly interfacing with a diverse community of clients. This will include emphasis on active listening, paraphrasing and
summarizing, and respecting clients’ cultural backgrounds in all aspects of information gathering. Emphasis will be placed on understanding the roles of different types of interviews, and the differing functions of open or closed questions for addressing distinct problems in living and areas of need that clients present.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 4003 - Measuring Effectiveness of Human Services Delivery**

(5 cr.) Human service professionals engage clients with a variety of needs. How can students be certain, though, that their services are effective in preventing recidivism in a population of drug-addicted persons, or that they have provided the necessary life skills training for a homeless person to transition into the workplace? This course is designed to provide skills for community needs assessment, program development, design, implementation, and evaluation across a variety of human services domains. Specific focus will be given to planning quality measures that demonstrate a program’s effectiveness to all key stakeholders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 4004 - Brain and Behavior**

(5 cr.) The study of the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. They apply concepts and theories about the brain to psychological health and well-being. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 4005 - Case Management and Addictions**

(5 cr.) Students in this course explore the definitions and methodologies of case management services. The course is designed to provide students with the most up-to-date research and clinical applications of services management in the practice of addictions counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 4920 - Capstone**

(5 cr.) This class synthesizes information and experiences gathered over the course of the Bachelor of Science in Human Services program. Students will identify a human service gap in their local area and develop a detailed proposal for addressing the needs of the client population who are affected. This will include a background literature review, description of the problem area and the history of the community’s response, and a detailed plan for addressing the gap with attention given to multicultural considerations. In accordance with Walden University’s mission,
students will be expected to demonstrate clearly the social change implications of the plan that they develop.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 5100 - Introduction to Mental Health Counseling**

(5 cr.) Students are introduced to the mental health counseling profession in this course. The history, philosophy, and theoretical foundations of the profession, and the scope of practice, credentialing, and other professional issues are explored. The course, which focuses on the student as a future mental health counselor, provides an overview of the mental health counseling program, the profession, and professional competencies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**HUMN 5103 - Introduction to Addiction**

(5 cr.) Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addiction counseling; professional standards for addiction counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

**HUMN 5202 - Theories, Treatment, and Case Management of Addiction**

(5 cr.) Students in this course explore treatment intervention and case management strategies for addiction counseling, using various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. They learn treatment principles and philosophies of addiction-related programs, and they increase self-awareness as addiction counselors by assessing their own limitations; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**HUMN 5203 - Psychopharmacology and Biopsychosocial Considerations**

(5 cr.) Addictive disorders commonly present as a variety of medical and psychological disorders. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.
HUMN 5204 - Assessment in Counseling and Addiction

(5 cr.) Based on professional standards for testing, this course provides students with an overview of the different types of diagnostic and assessment tools used in addictions counseling. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They learn various models and approaches to clinical evaluations for addictive disorders and examine the appropriate use of assessments for addictions. Moreover, students learn how to assess for a biopsychosocial and spiritual history, and they address ethical, legal, and sociocultural issues, including cultural bias and fairness.

HUMN 5215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5316 - Techniques of Counseling♦

(5 cr.) Students in this course focus on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Note: In addition to the course materials listed by the university bookstore, this course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5722 - Counseling and Psychotherapy Theories♦

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 5723 - Multicultural Counseling♦
Students can increase their sensitivity, awareness and knowledge of, and skills related to multicultural counseling and working effectively with diverse clients in this course. Students explore how their own cultural development, biases, values, and strengths impact the development of their counseling approach. Embracing diversity and various client identity issues and their impact on the counseling relationship are foundational to the course. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is also addressed. Topics include age, race, gender, sexual orientation, religious preference, physical disability, social class, ethnicity and culture, culturally sensitive diagnosis and assessment, and family patterns. (Prerequisite(s): Counseling Residency I.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

HUMN 6000 - Foundation of Graduate Study in Human Services

(1 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social-change agent. Topics include the relation of the mission and vision to professional goals; development of the program of study and Professional Development Plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and the promotion of academic excellence.

HUMN 6050 - Population Health and Issues in Disease Prevention

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided for students. They explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

HUMN 6111 - Leadership and Organizational Change

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. Students examine theories and models of leadership and organizational change, as well as consider the relationship between leadership and organizational change. They explore qualities, characteristics, and skills of effective leaders, ethical issues and standards, opportunities and challenges related to leading diverse organizations through change, and the contribution of leadership and organizational change to social change.

HUMN 6130 - Communications, Marketing, and Public Relations for Public Health Leaders

(5 cr.) In this course, students are provided with an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive
and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

**HUMN 6145 - Crisis Management**

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Students develop a crisis management plan for their own community.

**HUMN 6150 - History and Development of Human Services**

(5 cr.) This course is designed to provide a doctoral-level foundation in the history and development of the various human services professions. It integrates information from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students will review the origins of the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best practices informants in the area of human services. They do this through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and course assignments. The focus of this course is on the competencies and ethics of human services professionals.

**HUMN 6151 - Human Services Theory, Research, and Practice**

(5 cr.) Understanding how theory, research, and practice are connected is a vital skill for the human services scholar-practitioner. In this course, students critically review traditional and contemporary theories in human services and how they inform practice. In addition, students examine the strengths and weaknesses of the existing body of research in serving a dynamic society, placing special emphasis on cultural bias and traditional theory. Throughout the course, students review how theories and research studies apply to communities, individuals, problems, and policies. The culmination of the course is the development of a conceptual framework to address a critical issue in human services practice.

**HUMN 6152 - Human Services Administration**

(5 cr.) Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human services administrators need to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course
discussions, applications, and critical literature reviews, students can demonstrate knowledge and
skills that are directly translatable to their current work environment.

**HUMN 6326 - Research and Program Evaluation**

(5 cr.) The purpose of this course is to introduce students to evaluation research and to provide
them with a foundation in the design of qualitative, quantitative, and mixed-method approaches
to counseling research and evaluation. Students learn the strengths and limitations of each
method and under what circumstances each research design approach would be the most
appropriate. Students learn how to identify a topic for research, how to conduct a literature
search, and the importance of scholarly writing. Other topics include the history and theory
underlying program evaluation, approaches to evaluation, the procedures and techniques for
entering a group for which one would provide evaluation services, and techniques used to
perform the evaluation. Strategies for getting gatekeepers to be invested in the development of
the research and in the outcomes, demonstrating program effectiveness, and disseminating
results to stakeholders are also presented. Students learn to write a research proposal, addressing
the following key elements: researching, writing an introduction, stating a purpose for the study,
identifying research questions and hypotheses, using theory, defining the significance of the
study, and collecting and analyzing data. Students are exposed to legal and ethical issues
associated with human subjects’ protection.

**HUMN 6336 - Crisis, Trauma, and Disaster Response**

(5 cr.) This course is designed to provide students with an understanding of the personal and
systemic impact of crises, disasters, and other trauma-causing events on individuals, couples,
families, and communities. Students examine theories and response models as they relate to
sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation
and in the world. They explore topics including crisis assessment, counselor competencies,
vicarious trauma and counter transference, specific related diagnoses, and advocacy. Students
consider cultural, legal, and ethical issues related to crisis, trauma, and disaster events and
response.

**HUMN 6350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.) Students investigate the evolution of crime—from lone criminals to worldwide
syndicates—using the scientific rigor built into the selected readings and discussions. Among the
topics examined are the philosophy of community- and problem-oriented policing, transnational
crime, terrorism, and the new nexus between them. Current and future leaders are equipped with
the knowledge and depth of understanding to assess and manage the opportunities, innovations,
and challenges in their profession.

**HUMN 6356 - Marriage, Couple, and Family Therapy**

(5 cr.) Students in this course are provided with a foundation in the theoretical perspectives and
empirical framework necessary for marriage, couple, and family therapy. The theoretical
perspective includes general systems theory and its applications, as well as psychosocial,
psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist
models. Students learn to conceptualize presenting issues within a systemic perspective and
context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

**HUMN 6361 - Human Sexuality**

(5 cr.) In this course, students are provided with a framework for understanding human sexuality in the context of couple, marriage, and family counseling. This course explores empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students will explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are tackled.

**HUMN 6390 - Strategic Context of Public Management and Leadership**

(5 cr.) Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. Students in this course are engaged in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. They are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose is to implement public policy.

**HUMN 6392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. Students are provided with both theoretical and practical information demonstrating the necessary components for making such connections and shows them why stories, symbols, and metaphors are an essential element in the language of leadership.

**HUMN 6400 - Public Health Leadership and Systems Thinking**

(5 cr.) This focus of this course is on leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. Students examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

**HUMN 6401 - Trauma, Crisis, and Stress With Military Personnel**

(5 cr.) The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to
provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

**HUMN 6402 - Working with Military Spouses, Families, and Children**

(5 cr.) The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

**HUMN 6403 - Military Culture**

(5 cr.) This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

**HUMN 6405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. Students in this course explore ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that affect the delivery of human services in a global community.

**HUMN 6451 - Public Policy Analysis**

(5 cr.) Public administrators today work in a hypercharged, partisan environment with unprecedented access to public policy data. This challenging environment affords public administrators both extraordinary opportunities and severe constraints. In this course, students examine, in detail, the key stakeholders and actors in the public policy process with particular attention devoted to understanding the functions, impacts, and constraints of these stakeholders upon policy development and the policymaking process. In addition, students explore professional ethics related to the role of the policy analyst and considers the significant social outcomes of public policy. Students are provided with an introduction to the theories and strategies used by policymakers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. Students explore the impact and consequences of public policy and consider and evaluate policy in a social justice framework. Students craft a policy memorandum to a decision maker of their choosing regarding a current public policy problem that examines and evaluates competing policy alternatives.

**HUMN 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning in order to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of
strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

**HUMN 6511 - Treatment of Forensic Populations**

(5 cr.) In this course, students are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel, will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

**HUMN 6530 - Forensic Applications in Community Settings**

(5 cr.) This course is directed at the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. However, this course will also explore less-common applications such as restorative justice and community crime prevention.

**HUMN 6660 - Social Change, Leadership, and Advocacy for Human Services Professionals**

(5 cr.) This course is designed to enhance students’ understanding of the responsibility of human service professionals to foster social change; provide leadership and service to the human services professions; and advocate for their community, clients, colleagues, and professions. Students use research to examine the current trends and issues of the profession and identify how community, national, and international issues affect human services professions. Students also gain an understanding of the processes of advocacy and social change. Students continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

**HUMN 6701 - Culture and Psychology**

(5 cr.) Students in this course explore the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, the focus of this course is on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout this course.

**HUMN 6741 - Psychology of Terrorism**

(5 cr.) Students in this course examine the history, philosophy, and techniques of terrorism as well as countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on terrorism’s roots, viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomenon—including poverty, psychology (e.g., motivational factors,.
antisocial behaviors), social injustice, oppression, and religion; and the impact of media and technology in aiding and countering terroristic activities.

**HUMN 6810 - Fundamentals of Law and Public Policy**

*(5 cr.)* Legal decisions and the law have an impact on the creation of public policy. Students in this course explore the relationship between law and public policy and the significance of court decisions on law and public policy. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

**HUMN 6811 - Community Psychology**

*(5 cr.)* In this course, students are introduced to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

**HUMN 8000 - Foundations of Graduate Study in Human Services**

*(1 cr.)* Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**HUMN 8008 - Foundations for Doctoral Study**

*(6 cr.)* The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement. **Note:** Students are required to take this course immediately upon enrollment, and must successfully complete it before proceeding with KAMs or coursework.

**HUMN 8010 - Promoting Population Health**

*(5 cr.)* Population health is an evolving field with the end goal to prevent and control threatening public health issues. In this course, students explore the social foundations for public health and work toward developing the leadership and research skills needed to organize and conduct population-based disease prevention and health promotion programs effectively. Students engage
in formative assignments and discussions on social history of public health; determinants and risk factors for population health; policy analysis and advocacy; coalition building, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens. Through a final project, students gain a firm understanding of how to evaluate outcomes of population-based policies and health programs.

**HUMN 8050 - Global Health and Issues in Disease Prevention**

(5 cr.) This course provides an in-depth review of how population-based strategies are used in the prevention of disease and disability. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.

**HUMN 8110 - Advanced Social Work Theory and Practice**

(5 cr.) Population health is an evolving field with the end goal to prevent and control threatening public health issues. In this course, students explore the social foundations for public health and work toward developing the leadership and research skills needed to organize and conduct population-based disease prevention and health promotion programs effectively. Students engage in formative assignments and discussions on social history of public health; determinants and risk factors for population health; policy analysis and advocacy; coalition building, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens. Through a final project, students gain a firm understanding of how to evaluate outcomes of population-based policies and health programs.

**HUMN 8111 - Leadership and Organizational Change**

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

**HUMN 8115 - Social, Behavioral, and Cultural Factors in Public Health**

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They
apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

**HUMN 8120 - Current Research in Social Change: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8127 - Biostatistics**

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

**HUMN 8129 - Communications, Marketing, and Public Relations for Public Health Leaders**

(5 cr.) This course provides an overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

**HUMN 8130 - Professional Practice and Social Change: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8145 - Crisis Management**

(5 cr.) In this course, counselor educators learn the fundamentals of crisis management and crisis leadership. In addition, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also learn about ethical, legal, and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.
HUMN 8146 - Epidemiology

(4 cr.) Public health officials frequently use epidemiologic research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. They also learn to calculate basic epidemiological measures and draw appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research. (Prerequisite(s): HUMN 8127.)

HUMN 8150 - History and Development of Human Services

(5 cr.) This course is designed to provide students with a doctoral foundation in the history and development of the various human services professions. Students engage in coursework that integrates content from various specializations, in areas such as counseling, social work, psychology, family studies, and criminal justice. Examining both the strengths and weaknesses of the human services delivery systems, students review the origins of the profession as well as its various responses to the changing needs of society. Through critical literature reviews related to research, policy, and practice; discussions about human services and contemporary society; and practical assignments, students begin to develop their identities as leaders, researchers, and informants in the area of human services. Students focus on the competencies and ethics of human services professionals.

HUMN 8151 - Human Services Theory, Research, and Practice

(5 cr.) Understanding the connection among theory, research, and practice is a vital skill for human services scholar-practitioners. In this course, students critically review traditional and contemporary theories in human services and how they inform practice. In addition, students examine the strengths and weaknesses of the existing body of research in serving a dynamic society, placing special emphasis on cultural bias and traditional theory. Throughout the course, students review how theories and research studies apply to communities, individuals, problems, and policies. Students culminate their study with the development of a conceptual framework in which they address a critical issue in human services practice.

HUMN 8152 - Human Services Administration

(5 cr.) Diminishing resources compound societal challenges facing contemporary human services agencies. In this course, students examine the core competencies required of human service administrators to address these challenges and make a greater difference in the communities they serve. Students discuss a broad range of skills and innovative approaches, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions and practical applications, students demonstrate knowledge and skills of human services administration, which they can translate into current work environments.
HUMN 8165 - Environmental Health

(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

HUMN 8200 - Organizing Community Action for Health Promotion and Education

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to effectively organize and lead community-based efforts. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work-site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community organization strategy and propose new methods and processes for team building in community health programs. (Prerequisite(s): Foundation and core courses.)

HUMN 8201 - Intellectual Traditions of Public Policy and Public Administration

(4 cr.) In this course, students have the opportunity to gain a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social, and economic context within which these theories developed. Students explore and assess the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. They examine the “layers of government” and their interdependence between local municipalities, county, state, and federal levels. Students employ doctoral-level skills, including research, analysis, and scholarly writing, to analyze and explicate ongoing controversies and debates in the field; through these assignments, students develop new perspectives and recommendations in the field as well as contribute to their own professional development.

HUMN 8202 - Introduction to Marriage, Couple, and Family Counseling

(5 cr.) Counselors seeking to work with couples and families must understand the changing landscape of family dynamics and the diverse perspectives through which they must practice. Students in this course are introduced to the specialty area of marriage, couple, and family counseling and provides an orientation to professional organizations, preparation standards, credentials relevant to the specialty area, and legal and ethical issues. Students explore the history, philosophy, and trends in marriage, couple, and family counseling and examine a variety
of theoretical perspectives, techniques, and related concepts, such as systems, family development, wellness, and family life cycle. Through topical literature, case studies, and shared experiences, students assess societal trends and treatment issues related to working with multicultural and diverse family systems. They also consider future trends and potential challenges in the field.

**HUMN 8213 - Strategic Talent Management and Development**

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Students apply concepts as they prepare a strategic talent management and development audit as well as an overall talent management and development strategy.

**HUMN 8215 - Lifespan Development**

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

**HUMN 8220 - Current Research in Human Development: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8230 - Professional Practice and Human Development: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8240 - Human Motivation**

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and
perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

**HUMN 8306 - Ethics and Legal Issues in Counseling**

(5 cr.) Students in this course are provided with an introduction to the field of professional counseling and the foundations of counseling. Students explore the history, philosophy, cultural dynamics, and trends in professional counseling. They examine consultation as well as client and counselor advocacy, focusing on the counselor’s role as social-change agent. Students also examine and apply ethical standards of the counseling profession, including the American Counseling Association (ACA) code of ethics and counselor ethical decision-making processes. Through a final reflective project designed to influence their future ethical framework, students define their ethical perspectives, including influences, values, and goals.

**HUMN 8319 - Terrorism: A Systemic Approach for Emergency Preparedness**

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**HUMN 8320 - Current Research in Organizational and Social Systems: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8327 - Research and Program Evaluation**

(5 cr.) This course introduces students to evaluation research and provides them with a foundation in the design of qualitative, quantitative, and mixed-method approaches to counseling research and evaluation. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Other topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, techniques used to perform the evaluation, strategies for getting
gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects’ protection.

**HUMN 8330 - Professional Practice and Organizational and Social Systems: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8337 - Techniques in Counseling**

(5 cr.) Students in this course focus on developing counseling techniques and skills. They practice and receive feedback on their demonstration of techniques and skills such as opening and closing a counseling session, attending, paraphrasing, confrontation, self-disclosure and many others including the use of creative techniques. Students also evaluate the appropriate use of counseling techniques and skills. **Note:** In addition to the course materials listed by the university bookstore, students are required to have access to a video recording device, which they begin using during the second week of class and four more times throughout the term. Students must also have access to a tripod and an audio recording device, which they will begin using the first week of class.

**HUMN 8338 - Crisis, Trauma, and Disaster Response**

(5 cr.) This course is designed to provide students with an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and counter transference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

**HUMN 8346 - Child and Adolescent Counseling**

(5 cr.) This course provides students with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students’ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a
distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

**HUMN 8350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.) Decision and policymakers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address modern issues of crime knowledgeably and effectively. In this course, students explore the evolution of crime and punishment, from lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders, or those hoping to enter a leadership role, with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**HUMN 8351 - Policy Analysis in the Criminal Justice System**

(5 cr.) Criminal justice professionals must understand the various factors that influence the development of criminal justice policy, and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

**HUMN 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration**

(5 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem-solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**HUMN 8353 - Forensic Applications in Community Settings**

(5 cr.) Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons; decrease in healthcare availability; and cases in which courts remand treatment in community settings. Students in this
course examine forensic psychology theories and perspectives, and then they apply these concepts to various community settings. They engage in practical assignments and topical readings that focus on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.

**HUMN 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling**

(5 cr.) This course provides students with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society as well as legal and ethical issues related to working in this specialty area will be explored.

**HUMN 8361 - Human Sexuality**

(5 cr.) This course provides students with framework for understanding human sexuality in the context of couple, marriage, and family counseling. This course explores empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. Students are exposed to a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students will explore specific topics related to issues of sexual diversity, gender identity, sexual offending, trauma, and victimization. Legal and ethical issues related to addressing sexuality in counseling are addressed.

**HUMN 8390 - Strategic Context of Public Management and Leadership**

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic action-learning in the practice of public administration.

**HUMN 8392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections.
and shows them why stories, symbols, and metaphors are an essential element in the language of leadership.

**HUMN 8400 - Public Health Leadership and Systems Thinking**

(5 cr.) This course focuses on leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. Students examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

**HUMN 8401 - Trauma, Crisis, and Stress With Military Personnel**

(5 cr.) The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

**HUMN 8402 - Working with Military Spouses, Families, and Children**

(5 cr.) The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent family relocations, extensive deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

**HUMN 8403 - Military Culture**

(5 cr.) This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

**HUMN 8404 - Advanced Customized Experience A**

(5 cr.) The Advanced Customized Study Course (ACSC) is an optional strategy for selected students who have already completed their general coursework and one of their specialization courses to complete the equivalent of the final two of the three required courses for a program specialization. This option makes it possible for students to do advanced research in the current literature and to focus on specific areas of interest to them that are not necessarily covered in as much detail in standard specialization course work. Students in this option will complete two quarters and produce a customized study of approximately 60 to 70 pages that highlights the theoretical background and current status of an issue of interest to them, as well as how their
knowledge applies in the field. The student’s research and work developed in this study can be used as background material for the student’s dissertation study.

**HUMN 8405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

**HUMN 8406 - Advanced Customized Experience B**

(5 cr.) The Advanced Customized Study Course (ACSC) is an optional strategy for selected students who have already completed their general course work and one of their specialization courses to complete the equivalent of the final two of the three required courses for a program specialization. This option makes it possible for students to do advanced research in the current literature and to focus on specific areas of interest to them that are not necessarily covered in as much detail in standard specialization course work. Students in this option will complete two quarters and produce a customized study of approximately 60 to 70 pages that highlights the theoretical background and current status of an issue of interest to them, as well as how their knowledge applies in the field. The student’s research and work developed in this study can be used as background material for the student’s dissertation study.

**HUMN 8420 - Organizational Management and Leadership**

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

**HUMN 8431 - Finance and Budgeting for the Public Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They
contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or a private organization.

**HUMN 8451 - Public Policy Analysis**

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policymakers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it through a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

**HUMN 8461 - Public Sector Economics**

(5 cr.) Considering recent and persistent economic uncertainty and shifting economic trends in the global market, administrators in government organizations need to understand underlying economic concepts, issues, and trends in the public sector. In this course, students explore public sector economics at the local, state, and national levels. They examine the role of the government in the market economy, including the government’s redistributive role; factors affecting the economy; sources of government revenue; the relationship of public goods and the economy; programs and services funded by the government; alternative forms of delivery of programs and services; and the interaction and interconnectedness of the U.S. and global economy. Students apply concepts, processes, and systems related to public sector economics to a specific government program or service.

**HUMN 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

**HUMN 8510 - Theories and Models of Human Behavior for Professional Practice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

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HUMN 8511 - Treatment of Forensic Populations

(5 cr.) This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

HUMN 8512 - Theories and Models of Human Behavior for Professional Practice: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8513 - Juvenile Justice, Delinquency, and Development

(5 cr.) In this course, students focus on the various aspects of the juvenile justice system and the population that it serves. As such, the course provides students with an overview of development theories, such as biological, cognitive, social-emotional, and social. Students apply these theories to cases of juvenile delinquency to determine appropriate prevention, treatment, and intervention strategies. They examine juvenile justice codes, case law, and effective methods for reporting offenses. Students also explore the changing landscape of the juvenile justice field based on current research of its population. Using theories presented in the course, students develop a delinquency-prevention or treatment program for their community, focusing on the underlying goal of social justice and change.

HUMN 8514 - Theories and Models of Human Behavior for Professional Practice: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8515 - Theories and Models of Human Behavior for Professional Practice: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HUMN 8516 - Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8517 - Theories and Models of Human Behavior for Professional Practice: Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8518 - Theories and Models of Human Behavior for Professional Practice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8520 - Contextual Evaluation of Contemporary Theories and Models in Human Services

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8522 - Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HUMN 8524 - Contextual Evaluation of Contemporary Theories and Models in Human Services:
Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8525 - Contextual Evaluation of Contemporary Theories and Models in Human Services:
Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8526 - Contextual Evaluation of Contemporary Theories and Models in Human Services:
Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8527 - Contextual Evaluation of Contemporary Theories and Models in Human Services:
Clinical Social Work

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8528 - Contextual Evaluation of Contemporary Theories and Models in Human Services:
Family Studies and Intervention Strategies

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
**HUMN 8529 - Forensic Application in Community Settings**

(5 cr.) This course is directed at the application of forensic psychology to various community settings. An emphasis is placed on working with offenders upon re-entry to the community and offenders who receive nonincarceration community placements. However, this course also explores less-common applications, such as restorative justice and community crime prevention.

**HUMN 8530 - Integrating Theory and Practice in Human Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8532 - Integrating Theory and Practice in Human Services: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8534 - Integrating Theory and Practice in Human Services: Human Services Administration**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8535 - Integrating Theory and Practice in Human Services: Counseling**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8536 - Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising...
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8537 - Integrating Theory and Practice in Human Services: Clinical Social Work**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8538 - Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8550 - Preparing for Dissertation**

(5 cr.) This course is focused specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem.

**HUMN 8610 - Advanced Theories of Intervention in Human Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8612 - Advanced Theories of Intervention in Human Services: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8614 - Advanced Theories of Intervention in Human Services: Human Services Administration**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8615 - Advanced Theories of Intervention in Human Services: Counseling**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8616 - Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8617 - Advanced Theories of Intervention in Human Services: Clinical Social Work**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8618 - Advanced Theories of Intervention in Human Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
HUMN 8620 - Human Services Delivery Systems and Ethical Considerations

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8622 - Human Services Delivery Systems and Ethical Considerations: Criminal Justice

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8624 - Human Services Delivery Systems and Ethical Considerations: Human Services Administration

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8625 - Human Services Delivery Systems and Ethical Considerations: Counseling

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8626 - Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

HUMN 8627 - Human Services Delivery Systems and Ethical Considerations: Clinical Social Work
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8628 - Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8630 - Integrating Intervention Strategies and Ethical Practice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8632 - Integrating Intervention Strategies and Ethical Practice: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8634 - Integrating Intervention Strategies and Ethical Practice: Human Services Administration**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8635 - Integrating Intervention Strategies and Ethical Practice: Counseling**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8636 - Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8637 - Integrating Intervention Strategies and Ethical Practice: Clinical Social Work**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8638 - Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8660 - Social Change, Leadership, and Advocacy for Human Services Professionals**

(5 cr.) This course is designed to enhance students’ understanding of the responsibility of human service professionals to foster social change, provide leadership and service to the human services professions, and advocate for their communities, clients, students, and professions. Students use research to examine the current trends and issues of the professions and identify how community, national, and international issues affect human services professions. Students also gain an understanding of the processes of advocacy and social change. Students continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

**HUMN 8700 - Psychology and Social Change**

(5 cr.) This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related
to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

**HUMN 8701 - Culture and Psychology**

(5 cr.) This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

**HUMN 8710 - Theories of Case Study Research and Applied Change in Human Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8712 - Theories of Case Study Research and Applied Change in Human Services: Criminal Justice**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8714 - Theories of Case Study Research and Applied Change in Human Services: Human Services Administration**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8715 - Theories of Case Study Research and Applied Change in Human Services: Counseling**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of
KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8716 - Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning**

*(4 cr.)* This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8717 - Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work**

*(4 cr.)* This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8718 - Theories of Case Study Research and Applied Change in Human Services**

*(4 cr.)* This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8720 - Relating Case Studies to Applied Change in Human Services**

*(4 cr.)* This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8722 - Relating Case Studies to Applied Change in Human Services: Criminal Justice**

*(4 cr.)* This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8723 - Counseling and Psychotherapy Theories**

(5 cr.) There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

**HUMN 8724 - Relating Case Studies to Applied Change in Human Services: Human Services Administration**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8275 - Multicultural Counseling**

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

**HUMN 8725 - Relating Case Studies to Applied Change in Human Services: Counseling**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8726 - Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8727 - Relating Case Studies to Applied Change in Human Services: Clinical Social Work**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8728 - Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8729 - Substance Abuse Counseling**

(5 cr.) The impact of substance abuse on the lives of people with addictions and the lives of their families makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

**HUMN 8730 - A Case Study of Applied Change in Human Services**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8732 - A Case Study of Applied Change in Human Services: Criminal Justice**
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8734 - A Case Study of Applied Change in Human Services: Human Services Administration**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8735 - A Case Study of Applied Change in Human Services: Counseling**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8736 - A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8737 - A Case Study of Applied Change in Human Services: Clinical Social Work**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8738 - A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**HUMN 8740 - Disaster, Crisis, and Trauma**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

**HUMN 8741 - Psychology of Terrorism**

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terrorist acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

**HUMN 8750 - Leadership Development**

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

**HUMN 8751 - Leadership Coaching: Process and Practice**

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based...
psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

**HUMN 8752 - Leadership Coaching: Application**

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

**HUMN 8776 - Transformative Change in a Shared-Power World**

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic-action-learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action-learning in the practice of public administration.

**HUMN 8785 - Prevention, Intervention, and Consultation**

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

**HUMN 8809 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as
they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

**HUMN 8810 - Community Psychology**

(5 cr.) This course introduces students to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

**HUMN 8811 - Legal Research for Policy Practitioners**

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

**HUMN 8812 - Contemporary Cases and Issues in the Courts**

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

**HUMN 8831 - Critical Incident Leadership and Planning**

(5 cr.) Strategic leadership and planning are required to prevent, respond to, and recover effectively from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

**HUMN 8912 - Mental Health Law**

(5 cr.) This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology—such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA)—are addressed, as are the many areas of law that constitute forensic psychological practice, including
civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues).

**HUMN 9000 - Dissertation**

*20 cr.* This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): Core KAMs, RSCH 8100U, RSCH 8200U, and RSCH 8300U.)*

**HUMN 9001 - Dissertation**

*20 cr., 5 cr. per term for 4 terms* This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for HUMN 9001, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): RSCH 8100U, RSCH 8200U, and RSCH 8300U.)*

**IDST 1035 - Self in Society: An Interdisciplinary Approach**

*5 cr.* In this course, students examine how self-perception is created by personal, societal, and educational influences. Topics studied will include family, community, work, education, and other related topics. By looking at how the “self” evolves, students will be able to see themselves within a larger social context. Students will also focus on how the study of self applies to the interdisciplinary process. *(Prerequisite(s): ENGL 1001.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**IDST 1050 - Interdisciplinary Experience: Identity in a Global Society**

*5 cr.* The aim of this course is to sensitize students to the role of a global society in the development of identity. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to articulate how sense of self cannot rely on authority or status alone. *(Prerequisite(s): ENGL 1001.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**IDST 2050 - Interdisciplinary Experience: Sustaining Quality of Life in the City**

*5 cr.* In light of global urbanization, students in this course discuss the components that contribute to a meaningful life in the city and the ways in which urban communities strive to
achieve it. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Upon completion, students will understand the factors that contribute to improving quality of life in an urban environment. (Prerequisite(s): ENGL 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 3035 - Interdisciplinary Process and Method♦

(5 cr.) Students in this course are introduced to the interdisciplinary studies process and its comprehensive way of understanding complex issues. Topics include definition of interdisciplinary integration, the steps in the interdisciplinary process, and the utility of interdisciplinary understanding. Upon completion, students will gain an understanding of interdisciplinary research methods and of the role that interdisciplinary thinking plays in complex problem-solving and decision making. (Prerequisite(s): IDST 1001 or IDST 1035, IDST 1050, and IDST 2050.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 3050 - Interdisciplinary Experience: Change and Population Movements Across Borders♦

(5 cr.) Explore the changes—both real and perceived—experienced by immigrants and the members of an existing community. Students collaborate to explore multiple perspectives derived from the social and natural sciences and the humanities. Subject matter is treated as unresolved issues to be explored rather than defined knowledge to be learned. Upon completion, students will be able to identify how population movements affect individuals and communities. (Prerequisite(s): IDST 1001 or IDST 3035 or PSYC 1002 and PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

IDST 4001 - Seminar in Interdisciplinary Research

(5 cr.) Students deepen interdisciplinary investigation by participating in a unique experience within a community of learners. Students identify an issue to investigate, utilize interdisciplinary research skills, and interact with peers to reflect on the process. Upon completion, students will improve their skills in interdisciplinary integration and develop a broader perspective of the issue through a collaborative online experience. (Prerequisite(s): IDST 3050.)

IDST 4002 - Seminar in Public Service♦

(5 cr.) As a supplement to students’ approved service learning placement, this seminar course provides them with interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives. (Prerequisite(s): ENGL 1001.) Note: This course is delivered over a 6-week term, but is equated to IDST 4002E, which is delivered over a 12-week term.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 4002E - Seminar in Public Service**

(5 cr.) As a supplement to students’ approved service learning placement, this seminar course provides them with interdisciplinary research skills with applications to the service of others. Activities include creating action plans for service, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the service learning opportunity with theory to articulate multiple perspectives. *(Prerequisite(s): ENGL 1001.)* **Note:** This course is delivered over a 12-week term, but is equated to IDST 4002, which is delivered over a 6-week term.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 4003 - Seminar With Internship**

(5 cr.) As part of students’ approved internship placement, this seminar course is an opportunity for students to apply their disciplinary focus and interdisciplinary process in real-life settings. Activities include creating an action plan for internship, interviews with an audience, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the internship opportunity with theory to articulate multiple perspectives. *(Prerequisite(s): ENGL 1001.)*

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 4004 - Seminar With Study Abroad**

(5 cr.) In conjunction with students’ study abroad experience, this course offers them the opportunity to engage with other cultures and integrate their experiences abroad with their disciplinary focus utilizing the interdisciplinary process. Activities include creating an action plan for study abroad, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the study abroad opportunity with theory to articulate multiple perspectives. *(Prerequisite(s): ENGL 1001.)* **Note:** This course is also available in a 12-week option.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 4004E - Seminar With Study Abroad**

(5 cr.) In conjunction with students’ study abroad experience, this course offers them the opportunity to engage with other cultures and integrate their experiences abroad with their disciplinary focus utilizing the interdisciplinary process. Activities include creating an action plan for study abroad, examination of multiple viewpoints, and reflection. Upon completion, students will integrate their experience gained from the study abroad opportunity with theory to articulate multiple perspectives. *(Prerequisite(s): ENGL 1001.)* **Note:** This course is delivered over a 12-week term, but is equated to IDST 4004, which is delivered over a 6-week term.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**IDST 4080 - Capstone—Interdisciplinary Methodology**

(5 cr.) Students are required to demonstrate breadth and depth of their disciplines’ content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion, students will use creative thinking and decision making to draw on interdisciplinary insights. *(Prerequisite(s): Completion of all other coursework with the exception of IDST 4081.)*

**IDST 4081 - Capstone—Interdisciplinary Methodology II**

(5 cr.) Students are required to demonstrate the breadth and depth of their disciplines’ content and methods to address a complex problem. Students will engage in collaboration, critiquing, individual research, and integration. Upon completion students will use creative thinking and decision making to integrate insights and produce an interdisciplinary understanding. *(Prerequisite(s): Completion of all other required coursework.)*

**ISYS 3001 - Information Systems in Enterprise**

(5 cr.) All businesses rely on systems to process, collect, share, and store important information. The most effective way to help an organization achieve their goals is to understand how to leverage information systems and emerging technology. This course provides students the opportunity to gain skills needed to employ such leverage in the professional arena. Students examine the characteristics of information systems and their role in organizations. They also assess and discuss the impact that information systems have on the enterprise as a whole, in addition to their current architectures, enabling tools, and project cycles. *(Prerequisite(s): BUSI 1002.)*

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 4301 - Business Process Design**

(5 cr.) Students in this course have the opportunity to gain working knowledge of the requisite skills, concepts, and methodologies that managers and team members use to conduct a business process redesign (BPR). Through weekly readings of literature and contemporary articles, students learn about the manager’s role in the business process as well as the function of BPR. They examine the function of information systems as enablers for business process design. They also learn how to analyze business processes and redesign them for dramatic results. Reinforcing the practical application of concepts, students demonstrate their critical-thinking and problem-solving skills through a case study assignment in which they solve a real-world problem using BPR. *(Prerequisite(s): ISYS 3001.)*

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 4302 - Management of Technology**
The efficiency and success of most organizations today depends on the ability of leaders to integrate technology and business functions through activities such as supply chain management, outsourcing, and e-business practice. Students in this course examine the key concepts in management of information technology and the role of technology managers. They analyze the management of technology from both a process and system perspective and investigate major technical issues involved in innovation and implementation. Students engage in weekly discussions on a variety of topics, such as advanced databases, business intelligence, artificial intelligence systems, wireless technology, and outsourcing. (Prerequisite(s): ISYS 4301.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 4303 - Case Study: Project Management**

(5 cr.) The process of creation, from conception through completion, requires a diverse set of management skills, including the ability to make strategic plans. This course introduces students to the theory, tools, and techniques needed to manage technology projects successfully throughout a project life cycle. Students in this course focus on the project management process and development of the project team as key to the successful achievement of information systems projects. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students also assess and discuss effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. (Prerequisite(s): ISYS 4302.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6010 - Fundamentals of Information Systems**

(3 sem. cr.) The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem-solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6020 - Core Web Technologies**

(3 sem. cr.) Through this course, students learn key technologies and design principles for interactive Web applications as well the professional, individual, organizational, societal, and regulatory implications thereof. Students learn how pages are designed and how they interact with external servers to deliver information—important concepts underlying how computers enable communication among Internet users and allow enterprises to conduct business online. They develop and manage Web-based applications using a selection of fundamental tools and
techniques, such as XHTML and cascading style sheets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6030 - Principles of Programming**

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6040 - Systems Analysis and Design**

(3 sem. cr.) Like building a skyscraper, developing a large-scale software system may require the work of thousands of people over a period of several years. Analysts and designers coordinate technical plans so that individual efforts combine into a complete and effective system. This course surveys structured and object-oriented approaches to defining a system’s functional and quality requirements. It also examines how to convert these requirements into the structural and functional design elements of an effective organizational information system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6100 - Foundations for Graduate Study in Information Systems and Technology**

(1 sem. cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum as well as to provide a foundation for academic and professional success. They engage in course assignments that focus on the practical application of writing and critical-thinking skills, lending to the promotion of professional practice and academic excellence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ISYS 6110 - Foundations of Information Systems and Technology**

(3 sem. cr.) A major function of information technology (IT) professionals is to understand an organization’s needs and requirements as well as to use this knowledge to ensure that the organization’s information systems are appropriately designed and implemented for maximum efficiency and stability. Through a review of modern computer systems and the social and economic issues related to their use, students in this course learn about the conceptual foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making. This course provides students with the opportunity to gain the skills needed to handle complex IT issues within today’s organizations.
ISYS 6111 - Information Technology in the Organization

(3 sem. cr.) Through a review of modern computer systems and the social and economic issues related to their use, this course introduces the conceptual foundations for designing, developing, and deploying large-scale management information systems. It investigates the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

ISYS 6120 - Operating System and Network Architecture

(3 sem. cr.) The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the components of computer systems, their underlying operating systems, and their data communications networks. They critically investigate the services these components provide and draw implications for the large-scale enterprise. Students sharpen communication and critical-thinking skills through weekly discussions on related topics, such as modularity, abstraction, threading, virtual memory, Internet protocol, atomicity, and concurrency control.

ISYS 6130 - Advanced Software Development

(3 sem. cr.) Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.

ISYS 6140 - Data Modeling and Database Design

(3 sem. cr.) Data are the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remain consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

ISYS 6150 - Principles of Software Engineering

(3 sem. cr.) The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

ISYS 6160 - Enterprise Systems Architecture

(3 sem. cr.) Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. This course surveys the principal design strategies and tools for constructing the modern information system. It identifies common vendor and open-source components, illustrating how they can create and integrate robust Web- and cloud-based services and applications.
ISYS 6170 - Fundamentals of Information Assurance

(3 sem. cr.) The principles of confidentiality, integrity, and availability of data while being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

ISYS 6680 - Software Engineering Management and Processes

(3 sem. cr.) Enterprise managers are keenly interested in implementing efficient and effective software development processes. Developments in the application of software engineering to help managers gain control over the production of software, including processes that measure progress, quality, and cost at the project and organizational levels, are covered in this course.

ISYS 6900 - IT Capstone

(3 sem. cr.) This capstone course provides students the opportunity to synthesize concepts and skills in a reflective project. It builds a bridge from the academic experience to the workforce. In the context of a specific IT problem, students evaluate appropriate technologies and design a solution.

ITEC 1010 - IT Infrastructure♦

(5 cr.) Information technology (IT) is essential to the function and success of nearly all businesses. Businesses whose systems are lacking or experience failure are at risk of significant loss; therefore, there will always be a need for IT support and innovation. This course introduces fundamental concepts of the IT infrastructure to prepare students for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). They examine key issues of capacity, performance, reliability, scale, and obsolescence through the evaluation of IT’s role in supporting business and individuals. Students take a practical approach to understanding how IT infrastructure can relate to personal goals as they examine the various career options within the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 1020 - Networking Fundamentals♦

(5 cr.) More than ever, individuals, and businesses rely on Web surfing for variety of functions, including buying products, searching for jobs, sharing data, and entertainment. However, there are many threats involved if a network is not secure, which is why we value network administrators. This course provides students with the opportunity to gain the insight and skill of a network administrator. They examine concepts, components, and design of information and communication infrastructures. Students learn about the design of the Internet protocol stack, the structure and function of important Internet services and applications, and Internet governance. They engage in hands-on lab exercises involving configuration of settings, management of local
user accounts, and the design of different types of networks. \(\text{(Prerequisite(s): ITEC 1010.)}\)

- **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ITEC 1030 - Introduction to Programming**

(5 cr.) The cornerstone of modern software design is object-oriented programming (OOP), which is a methodology that uses objects to represent complex relationships and simplifies the development and management of information systems. This course provides students with current information on OOP and other prevailing techniques in programming. Students begin by studying foundational concepts and terminology of OOP. They examine programming paradigms, algorithmic thinking, and problem-solving techniques in Java. Students engage in coursework and share blogs on computer program design, constraints, variables, functions, procedures, logic and code control, error trapping, error handling, and interactive coding techniques. They gain hands-on, practical experience through lab work focusing on compiling and running applications, reading data interactively, and debugging. \(\text{(Prerequisite(s): ITEC 1010 and MATH 1040.)}\)

- **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ITEC 2001 - Technology and Society**

(5 cr.) The synergistic bond between technology and culture has existed from the beginning of civilization with the invention of simple tools to stay warm and store goods, to more complex, contemporary inventions, such as computers. This relationship is vital to our existence, but also warrants both social and ethical consideration, monitoring, and regulation. In this course, students examine the relationship between information technologies and core social concerns, such as privacy, democracy, equity, security, economic progress, and intellectual property rights. Using relevant articles and classic literature in the field, students evaluate existing and emerging technologies taking into account the social, ethical, and legal considerations inherent in the design and use of these technologies. \(\text{(Prerequisite(s): ITEC 1020.)}\)

- **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
  Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**ITEC 2010 - Data Structures**

(5 cr.) A data structure is a specialized layout for organizing and storing data. An integral part of the information technology arena, programmers work with many different types of data structures. Using fundamental programming knowledge, such as object-oriented programming (OOP), students continue their practice with OOP and have the opportunity to gain integral knowledge of advanced data structures, including lists, stacks, queues, and the functions of each. They also learn how to choose data structures that are appropriate for various types of information. They engage in blogs and discussions to work through ideas and gain various perspectives on topical issues, such as arrays, data collections, and recursion. Students gain hands-on experience as they solve complex word problems by writing a program and using tools to create, compile, debug, and run interactive programs. \(\text{(Prerequisite(s): ITEC 1030.)}\)
**ITEC 2020 - IT Theory Fundamentals**

(5 cr.) How many different valid passwords does a computer system allow? How to encrypt a message so that only the intended recipient can decipher it? To answer such questions, programmers use discrete mathematics, which allows them to study sets and numbers, linear algebra, combinatorics, graphs, and probability. This course introduces students to discrete mathematics concepts and techniques used in information technology (IT). Students examine each concept in action and geared toward a specific application in IT. They engage in various application assignments focusing on elements of graph theory, coding, and probability.  
(Prerequisite(s): ITEC 1010 and MATH 1040.)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ITEC 2030 - Operating Systems Fundamentals and Administration**

(5 cr.) There are many important benefits from studying the different types operating systems, such as administering computers efficiently and structuring code more effectively, which lend to best practices in writing code. This course provides students with an overview of the concepts of computer operating systems, including the main functions, similarities, and differences. They explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Students contextualize their learning experience through hands-on activities, such as performing basic administrative tasks on Windows and Linux servers, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files.  
(Prerequisite(s): ITEC 1010 or CMIS 1002.)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ITEC 2040 - Systems Analysis**

(5 cr.) There are many roles involved in creating and managing an organization’s information system, including the systems analyst. The analyst helps ensure that the software development process is successful by understanding its purpose, scope, and resource requirements. This course provides students with the prospect of understanding the field from the perspective of a systems analyst. Students focus on the definition and examination of system requirements, both functional and nonfunctional, for an information system (IS) project. Through the review of videos, case, studies, and supplemental websites, they learn about the identification of stakeholders and techniques for requirement elicitation, representation, and life cycles. Students sharpen their communication and practical skills through group projects during which they apply concepts learned in the course to an actual information system.  
(Prerequisite(s): ITEC 1010 or CMIS 1002.)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**ITEC 2050 - Systems Design**

(5 cr.) This course is an introduction to the approaches used to specify details during the design phase of a systems development life cycle (SDLC). Students explore the discipline of reducing
requirements to the structural and functional design of organizational information technology solutions. They examine conceptual modeling, design patterns, and application frameworks. Students learn the basics of modeling, design representations, and the use of design tools. Through discussion with their peers, students confer and debate over the different approaches to systems design, security aspects of interfaces, and documentation. Students work toward gaining collaborative and critical-thinking skills through group projects focusing on the specifics of system design, including planning and implementation. (Prerequisite(s): ITEC 2040 or CMIS 3003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 2060 - Database Management Systems♦

(5 cr.) All types of businesses rely on systems to manage their data and to keep those data secure, accurate, and reliable. A database is a system designed to do just this as well as to simplify the processes of data entry, search, and retrieval. In this course, students learn about database management through the examination of the life cycle of a database. Students focus on the representation and manipulation of information in relational database management systems. They learn how to map real-world concepts onto relational representations and how to manipulate them through relational queries to implement data-intensive applications. They also discuss related issues, such as database storage, data validation, sorting, grouping, and nesting data. Students learn to use a core subset of the structured query Language (SQL) as well as the fundamentals of database administration. (Prerequisite(s): ITEC 2050 or CMIS 3004.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 2070 - Human-Computer Interaction♦

(5 cr.) This course is an overview of human perception and cognitive performance, computer processes, and system design approaches for successful human-computer interaction. Topics include human factors, usability evaluation, and principles of interface design. (Prerequisite(s): ITEC 2050 or CMIS 3004.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 2080 - Web Programming♦

(5 cr.) Every day, we are learning to adapt to 21st-century technology. More importantly, we are beginning to rely on it for daily needs, such as obtaining the news, shopping, communicating, banking, and full-scale education. The need for developers of static and dynamic Web pages of all kinds is in demand. In this course, students consider the many factors of developing Web applications for a specific purpose or audience, such as optimization, accessibility, and appeal. They also examine the tools and techniques needed to develop and manage these applications. Through discussions and application assignments, students explore dynamic Web page implementations, elements of client-server and server-side processing, data validation, and concurrency issues. (Prerequisite(s): ITEC 1030 or CMIS 1003 and ITEC 1010 or CMIS 1002.)
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 3010 - Mobile and Pervasive Technologies

(5 cr.) Mobile computing was developed in the early 1990s with the introduction of laptop computers. Since then, devices have become smaller, more intuitive, and more assessable, and they have worked their way into businesses, homes, hospitals, and children’s backpacks. The basic principles of system design for such technologies are not entirely different from larger-scale development, but designers must make different considerations and use special techniques for mobile and pervasive technologies. In this course, students examine the technical, business, legal, and sociocultural benefits and challenges of mobile devices and wireless communication technologies. Through discussion and written assignments, students explore wireless protocols and business and consumer applications, such as portable computing, communication, and multimedia devices; telemetry and monitoring systems; and context-aware services. (Prerequisite(s): ITEC 2080.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 3020 - Computer Security Fundamentals

(5 cr.) Insecure security systems can cause major risks and vulnerabilities for companies. Breaches in personal employee information, financial information, or company secrets can elicit the downfall of an organization. In this course, students learn the importance of such concerns as well as key concepts of computer and information security, including technical, privacy, organizational, social, and policy issues. They examine fundamental notions of authentication, authorization, and encryption. Students learn about economic and human impact issues through the analysis of case studies of security and privacy breaches. Through discussions, applications, and group projects, students also examine risk management, informal system security methods, and corporate governance. (Prerequisite(s): CMIS 1002 or ITEC 1010 and ITEC 2030.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 3030 - Business Architecture and Process

(5 cr.) All companies have goals, but depending on the organization’s size or purpose, these goals may differ. Some may be to improve efficiency and immediate profit, and others might be long-term sustainability or customer satisfaction. Regardless of specific goals, leaders must understand the organization as a whole, including its structure, processes, applications, and systems, so that the company can make informed decisions, avoiding risks and instability. Students in this course examine the structure and operations of organizations from an information processing point of view. Students work toward gaining skills in analyzing, designing, and improving operations as they engage in coursework focusing on fundamental business structures; business process design, management, and optimization; decision support and automation; enterprise resource planning; and integration. Using current ligature and simulations, students evaluate specific techniques designed to manage change in a company as well as to measure and maintain process advancement and value. (Prerequisite(s): ITEC 2050.)
ITEC 3040 - IT Project Management

(5 cr.) The process of creation, from conception through completion, is complicated and requires a diverse set of management skills. This course introduces students to the knowledge, tools, and techniques needed to manage information technology (IT) projects throughout a project life cycle successfully. Students in this course focus on the IT project management process and development of the project team as key to the successful achievement of IT projects. Students analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. Students learn the intricacies of managing projects and programs that may span multiple organizations. They engage in coursework through which they examine the project management cycle, sourcing strategy, third-party provider selection, and management of third-party providers. (Prerequisite(s): ITEC 2050 or CMIS 3004.)

ITEC 3101 - Systems Software Security

(5 cr.) The job of an information security specialist is to oversee enterprise operations that follow industry best practices for security and data integrity to ensure that systems are free from external threats and risks that may jeopardize or harm the organization. Students in this course investigate the responsibilities of the security specialist, including the security of operating systems and other system software, such as database management systems. Through a variety of assignments, including hands-on lab work, students explore components of a networked operating system, architectural designs for secure usage, system administration tasks, and tools for security. Students examine the real effects that security threats have on systems. They address such threats through exercises in administrative tasks using tools vital for implementing security policies on Linux and Windows systems. (Prerequisite(s): ITEC 3020.)

ITEC 3201 - Database-Driven Web Applications

(5 cr.) In this course, students work toward gaining the skills necessary to develop and administer database-backed dynamic Web applications, which are in increasing demand as organizations compete for cutting-edge, fully interactive, dynamic Web pages. Students explore contemporary development tools for database-driven Web applications, the use of templates to separate business logic and presentation, and data storage and management. They also examine server and application configuration to ensure site security, session management, and user authentication. In this course, students have the opportunity to enhance their communication and critical-thinking skills as they engage in peer discussions on topical issues, such as Web hosting, operations, security, and database table structure. (Prerequisite(s): ITEC 2060 and ITEC 2080.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**ITEC 3202 - Data Centers**

(5 cr.) Effective data center operation involves efficient operating practices in an environmentally responsible manner. This course provides students with an overview of data center principles and operational issues, including environmental controls, power supplies, backup, data communications, and security standards to assure business continuity. Students discuss emerging trends and technologies in areas including cloud computing, virtualization, middleware, databases, data centers, green grids, and corporate and environmental social responsibility. *(Prerequisite(s): ITEC 2050 and ITEC 3030.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

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**ITEC 3301 - IT Service Management**

(5 cr.) The purpose of this course is to provide students with an understanding of the management of information technology (IT), including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer’s perspective of IT’s contribution to the organization and they learn ways to communicate effectively with stakeholders. Students use current articles and classic literature to examine a variety of topics, including operations architecture, IT governance, and relevant frameworks. Students also examine relationships of IT service management to process improvement movements, such as Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards. Through group projects and peer evaluation, students learn to work efficiently in groups as they assess the design of a service management program and the role of ethics in service management. *(Prerequisite(s): ITEC 3030 and ITEC 3040.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

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**ITEC 3402 - Server-Side and Multi-Tier Programming**

(5 cr.) Life in the 21st century is fast-paced, and the public demands information that is expeditious, accurate, and appealing. This course provides students with the opportunity to acquire the knowledge and skills needed to create the types of dynamic Web pages that are practical and well-designed and can provide people with the information they need at the pace they want. Students examine the configuration of Web server software, the function of server-side programming, and the use of scripting languages. They learn about techniques for enhancing performance through examination of multi-tier locality and parallelism. They also practice methods of access control and secured transmissions in server-side programming. Students also have the opportunity to gain hands-on experience through a course-long project in which they build on skills acquired each unit to transform a static website into a fully functional dynamic website. *(Prerequisite(s): ITEC 2080.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

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**ITEC 3501 - Web and Mobile Application Development**

(5 cr.)
Developers have to keep usability, accessibility, and cross-device compatibility in mind when creating applications for multiple platforms. In this course, students examine the critical elements of the development life cycle of these applications, including visual design, information architecture design, and interaction design as well as the work products that developers produce. (Prerequisite(s): ITEC 2080.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4010 - Network Administration♦

(5 cr.) In this course, students learn about the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the requirements and demands of an organization’s network. They explore the structure of the Internet and examine protocols, routers, and client/server architecture related to configuring network services. Students also learn about software platforms, control, shared resources, and security from a practical perspective. Through a series of virtual lab assignments, students practice administrative tasks using applications as network tools, routing, securing ports, configuring network address translations, and confirming reconfigurations. (Prerequisite(s): ITEC 1020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4020 - Quality Management Standards for IT♦

(5 cr.) Organizations in all sectors, including small businesses, government departments, and educational institutions, employ the use of quality management in information systems for a variety of reasons, such as meeting consumers’ requirements, complying with regulations, and reaching environmental goals. Students in this course explore the history of the quality revolution and the practices and standards used by today’s information technology organizations to ensure quality. Students engage in exercises, analyses, and discussions on total quality management (TQM) guidelines, Six Sigma improvement methodology, International Organization for Standardization (ISO) quality standards, Capability Maturity Model Integration (CMMI) standards, personal software process (PSP), team software process (TSP), and the metrics used to measure success of quality initiatives. Students also learn to use tools and techniques to analyze a quality problem to make recommendations for improvement. (Prerequisite(s): ITEC 2050.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4030 - Systems Integration♦

(5 cr.) Students in this course examine the systems integration approaches used by today’s information technology organizations to learn what makes them more effective, efficient, and competitive. They explore the functions of enterprise application integration (EAI) practices, middleware models, commercial off-the-shelf (COTS) integration challenges, service-oriented architecture (SOA), and integration using cloud computing. Through a hands-on approach, students learn to solve an integration problem by designing an appropriate architecture.
ITEC 4101 - Network Security♦

(5 cr.) Technological innovation has led us to store all types of information on the Web, such as medical records, financial data, and personal communications. We rely on this information to be safe from external attacks. Preventing such threats is a vital role in the field of information technology. This course provides an overview of network security defense techniques and countermeasures. Students sharpen their communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. They engage in assignments designed to provide them with practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security. (Prerequisite(s): STAT 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4102 - Application Software Security♦

(5 cr.) In the past, security measures were merely supplemental to software design, but with the increasing threat of hackers who manipulate applications and steal or modify important data, countermeasures are vital to protect applications from vulnerability. This course provides students with an overview of best practices in developing secure software applications and the tools for investigating anomalies and vulnerabilities in application software. Students engage in a variety of course assignments focusing on related topics, including buffer overflow, structured query language (SQL) injections, selected programming and scripting languages, and the security of Web applications on both the client and server side. (Prerequisite(s): ITEC 2080 and ITEC 3020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4103 - Computer Forensics♦

(5 cr.) As we adapt to the digital revolution, an increasing number of cases, both civil and high-profile, rely on data identification, recovery, and preservation of digital evidence. We also rely on computer forensics for the prevention and prosecution of criminal activity, such as child pornography, financial fraud, and personal identity theft. In this course, students learn procedures and tools for collecting and investigating evidence from illegal or inappropriate computer use. They also engage in a range of assignments and activities focusing on the legal, ethical, and policy implications of various forensic techniques and monitoring practices. (Prerequisite(s): ITEC 3101, ITEC 4101, and ITEC 4102.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4201 - Database Administration♦
The database administrator plays an integral role in ensuring that the information on which organizations rely is organized, efficient, and secure. In this course, students identify the range of tasks a database administrator performs, including disaster recovery, performance analysis and tuning, data dictionary maintenance, data modeling and optimization, and database and user management and monitoring. They also assess the techniques, tools, and best practices used in managing a relational database. Students apply concepts presented in the course to practical exercises involving installation, management, performance monitoring, creation of users and user privileges, backup, and recovery. (Prerequisite(s): ITEC 2060.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4203 - Fault-Tolerant Systems

(5 cr.) Businesses rely on stable, secure systems to run their organizational operations. If a system is disrupted or encounters problems, it may result in loss of money, time, or customer faith. Effective data center operation helps provide assurance that the integrity and functionality of a system is at low risk of disruption or threat. Students in this course explore the study and application of the principles of fault-tolerant systems (failsafe) and networks, which are used to ensure systems continue to operate appropriately, even if one or more components fail. They learn about a variety of topics, including design; modeling; analysis; and integration of hardware, software, and redundancy techniques to achieve dependable systems. Students also examine performance and reliability evaluation techniques, system diagnosis, disaster recovery planning, backup strategies for data and hardware, virus monitoring, and associated security and administration issues. (Prerequisite(s): ITEC 2020 and ITEC 4020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4302 - Network Planning and Maintenance

(5 cr.) Before a business can establish a new network or service, they must ensure that the system or service meets their specific needs and requirements. Once a system is in place, they must continue to ensure that the network is optimized, connected appropriately, and free of critical threats, such as viruses and spyware. In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization. (Prerequisite(s): ITEC 2020 and ITEC 4020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4401 - Software QA Testing and Test Tools

(5 cr.) Nearly all organizations engage in software testing to ensure system stability and prevent future problems. Sometimes, testing is the responsibility of individuals; other times, an entire team composed of testers and developers work together to test a system and evaluate the results. Regardless of the approach, testing is an integral process in business and requires the use of specialized techniques and tools. In this course, students learn about software quality and the
components of software quality assurance systems before, during, and after software
development. They examine metrics and models for software quality as a product, in process,
and in maintenance. Students also learn about the testing tools used to automate the process,
including related challenges and limitations. (Prerequisite(s): STAT 3401.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4402 - User Interface Evaluation, Design, and Development♦

(5 cr.) How do we design interfaces for optimal efficiency and appeal? Before we can answer this
question, we must first understand the goals, needs, and skills of the user. In this course, students
consider these factors and learn methods for evaluating, designing, and improving human-
computer interfaces. Students engage in exercises, discussions, and other assignments to explore
a variety of topics, such as user-interface evaluation methods, requirements analysis, and user-
interface design methodologies, including rapid prototyping and iteration. (Prerequisite(s): ITEC
2070.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4501 - Web and Mobile User Experience Design♦

(5 cr.) Designers strive to optimize the interaction between the user and the system to create a
smooth and productive user experience. Students in this course focus on the particular challenges
of creating user-centered mobile applications. They also investigate the design process
deliverables used to communicate with clients, technical leads, and stakeholders. (Prerequisite(s):
ITEC 2070.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4502 - Implementing Effective Mobile User Interfaces♦

(5 cr.) Successful mobile Web applications have interfaces that support effective interactions and
inspire user allegiance. In this course, students create highly interactive and attractive interfaces
for applications. In the context of a specific interface design scenario, students analyze data,
choose appropriate tools, and design a solution. (Prerequisite(s): ITEC 4501.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact
an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 4503 - Developing Multiplatform Mobile Applications♦

(5 cr.) Building mobile applications that operate on a variety of devices poses a unique set of
challenges that developers must consider and address at each stage of the development life cycle.
In this course, students develop applications that run on a mobile platform. (Prerequisite(s): ITEC
4502.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact
an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ITEC 4901 - IT Capstone

(5 cr.) In this capstone course, students review the work they have collected in their portfolios and complete an integrative design project that combines multiple aspects of their information technology program while reflecting on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They also develop plans for continued learning and career development in the context of their personal objectives and priorities. **Note:** This course is required and is the last course in the program.

ITEC 4902 - IT Senior Seminar

(5 cr.) In this capstone course, students review the work they have collected in their portfolios and reflect on their educational experience. They revisit the career priorities they expressed upon entry into the program and consider their professional goals in the context of their education. They also develop plans for continued learning and career development in the context of their personal objectives and priorities. *(Prerequisite(s): All core courses.)*

ITEC 4999 - IT Capstone Project

(5 cr.) In this capstone project course, students complete an integrative IT project that combines multiple aspects of their information technology program. The project requires collaboration with a team of students to manage, analyze, design, implement, and evaluate a computer-based information system. The system development process is initiated with a case study included within the course structure. Students will develop a project charter that will guide them through the discovery of functional and nonfunctional requirements, the creation of a system design based on those requirements, and the development and testing of a functional computer application. Students will develop a management presentation to describe the project design and justify the continuation of the project. The implementation of the final project will require students to draw on their technical concentration-based knowledge of information security and assurance, networking, database design, interface design, and website design. *(Prerequisite(s): All concentration courses and ITEC 4902.)*

ITEC 6010 - Fundamentals of Information Systems♦

(3 sem. cr.) The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem-solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6020 - Core Web Technologies♦
Through this course, students learn key technologies and design principles for interactive Web applications as well the professional, individual, organizational, societal, and regulatory implications thereof. Students learn how pages are designed and how they interact with external servers to deliver information—important concepts underlying how computers enable communication among Internet users and allow enterprises to conduct business online. They develop and manage Web-based applications using a selection of fundamental tools and techniques, such as XHTML and cascading style sheets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6030 - Principles of Programming

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6040 - Systems Analysis and Design

(3 sem. cr.) Like building a skyscraper, developing a large-scale software system may require the work of thousands of people over a period of several years. Analysts and designers coordinate technical plans so that individual efforts combine into a complete and effective system. This course surveys structured and object-oriented approaches to defining a system’s functional and quality requirements. It also examines how to convert these requirements into the structural and functional design elements of an effective organizational information system.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 6100 - Foundations for Graduate Study in Information Systems and Technology

(1 sem. cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum as well as to provide a foundation for academic and professional success. They engage in course assignments that focus on the practical application of writing and critical-thinking skills, lending to the promotion of professional practice and academic excellence.
A major function of information technology (IT) professionals is to understand an organization’s needs and requirements as well as to use this knowledge to ensure that the organization’s information systems are appropriately designed and implemented for maximum efficiency and stability. Through a review of modern computer systems and the social and economic issues related to their use, students in this course learn about the conceptual foundations for designing, developing, and deploying large-scale management information systems. They investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making. This course provides students with the opportunity to gain the skills needed to handle complex IT issues within today’s organizations.

ITEC 6111 - Information Technology in the Organization

Through a review of modern computer systems and the social and economic issues related to their use, this course introduces the conceptual foundations for designing, developing, and deploying large-scale management information systems. It investigates the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

ITEC 6115 - Computer Networking and Operating Systems

Within this course, students can learn the concepts of computer operating systems, including the main functions, similarities, and differences. Students can explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. In addition, they can further their understanding of computers through the study of computer networks by learning key networking concepts, components, and the design of information and communication infrastructure solutions.

ITEC 6120 - Operating System and Network Architecture

The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. Students in this course examine the components of computer systems, their underlying operating systems, and their data communications networks. They critically investigate the services these components provide and draw implications for the large-scale enterprise. Students sharpen communication and critical-thinking skills through weekly discussions on related topics, such as modularity, abstraction, threading, virtual memory, Internet protocol, atomicity, and concurrency control.

ITEC 6130 - Advanced Software Development

Contemporary software development principles continue to evolve. In this course, students explore contemporary software development concepts and tools. Through application assignments designed to contextualize theories presented in the course, students apply object-oriented techniques, usability principles, and design for reuse. Students have the opportunity to acquire knowledge requisite to the development of sound, maintainable, and extensible software.

ITEC 6140 - Data Modeling and Database Design
Data are the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remain consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

**ITEC 6150 - Principles of Software Engineering**

(3 sem. cr.) The principles of software engineering and software design allow for the methodical construction and controlled development of complex software systems. This course surveys the evolution and current practices of software engineering through the entire software life cycle, with emphasis on the elements that significantly influence software system quality.

**ITEC 6160 - Enterprise Systems Architecture**

(3 sem. cr.) Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. This course surveys the principal design strategies and tools for constructing the modern information system. It identifies common vendor and open-source components, illustrating how they can create and integrate robust Web- and cloud-based services and applications.

**ITEC 6170 - Fundamentals of Information Assurance**

(3 sem. cr.) The principles of confidentiality, integrity, and availability of data while being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

**ITEC 6600 - Foundations of Health Informatics**

(3 sem. cr.) In this course, students are provided with a broad historical, technological, and theoretical framework for the study of health informatics. Consideration is given to the past, present, and future of this rapidly evolving discipline, with exploration of critical issues and challenges within the field, as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. Special topics to be considered include the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; and the emergence and adoption of new information technologies. Professional roles and responsibilities related to managing health information technology are described, as well as organizations that promote health informatics. A global perspective of trends and issues in health informatics is provided.

**ITEC 6610 - Information Assurance and Risk Management**

(3 sem. cr.) This course covers the security governance structure that organizations employ to manage risks. Various laws, regulations, and organizational objectives are typically mapped to organizational policies and translated into procedures, practices, standards, and guidelines.
Students examine appropriate organizational structures for providing oversight and managing security throughout the enterprise.

**ITEC 6620 - Information and Systems Security**

(3 sem. cr.) This course provides an in-depth study of techniques for defending IT infrastructure against attack. Students explore tools for configuring and testing system and network security and examine administrative and operational countermeasures. Students discuss a range of active responses to a security breach.

**ITEC 6630 - Computer Law, Crime, and Investigation**

(3 sem. cr.) Security professionals need to understand the legal context of their work: Many laws apply to IT crimes, and botched investigations can have serious consequences. This course presents the types of offenses and their consequences under the law. Investigations of breaches must be conducted methodically and with great care. Students examine the various types of cyber offenses and techniques for investigating them as well as ethical uses of information and computing resources in organizations.

**ITEC 6631 - Information Systems Management**

(3 sem. cr.) Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision making. They cover issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

**ITEC 6640 - Topics in High-Assurance Computing**

(3 sem. cr.) Individual, group, and organizational behavior can have an enormous effect on safety and security. Because security professionals often observe that security is more dependent on people than on technology, they must have a clear understanding of human factors. This course examines advanced topics in the practice of information assurance, such as using social psychology to implement security.

**ITEC 6645 - Representation of Health Information**

(3 sem. cr.) In this course, students examine the need for consistency in health data standards and the importance of appropriate identification and selection of these standards. The structure of medical and health information through effective knowledge representation is presented, with an emphasis on the practice of knowledge management and the incorporation of evidence-based best practices. The diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology, both by information systems users and by those who design and maintain those systems, are examined. Topics include data communication, the development and advancement of e-health technologies, and future federal initiatives to digitalize health data.

**ITEC 6650 - Software Systems Engineering and Requirements Management**
This course sets software engineering in the context of systems engineering. Students discuss the role of software engineering in analyzing user needs and examine how to develop solutions while building systems involving various components. This course provides a broad perspective of the system engineering life cycle, including requirements, design, integration, transition, operation, maintenance, and support. It focuses on issues of requirements engineering such as the elicitation of requirements, analysis, specification, validation, and change management.

ITEC 6660 - Software Design and Construction

Software architects design software to meet desired quality attributes. They must minimize complexity while following heuristics and standards, even as they anticipate change. In this course, students explore the fundamentals of software design. They examine key issues such as concurrency, event handling, interaction, and fault tolerance.

ITEC 6670 - Software Quality and Testing

Competitive organizations demand high-quality software. IT professionals employ software management techniques to measure, control, and ensure software quality. This course covers software quality management processes, with a special focus on software testing.

ITEC 6680 - Software Engineering Management and Processes

Enterprise managers are keenly interested in implementing efficient and effective software development processes. Developments in the application of software engineering to help managers gain control over the production of software, including processes that measure progress, quality, and cost at the project and organizational levels, are covered in this course.

ITEC 6712 - Business Architecture and Process

Students in this course examine the structure and operations of organizations from an information-processing point of view and develops students’ skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration.

ITEC 6713 - Business Strategy for Competitive Advantage

The focus of this course is on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

ITEC 6721 - Organizational and Social Dimensions of Information Systems

In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security.
ITEC 6900 - IT Capstone

(3 sem. cr.) This capstone course provides students an opportunity to synthesize concepts and skills in a reflective project. It builds a bridge from the academic experience to the workforce. In the context of a specific IT problem, students evaluate appropriate technologies and design a solution.

ITEC 8000 - Foundation and Communications for Information Technology

(3 sem. cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They develop presentation and written communications skills geared toward developing a high level of competence in professional communication with colleagues, clients, novices, and IT experts. Additionally, students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence. They also have the opportunity to prepare their Professional Development Plan and program of study.

ITEC 8010 - Fundamentals of Information Systems♦

(3 sem. cr.) The principles of computer hardware, software, and networks underlie the techniques and practices of information systems professionals. Students in this course survey the fundamental aspects of computing and prepare to use computers effectively for problem-solving. Through a variety of application assignments, students delve into the types and construction of hardware, software, networks, and tools for data management. They learn ways to create an algorithm, represent data, and express their designs in a programming language. Through this course students are encouraged to become active and influential professionals by applying concepts and principles to real-world practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8030 - Principles of Programming♦

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

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ITEC 8040 - Systems Analysis and Design♦

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quality requirements. It also examines how to convert these requirements into the structural and functional design elements of an effective organizational information system.

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**ITEC 8100 - Doctoral Study Mentoring**

(3 sem. cr.) The purpose of this course is to assist doctoral students in making steady progress toward their doctorate in information technology. The “instructor of record” for a section of the course is the chair of the doctoral study committee. Section participants are the students working with the faculty member at various stages of their doctoral study. The course provides a forum for ongoing exchange of ideas, input, and feedback between students and their doctoral study chair as students complete the coursework for the degree.

**ITEC 8120 - Operating System and Network Architecture**

(3 sem. cr.) The infrastructures of operating systems and networks are the fundamental technologies that support enterprise information systems. This course examines the components of computer systems, their underlying operating systems, and their data communications networks. Students critically investigate the services these components provide and draw implications for the large-scale enterprise.

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**ITEC 8140 - Data Modeling and Database Design**

(3 sem. cr.) Data are the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remain consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

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**ITEC 8160 - Enterprise Systems Architecture**

(3 sem. cr.) Large-scale enterprise systems often rely on architectural frameworks that define their main components as well as the interactions among these components. This course surveys the principal design strategies and tools for constructing the modern information system. It identifies common vendor and open-source components, illustrating how they can create and integrate robust Web- and cloud-based services and applications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
ITEC 8170 - Fundamentals of Information Assurance

(3 sem. cr.) The principles of confidentiality, integrity, and availability of data while being stored, processed, or communicated guide the policies and practices of information assurance. In this course, students investigate the theory of information security and data protection, study common system risks and vulnerabilities, and follow best practices to protect computer and data assets. These practices address organizational policies, access controls, software and network design, and logging and auditing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

ITEC 8201 - IT Leadership Simulator: Integrating Diverse Systems and Leading Technology

(3 sem. cr.) In this information technology (IT) leadership course, students delve into a problem-based learning scenario focused on an organizational merger situation. Students investigate which technology set best supports the newly merged organization’s IT infrastructure. They also plan for and manage how changes to the new IT infrastructure will address the needs of the organization and its employees across countries, cultures, and diverse business areas.

ITEC 8202 - Leadership Simulator: Developing Proactive and Reactive Security Plans

(3 sem. cr.) In this information technology (IT) leadership course, students delve into a problem-based learning scenario focused on an organization that has experienced a security breach. Students examine relevant IT governance, security, and privacy issues that are essential to the organization. They gain practical experience in formulating comprehensive proactive and reactive system security plans. Students also explore sound IT management principles in decision making and implementation of broad-scale change.

ITEC 8203 - IT Leadership Simulator: Leading IT in a Dynamic Environment

(3 sem. cr.) In this information technology (IT) leadership course, students delve into a problem-based learning scenario in which they confront an impending or proposed disruptive legislative or policy change. Students work through the scenario under the assumption that the dynamic change has a direct societal influence and will affect IT accessibility and/or use. They anticipate effects, examine the societal values driving different choices, determine priorities, and develop a plan to influence positively the formation and implementation of policies for issues in which IT features prominently.

ITEC 8427 - Applied Research Methods—Qualitative and Quantitative

(3 sem. cr.) Students in this course are introduced to qualitative, quantitative, and mixed-methods frameworks for inquiry. Quantitative designs that are covered in the course include experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research; qualitative designs include case study, phenomenology, grounded theory, and ethnography; and mixed-methods strategies include sequential and concurrent strategies. Students work toward acquiring substantive, foundational knowledge of the philosophy of science as they construct, use, and critique concepts and theories. They can learn to produce knowledge for practice as they examine ethical, social, and political aspects of conducting research. By demonstrating knowledge and the ability to solve problems and test hypotheses, students engage in course
assignments that emphasize the practical application of writing and critical-thinking skills and the integration of professional practice at the doctoral level.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ITEC 8437 - Quantitative Decision Making for Strategic Analysis**

*(3 sem. cr.)* In this course, students develop skills in descriptive statistics, statistical inference, and quantitative techniques, including correlation, t-tests, ANOVA, regression, and various nonparametric methods. Students use quantitative data reduction and analysis and data management techniques, and they learn to utilize software for data analysis. This course is not intended for students to become fully grounded in statistical methods; rather, students learn appropriate questions to ask about data analysis, as well as how to defend their use of specific techniques in professional practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**ITEC 8447 - Qualitative and Case Study Research for Strategic Analysis**

*(4 sem. cr.)* This course provides students the opportunity to extend their research and general analysis skills as they further explore research methods and project types—specifically, qualitative and case study research methods—that they may incorporate into their own doctoral study. Students explore ways of improving the quality and strategic analysis of organizational information technology (IT). They also focus on how to think in an action-oriented manner, as if they were consultants, so that their own doctoral study work could be applied in action. Finally, students begin to plan their doctoral study by engaging in an iterative process to develop their premise and a draft prospectus that incorporates feedback from peers and the course instructor. Ultimately, students offer the prospectus as a document for review and consideration by potential mentors for their doctoral study.

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**ITEC 8501 - Seminar in Information Security**

*(3 sem. cr.)* Students in this doctoral seminar focus on the scholarly and practice-oriented literature related to information security. Students explore major theoretical approaches and practices that define the discipline and the strategic and organizational implications of information security, such as secure data, secure networks, vulnerabilities, and computer forensics. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

**ITEC 8502 - Seminar in IT Systems, Software, and Management**

*(3 sem. cr.)* This doctoral seminar focuses on the scholarly and practice-oriented literature related to IT systems, software, and management. Students will explore major theoretical approaches
and practices that define the discipline as well as strategic and organizational implications of IT systems, software, and management, such as system architecture, software development, and system management. During the majority of the seminar, students will work with colleagues, including faculty, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. Students will have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8503 - Seminar in Project Management

(3 sem. cr.) Students in this doctoral seminar focus on the scholarly and practice-oriented literature related to project management of information technology (IT) projects. Students explore major theoretical approaches and practices that define the discipline and the strategic and organizational implications of project management of IT projects, such as knowledge management, requirements management, and current project management tools and techniques, all within an IT framework. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 8504 - Seminar in Cloud and Grid Computing

(3 sem. cr.) In this doctoral seminar, students focus on the scholarly and practice-oriented literature related to cloud and grid computing. Students explore major theoretical approaches and practices that define the discipline and strategic and organizational implications of grid and cloud computing, such as security, availability, architecture, and ownership. During the majority of the seminar, students work with colleagues, including faculty members, to identify threads and tendencies for further reading and discussion in a true doctoral seminar format. They also have the opportunity to lead their colleagues as well as to participate in academic discourse.

ITEC 9000 - Doctoral Study Completion

(3 sem. cr.) The final doctoral study demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, the doctoral study is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of information technology. The goal of the doctoral study is for students to conduct an investigation that focuses on IT practice within a designated context. Ultimately, every doctoral study should make a unique contribution to the field of practice in the professional IT or organizational environment.

MATH 0090 - Basic Algebra

(5 cr.) In this course, students refresh familiarity with basic algebra concepts. Students complete lab work and quizzes on a variety of topics, including real number operations and properties, simplifying algebraic expressions, solving and graphing linear equations and inequalities, factoring polynomials, and evaluating rational and radical expressions. They also engage in activities and discussions that incorporate math study skills topics to promote student success. Through this course, students gain requisite skills needed for Intermediate Algebra or
Intermediate College Math. **Note:** This course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.** Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1010 - Intermediate College Math**

(5 cr.) Students in this course have the opportunity to gain fundamental skills needed for College Math. Through weekly lab assignments, students engage in problem-solving, use of formulas, number operations and notations, exponents and exponential expressions, variation, linear and nonlinear equations and graphs, polynomials, rational and radical expressions, and basic geometry. They also collaborate with peers through discussions in which they complete solutions to more challenging math problems. **Note:** This course is considered an elective.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.** Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1020 - Intermediate Algebra**

(5 cr.) In this course, students have the opportunity to gain requisite skills needed for College Algebra Concepts. Through weekly lab assignments, students work through algebra problems involving exponents and exponential functions, linear and absolute value equations and inequalities, quadratic and polynomial functions and their graphs, rational and radical equations, and systems of linear equations. The course also provides students with an introduction to complex numbers. **Note:** This course is considered an elective.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.** Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1025 - Exploring Mathematics in the Everyday World**

(5 cr.) How is math relevant and useful in our lives? How do we see math in the world around us? In this course, students will answer these questions and communicate an understanding of how mathematics applies to their everyday lives. Through the study of innovative mathematical topics, students will discover the relevancy, utility, and beauty of math. Students will practice reasoning and justification to evaluate contemporary mathematical problems while focusing on representations that best fit into their own lives. Throughout the course, students will investigate math in context as they study connections between math and culture, art, architecture, and nature. While critically thinking about these topics through a mathematical lens, students will apply techniques from topics such as graph theory, scheduling and critical paths, geometry, finances, voting, probability and combinatorics, and data analysis.

**MATH 1025E - Exploring Mathematics in the Everyday World**

(5 cr.) How is math relevant and useful in our lives? How do we see math in the world around us? In this course, students will answer these questions and communicate an understanding of how mathematics applies to their everyday lives. Through the study of innovative mathematical topics, students will discover the relevancy, utility, and beauty of math. Students will practice reasoning and justification to evaluate contemporary mathematical problems while focusing on
representations that best fit into their own lives. Throughout the course, students will investigate math in context as they study connections between math and culture, art, architecture, and nature. While critically thinking about these topics through a mathematical lens, students will apply techniques from topics such as graph theory, scheduling and critical paths, geometry, finances, voting, probability and combinatorics, and data analysis.

**MATH 1030 - College Math**

(5 cr.) Students in this course are provided with accessible mathematical tools to analyze and solve real-world problems. Using these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace, academics, and everyday topics. They engage in conceptual and applied assignments on such topics as set theory, logic, measurement and geometry, probability, statistics, and financial literacy. Through this course, students gain the knowledge and skill to apply inductive and deductive reasoning to real-world problems in mathematics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1040 - College Algebra Concepts**

(5 cr.) This course provides students with a solid foundation in key algebra skills. Students gain a thorough understanding of algebra concepts through the iterative process of working through a range of problems, including solving and graphing linear, quadratic, and polynomial functions; composing and inverting functions; analyzing rational and radical functions; modeling exponential and logarithmic data; and solving systems of equations and inequalities. Through individual lab work, collaborative activities, and discussions, students in this course cultivate perspectives and analytical skills required for efficient use, appreciation, and understanding of algebraic concepts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 1040E - College Algebra Concepts**

(5 cr.) This course provides students with a solid foundation in key algebra skills. Topics include solving and graphing linear, quadratic, and polynomial functions, composition and inverses of functions, rational and radical functions, modeling of exponential and logarithmic data, and solving systems of equations and inequalities. Upon completion, students will have cultivated perspectives and analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. **Note:** This course is delivered over a 12-week term but is equated to MATH 1040, which is delivered over a 6-week term.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MATH 6551 - Understanding Number Systems and Operations**

(3 sem. cr.) Understanding rational numbers is the foundation for understanding other critical mathematic concepts and their application to everyday life. In this course, middle-level
Mathematics teachers explore exciting ideas to help students determine appropriate operations for solving problems and becoming more proficient in working with factors, multiples, fractions, decimals, percentages, and negative numbers. Teachers develop problem-based activities to engage students in using common algorithms and other mathematical reasoning and sense-making strategies for adding, subtracting, multiplying, and dividing rational numbers. Strategies for estimation and using the number line to represent and solve problems are also provided in this course.

**MATH 6552 - Geometric Thinking and Measurement**

(3 sem. cr.) Understanding the relationship among geometry and measurement and solving problems using day-to-day real life experiences can motivate and guide students’ thinking and reasoning around these concepts. In this course, middle mathematics teachers learn strategies to connect geometric thinking and measurement to other topics and develop their own conceptual understanding of geometry and measurement by learning what it means to estimate and measure attributes of objects and how to develop fundamental measurement concepts and skills. In this course educators are challenged and supported as they engage in opportunities to foster students’ mathematical processes, proficiencies, and habits of mind around the concepts of shape, spatial relationships, and measurement, including estimation.

**MATH 6553 - Algebraic Reasoning, Functions, and Equations**

(3 sem. cr.) Algebra builds on a strong understanding of arithmetic and its properties in the real number system. Middle mathematics teachers have opportunities to move beyond the traditional teaching of algebra to the idea of algebraic thinking as an important component of all mathematics and everyday life. The use of tools, such as manipulative materials, calculators, and other emerging technological resources, provides educational professionals with concrete examples of how to incorporate the Common Core Standards for Mathematical Practice into their teaching. The goal of this course is to deepen educators’ understanding of the role algebra plays in problem-solving and decision making so that they can apply this knowledge to support their students in developing similar knowledge and understandings. Educators explore a range of topics, including reasoning and sense-making; various types of functions; multiple uses of variables; pattern recognition; mathematical modeling; estimation; and the development of linear functions from rates, ratios, and proportional reasoning.

**MATH 6554 - Data, Probability, and Statistical Reasoning**

(3 sem. cr.) Understanding data, probability, and statistics is critical to making sense of the vast amounts of information available in today’s world. This course provides authentic contexts for collecting, representing, and interpreting data and reinforces essential number concepts in promoting students’ ability to think statistically. Middle mathematics teachers focus on using data as a context for developing a variety of mathematical topics and as an important step toward understanding statistical ideas and processes. The goal of this course is to develop educators’ understanding and pedagogical practices so that they can promote their students’ ability to use data, probability, and statistics to understand real-world issues better and to solve a wide range of relevant and engaging problems in many contexts.

**MATH 6561 - Learning and Teaching Mathematics**
To foster high levels of learning and achievement in math, teachers must first have a deep understanding of mathematical concepts and know how best to teach them. In this course, teachers of K–8 mathematics are introduced to exciting ideas and practices to address their own learning and teaching of mathematics. Authentic and engaging mathematics experiences, including modeling, representing mathematical ideas in multiple ways, and identifying and addressing student misconceptions, are emphasized. Educators engage in effective practices for fostering students’ ability to reason, analyze conceptual relationships, and persist in solving challenging problems. Connections across mathematics topics, skills, and levels as well as educational policies that impact the learning and teaching of mathematics are emphasized in this course. The Common Core State Standards for Mathematics, including the Standards for Mathematical Practice, and the National Council for Teachers of Mathematics (NCTM) practices are frameworks for addressing fundamental principles and skills.

MATH 6562 - The Base-Ten Number System and Operations: Addition/Subtraction

Effective elementary mathematics instruction requires a deep understanding of numbers and operations, the real-world situations in which these arise, and how children learn these ideas. In this course, teachers refine their knowledge of the structure of the base-ten number system and how it is used in addition and subtraction. They examine various methods of multi-digit calculations, including methods commonly created by students and variations of standard algorithms. Teachers extend their own conceptual understanding by modeling mathematics visually and explaining relationships between visual representations and mathematical notation. Teachers also learn how to develop appropriate interventions by diagnosing common student misconceptions.

MATH 6563 - The Base-Ten Number System and Operations: Multiplication/Division

Developing students’ mathematical habits of mind and leading them to become mathematical thinkers is an important goal of elementary mathematics education. In this course, educators extend their own understanding of the base-ten number system and the relationships among addition, subtraction, multiplication, and division. Educators explore various interpretations and meanings of these operations while working with properties of multiplication, division, and proportionality. They investigate students’ misconceptions and struggles and develop effective intervention strategies. Educators further develop their own mathematical habits of mind as they engage in challenging tasks and solve real-world mathematical problems.

MATH 6564 - Measurement, Data, and Geometric Thinking

Measurement and geometry are often challenging topics for elementary students, but they represent some of the most visible uses of mathematics in students’ day-to-day lives. In this course, educators learn strategies for connecting these topics to other mathematical concepts, including fractions, decimals, and the number system. In geometry, educators move beyond strategies for developing a familiarity with basic shapes and their properties to explore higher-order tasks that involve geometric thinking, measurement concepts, and proportional relationships. Using data as a context to support students’ learning of these mathematical ideas, educators have the opportunity to explore real-world problems and collect, represent, and interpret data.
MATH 6565 - Understanding Rational Numbers and Proportional Reasoning

(3 sem. cr.) Understanding fraction concepts is a critical foundation for learning about proportional relationships and developing algebraic concepts. In this course, educators learn how to extend students’ knowledge of whole numbers and basic operations—addition, subtraction, multiplication, division—to fractions and decimals. Educators learn instructional practices to help students understand, represent, develop, and engage in rational number operations with meaning, proficiency, and precision. They also investigate ways to foster deep conceptual understandings of ratios, rates, and proportional relationships, thus building in students the critical skill of proportional reasoning. Educators consider how proportional reasoning builds a bridge to the study of other important mathematical topics, including geometry, measurement, and data as well as the use of proportionality as a connecting thread throughout the elementary and middle math curriculum.

MATH 6574 - Data Analysis and Probability, Grades 6-8

(3 sem. cr.) Educators in this course develop their own understanding of data analysis and probability, focusing on such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standard of reasoning and proof. Educators also learn the importance of integrating technology into the classroom. Using concepts presented throughout the course, educators complete a cumulative course project in which they work toward improving their teaching through the processes of collecting, analyzing, and interpreting data.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6683 - Elementary Mathematics: Algebra

(3 sem. cr.) In this course, educators develop their own understanding of algebra, including such topics as geometric and numeric patterns, functions, symbolic notations, and basic equations. They engage in coursework that incorporates The National Council of Teachers of Mathematics (NCTM) Process Standards of connections between mathematic concepts, real-world applications, and other disciplines. Educators complete various practical assignments designed to connect theory to real-world applications on a range of topics, such as incorporating computer-based learning tools in an instructional plan.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MATH 6684 - Elementary Mathematics: Data Analysis and Probability

(3 sem. cr.) Through this course, educators develop their own understanding of data analysis and probability, including such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. They engage in a variety of assignments that incorporate The National Council of Teachers of Mathematics (NCTM) Process Standard of reasoning. They also learn the importance of integrating technology in a standards-based mathematics classroom. Through this course, educators have the opportunity to evaluate and test technology tools; modify a lesson for
improvement and then implement it in the classroom; and collect, analyze, and interpret data to improve practice and increase student learning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 3001 - Communicating Through Media and Technology♦

(5 cr.) Technology provides a competitive advantage to those who utilize it most successfully. In this course, students learn that technology can be a valuable tool in optimizing communications for appeal and impact when combined with the use of media. Students explore all aspects of existing and newly emerging social media and its relationship to business communication. They apply their knowledge of the dynamics of effective communications to sequenced components of a portfolio project using both media and technology for enhanced outcomes. Through this course, students work toward gaining the skills necessary to develop an effective social media plan.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4101 - Leveraging Emerging Media for Mass Communication♦

(5 cr.) Blogging, podcasting, social networks, wikis, Web conferencing and broadcasting, and mobile messaging have become integrated means of expressing and sharing our thoughts. Students in this course will delve into these and other new technologies, developing an appreciation of their usefulness, their best applications, and their overall utility in a variety of settings. They assess and discuss a variety of topics related to social media, such as how to harness it to create demand for products, reach the intended audience, and broadcast ideals and values. Students in this course have the opportunity to develop the knowledge and ability to build a social media strategy as well as a professional website incorporating social media. (Prerequisite(s): MEDC 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4102 - Emerging Media and Global Communication♦

(5 cr.) As with the use of digital media in domestic business, expanded markets—especially global markets—benefit from their use as well. Students in this course investigate how to use these new tools to establish a type of universal “language” that cannot be established in other ways. They examine new media in a variety of global contexts, such as politics, economics, and education. Students apply concepts from the course in a project through which they practice employing new media tools to effectively reach a global arena, enhancing their own capacity and marketability. (Prerequisite(s): MEDC 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MEDC 4103 - Emerging Media Design♦
Technology and new media continue to evolve, primarily due to interest coupled with newfound capabilities derived from 21st-century know-how. With this invitation to create, students apply their understanding of new media as a set of effective tools in the practice of communications to design a conceptual prototype appropriate to enhancing mass communications. Students learn to test, refine, and appraise their product, taking into account visual components, audience information, and user feedback. They also discuss topics of new media design with their peers and reflect on its implications in modern business. *(Prerequisite(s): MEDC 3001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 1000V - Success Strategies in the Online Environment**

*(3 sem. cr.)* After successful completion of this course, students are prepared to use the online learning environment, Internet tools such as e-mail and Web browsers, and other techniques of online communication and interaction. Students learn about the skills required to perform successfully in the program, including writing skills, critical-thinking skills, and time management skills as well as how to use library resources and how to complete registration. Students are also introduced to student services.

**MGMT 3001V - Management in the 21st Century**

*(3 sem. cr.)* Students gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so the students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager’s role in planning, organizing, directing, and controlling are demonstrated and evaluated.

**MGMT 3002 - Marketing**

*(5 cr.)* Nearly all businesses today must find creative ways to effectively communicating their offerings and value to clients and customers. The principles and processes for this exchange are known as marketing. In this course, students examine basic marketing functions and the execution of successful marketing processes. They have the opportunity to gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management. Through this course, students prepare for a career in modern business as they apply the strategic planning process to a viable marketing plan for a new service or product. *(Prerequisite(s): BUSI 1002.)*

**MGMT 3005V - Information Systems in Enterprises**

*(3 sem. cr.)* This course is an introduction to enterprise information systems. Students review the characteristics of enterprise information systems; their impact on the enterprise; how they fit in organizations; their current architectures, enabling tools, and project cycle.

**MGMT 3104 - Accounting Principles**
An introduction to accounting, this course provides students with the opportunity to gain fundamental management skills as they examine the basic techniques and procedures of accounting for organizations. Students learn about the policies and procedures in an accounting system and they gain hands-on experience preparing basic financial statements. They also learn about the acceptable methods of valuing assets, liabilities, and owner’s equity. Students assess and discuss related topics, such as how certain elements, including journals, ledgers, and trial balances, fit into the larger process of accounting. They also have the opportunity to gain appreciation for the value of computer technology in accounting. (Prerequisite(s): BUSI 1001.)

**MGMT 3105V - Global Business in the 21st Century**

(3 sem. cr.) As a survey of the global business environment in the 21st century, this course introduces the basic concepts of global business activity and theory. Students are introduced to the major foreign environmental forces, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors.

**MGMT 4100 - International Business Operations**

(5 cr.) The need for businesses to extend their operations beyond domestic borders is growing continually. This shift to globalization brings both advantages and disadvantages. Students in this course explore the major aspects of international business environments and operations and focus on the strategic and operational issues that firms face when they do business abroad. Students engage in a variety of application exercises and written assignments involving key themes, such as the political, legal, and economic challenges of operating in a global environment; the design, implementation, and control of international business operations; and the sociocultural aspects of doing business globally. They also discuss and reflect on current issues in international business to share ideas and gain varying perspectives from their peers. (Prerequisite(s): BUSI 2003.)

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 4109 - Management and Organizational Behavior**

(5 cr.) In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning, differences in personality, career development, motivating employees, and making effective decisions. They explore the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. This course is ideally suited to individuals either currently operating in an international environment or contemplating doing so. (Prerequisite(s): BUSI 1001 or BUSI 1002.)

**MGMT 4109V - Management and Organizational Behavior**
(3 sem. cr.) The focus of this course is on human behavior in the context of the organization in a domestic and/or a transnational setting. Students completing this course gain an understanding of the concepts of human and organizational functioning with emphasis on application of these concepts to managerial problems and solutions in both domestic and transnational settings. In the course, students examine individual perception, attribution, and learning; differences in personality; career development; motivating and rewarding employees; and making effective decisions. The course also provides an overview of ethics and the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. By focusing on the elements of national culture, students examine the impact culture has on leadership and management as well as the day-to-day operational issues endemic to transnational and global businesses. Finally, students investigate the management of diversity in the workplace, especially in a transnational and global setting. Learning is accomplished through a diagnostic approach employing text readings, individual and case analyses, quizzes and exercises, and a final individual organizational plan. The course is ideally suited to current potential managers either presently operating in an international environment or contemplating doing so.

MGMT 4140V - Marketing Management

(3 sem. cr.) The course is designed to instruct students in creative decision making for market mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation, and control of the marketing plan.

MGMT 4141V - International Marketing

(3 sem. cr.) Students are introduced to the world of international marketing. Students explore cultural, legal, technological, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment.

MGMT 4400 - Organizational Behavior and Management

(5 cr.) In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and international settings. Students examine individual perception and learning, differences in personality, career development, employee motivation, and effective decision making. They explore the ethical issues faced by organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing readings, individual and case analyses, application exercises, and a final individual organizational plan, students have the opportunity to learn course concepts and contextualize theoretical content. (Prerequisite(s): BUSI 1001 or BUSI 1002 or COMM 3001.)

MGMT 4401 - Management and Organizational Behavior

(5 cr.) In this course, students have the opportunity to gain an understanding of the concepts of human and organizational functioning, while focusing on the managerial problems and solutions in both domestic and transnational settings. Students examine individual perception and learning,
differences in personality, career development, employee motivation, and effective decision making. They explore the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. Students examine the impact national culture has on leadership and management as well as the day-to-day operational issues, such as the management of diversity in the workplace. Through a diagnostic approach employing text readings, individual and case analyses, application exercises, and a final individual organizational plan, students learn course concepts and contextualize theoretical content. This course is ideally suited to individuals either currently operating in an international environment or contemplating doing so. *(Prerequisite(s): BUSI 1001 or BUSI 1002 or COMM 3001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 5101E - Capstone**

*(3 sem. cr.)* The capstone course is designed to bring together the knowledge gained through the entire concentration program and permit students to demonstrate competency and mastery in the various course competencies. The major focus in the capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. The course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution.

**MGMT 6100 - Managing and Leading: A Contemporary Approach**

*(3 sem. cr.)* Students in this course explore contemporary management concepts and practices to gain a foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. They also explore keys to success in the program, including setting goals; establishing priorities; managing time; communicating effectively and working in online settings; and giving, receiving, and using constructive feedback and reflection. Students are also provided with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, the M.S. in Management program, and the essentials of scholarly writing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6110 - Critical Thinking for Effective Management**

*(3 sem. cr.)* On a daily basis, managers encounter a variety of challenges, which require the ability to employ existing tools and strategies to communicate strategically with individuals and the organization at large and to understand the different types of attitudes and values of others. Individuals with these skills are most successful when their efforts are coupled with the ability to think critically and analytically. Students are provided with the opportunity to improve their overall critical-thinking and reasoning skills within a managerial context. Using relevant management articles, case studies, and current topics analyses, students sharpen their diagnostic-reading skills and learn to construct effective, ethical, evidence-based arguments, which are
fundamental capabilities of effective managers. They also examine common fallacies in thinking and reasoning as well as the rhetorical use of language to formulate convincing and effective arguments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6120 - Negotiation and Conflict Resolution

(3 sem. cr.) Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6130 - Developing People and Managing Teams

(3 sem. cr.) Business managers possess an important role in developing the people for whom they are responsible and in creating and sustaining effective teams in complex and diverse organizational settings. Students in this course explore this role while focusing on developing skills and knowledge required to obtain the best performance from individuals in order to achieve goals and create positive environments. They also consider and discuss the ethical and legal implications of managing individuals and teams. Students examine the challenges of managing a diverse workforce, including issues that arise from cross-cultural differences and virtual work settings. Through this course, students learn the importance of communication as a tool to manage internal and external relationships and practice their communication skills to prepare for an effective role in management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6140 - Initiating and Managing Change

(3 sem. cr.) Today’s business environment is constantly evolving to accommodate changes in economy, leadership, new regulations, and internal reduction and growth. Organizations require leaders who know how to work through barriers to effect positive and efficient organizational change. Students in this course learn about situations that constitute and require such change. They engage in a variety of assignments through which they explore effective strategies for initiating change and anchoring change into corporate culture to achieve organizational goals as well as for managing unplanned or unwelcome change. Students explore a variety of approaches and methods to transition individuals and organizations within evolving environments. They distinguish between reactive responses and proactive responses to change and examine the implications of culture, inertia, and uncertainty. Additionally, students explore the importance of understanding motivation and effective communication in mitigating negative reactions to
change and facilitating the change process itself.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6150 - Creating Sustainable Solutions Through Systems Thinking**

(3 sem. cr.) Leaders in business must often take creative approaches to solve problems. Systems thinking is a popular method of problem-solving because it allows leaders to see how problems interrelate and influence one another, which often leads to optimal, sustainable solutions. Students in this course can expand their perception of problem-solving and stimulate positive social change on important global issues by exploring systems thinking as a process whereby problems are viewed as individual components within a larger system. The course provides a framework for analyzing relationships within a system and for avoiding the risks associated with viewing problems in isolation. Students use systems thinking tools to model single-, double-, and multiple-loop feedback systems at the micro and macro levels of analysis. In addition, students learn about scenario building and examine how the practice of systems thinking provides a foundation for creating sustainable outcomes for organizations and society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6160 - Using Data and Information to Solve Problems**

(3 sem. cr.) There are multiple approaches to practical managerial problem-solving that are rooted in the systematic collection, analysis, and display of relevant data and information. In this course, students examine the importance of data, beginning with the process of transforming information into data, and then focusing on the best methods for presenting data. Students evaluate common misinterpretations or errors in working with data and determine how to detect data presented in a deceptive manner. Students explore the basic tools used by quality, Six Sigma, and lean-method practitioners. They learn how they can use these analytical-thinking practices to improve their general managerial decision-making skills. They also practice their communication skills through small-group discussions on a variety of topics, such as the relationship between data and information, effective problem-solving attitudes and capabilities, production processes, data deception, and survey sampling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6170 - Budgeting and Resource Allocation**

(3 sem. cr.) Managing business processes often involves careful planning and forecasting, taking into account many factors, such as expenses, investments, and often times, unforeseen financial obligations. Students in this course explore the role of budgeting and resource allocation along with related processes within the organizational context. They examine processes related to managing budgets and strategies to read and communicate effectively the often complex financial information related to unit and organizational performance. Students also explore and discuss the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6180 - Managing Organizational Performance

(3 sem. cr.) In this course, students focus on the challenges and opportunities for managers to create value and to increase organizational performance. Building on concepts, such as skill-based strategy and human capital development, the theory of constraints, and value innovation, students explore and exercise various strategic-thinking perspectives and tools designed to improve and sustain organization-wide performance. Students also evaluate the different stages through which organizations transition to failure, and they examine methods for recognizing and halting negative trends.

MGMT 6600 - Introduction to Human Resource Management

(4 sem. cr.) This course focuses on the links between human resource management and the business/strategic issues important to organizations. Topics include human resources’ strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

MGMT 6601 - Strategic Human Resource Management

(5 cr.) Despite common misperceptions, human resource (HR) managers are tasked with more than hiring, firing, and managing employee benefits. In this course, students learn why it is important for a company to adjust to the varying needs of both domestic and international clients as well as how HR management helps to ensure this happens through various activities, including sourcing in a global environment. Students examine how HR management functions and activities can be the key to long-term business success, strategically aligning corporate goals with those of stakeholders and all major areas of a business, including marketing, finance, technology, and operations. They compare and contrast HR management strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards. Students also evaluate the impact such strategies have on employee motivation and retention.

MGMT 6610 - Leading Strategic Initiatives for Growth and New Value

(3 sem. cr.) This course focuses on the challenges and opportunities in leading organic growth and value innovation initiatives. Building on concepts such as skill-based strategy, organic growth, and value innovation, learners will examine the leadership challenges of developing new value and growth opportunities for organizations as they explore and exercise various analytic strategic-thinking perspectives and tools that relate to the development and implementation of
potentially successful and innovative organizational strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6611 - Business Operations: Systems Perspectives in Global Organizations

(3 sem. cr.) This course immerses students in the ways in which business operates in a global environment. Topics include supply chain management, process management, quality, innovation, forecasting, and decision making in a global operations environment. Course assignments focus on the practical application of writing, creative, and critical-thinking skills and the integration of professional practice at the doctoral level.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6612 - Talent Management

(3 sem. cr.) One of the most important assets of an organization is its talent, or its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization’s talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

MGMT 6613 - Human Resource Metrics

(3 sem. cr.) Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization’s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6617 - Performance Management

(3 sem. cr.) Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees,
developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6620 - Leadership for the Contemporary Organization**

(3 sem. cr.) This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management, such as those affecting the organization, the project, and the employee. Students also explore contemporary thinking about leadership and its importance in today’s business world.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6621 - Personal Leadership: Mentoring and Coaching**

(3 sem. cr.) This course will help students understand and apply skills of effective mentoring such as active listening, learning, empowering, enabling change, and using feedback to create interactive dialogue and deeper understanding. Mentoring requires an understanding and integration of many leadership, interaction, and communication theories that support the development of effective leaders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6622 - Practices in Project Management**

(3 sem. cr.) Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management knowledge areas and process groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

**MGMT 6623 - Enterprise and Project Risk Management**

(3 sem. cr.) Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Assessing real-world examples of project
risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6627 - Stakeholder Management and Organizational Behavior

(3 sem. cr.) One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also assess communications management as a tool to manage internal and external relationships with stakeholders, partners, vendors, and customers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6630 - Strategies for Advancing Innovation and Technology

(4 sem. cr.) This course addresses important management challenges that are typical in today’s technology-based businesses. The course emphasizes topics such as how to align business needs with technology solutions, how to identify new opportunities or applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization’s competitive position.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6631 - Strategies for Implementing Innovation and Technology

(4 sem. cr.) This course focuses on innovation, technology management, and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope.

MGMT 6637 - Leadership in Action: Change Management and Conflict Resolution

(3 sem. cr.) One of the more difficult and large-scale challenges of leadership is effecting successful change in the face of resistance and conflict. Students in this course explore this challenge as well as the various facets of leading organizational change. They engage in writing assignments designed to help them focus their ideas and assess major topics critically, such as conflict resolution strategies aimed at the personal and organizational level. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account when making decisions regarding leadership and conflict resolution.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**MGMT 6640 - Leadership in a Global Landscape**

*(3 sem. cr.)* Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MGMT 6641 - Applications in International Business**

*(4 sem. cr.)* This course introduces students to how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore the drivers of internationalization, barriers and pitfalls, and best practices in international business.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MGMT 6650 - Foundations in Project Management**

*(4 sem. cr.)* This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; requests for proposal (RFPs), proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the Project Management Organization; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems. **Note:** There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MGMT 6651 - Project Management Skills for Managers**

*(4 sem. cr.)* Increasingly, the “soft” skills of project management are recognized as key to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations in the context of real-world problems. Students also examine how project management applies in a global context. **(Prerequisite(s): MGMT 5540.) Note:** There is a special technology requirement for this course requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version of this software available. Students in this course are required to use Microsoft Windows, XP, or Server 2003 or later. Because Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
course. or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

**MGMT 6659 - Marketing for Competitiveness**

*(3 sem. cr.)* Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today’s fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior. Topics include product and service differentiation, competitive analysis, relationship marketing, coordination of marketing functions, and distribution strategies.

**MGMT 6660 - Framing and Analyzing Problems: Research Strategies for Leaders♦**

*(3 sem. cr.)* This course is designed to promote the learner’s ability to think critically with a long-term view about identifying and analyzing problems, data interpretation, and decision making, while avoiding common decision errors that occur because of faulty, deep-seated mental models. Students will also review fundamentals of scientific research, including the application of qualitative and quantitative research methods in understanding leadership phenomena.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 6661 - Applied Research Methods—Qualitative and Quantitative**

*(3 sem. cr.)* This course focuses on students’ acquisition of substantive, foundational knowledge of the philosophy of science, including the construction, use, and critique of concepts and theories. Qualitative and quantitative frameworks for inquiry are introduced. Ethical, social, and political aspects of conducting research and producing knowledge for practice are examined. Quantitative designs covered include experimental and quasi-experimental, survey, causal-comparative, evaluation, and existing action research. Qualitative designs include case study, phenomenology, grounded theory, and ethnography. Assignments consist of knowledge demonstration and problem-solving for professional practice. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice at the graduate level.

**MGMT 6662 - Developing an Integrated Marketing Strategy and Brand Management**

*(3 sem. cr.)* Students in this course address key issues in developing and implementing marketing strategy. Concepts covered include research and forecasting approaches, competitive analysis, implementation of marketing strategies, and the study of brands as key business assets. Students relate marketing strategy to organizational strategy and the integration of a marketing plan with activities of the business enterprise. Students design a plan to grow a business over the next 3 years. This strategic plan will include, but not be limited to, vision and mission, market segmentation, brand positioning and strategy, acquisition and retention strategies as well as tactical ideas for each strategy, and financial justification for the plan.
MGMT 6663 - Customer Loyalty and Buyer Behavior

(3 sem. cr.) The emphasis in this course is on how understanding buyer behavior can help improve strategic decision making; students explore the strategic implications of customer behavior for marketers. They analyze the impact of buyer behavior in traditional and emerging markets. In this course, students address the principles of customer relationship strategy and the ways organizations develop loyal customers through marketing communications and other practices. Students analyze factors influencing buyer behavior and their effects on purchasing and consider how to translate what is important to customers into product attributes.

MGMT 6670 - Applications in Global Business

(3 sem. cr.) This course is an introduction for students to learn how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to the functioning of global organizations that shape the global business climate. Students explore drivers for internationalization, barriers and pitfalls, and best practices in international business.

MGMT 6671 - Global Perspectives With Study Abroad Seminar

(4 sem. cr.) This course builds on a 1- to 2-week seminar experience in which students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

MGMT 6673 - Case Studies in Global Business

(3 sem. cr.) In this course, international business topics are explored in depth and in context through real-world case studies. Students analyze the success and failure of international business ventures across a wide range of industries, developing their analytical skills in the process.

MGMT 6677 - Competing in the Global Economy

(3 sem. cr.) Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, outsourcing, and the reduction in barriers to cross-border trade have all contributed to the creation of a truly global economy. This course focuses on the global environment of business and explores how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. This course provides students with the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization’s ability to compete both domestically and globally.

MGMT 6680 - Individual and Organizational Commitment to Social Responsibility

(4 sem. cr.) In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Special emphasis is placed on helping learners develop the
ability to practice social responsibility as part of their daily work. This provides opportunities for leaders to take into account the role they can play in effecting change and growth without doing harm through unintended byproducts and outcomes.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.) In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of both the micro-level community and the world at large. This course helps prepare the learner to build new organizations that solve problems within a systems context and to build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond. New venture-plan outlines are drafted, focusing on social and environmental entrepreneurship issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6689 - Message Design, Audience, and Evaluation

(3 sem. cr.) Using reputable sources lends credibility to a message. But how does a communication professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and Web analytics.

MGMT 6690 - U.S. Healthcare Delivery System♦

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6691 - Health Economics
This course examines the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population’s demand for healthcare/medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MGMT 6692 - Financial Management

Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 6693 - Interpersonal Communication

The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

MGMT 6695 - Health Policy and Economics

Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course,
students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

**MGMT 6697 - Creative Strategy and Execution: From Brief to Presentation**

(3 sem. cr.) Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communication campaign that uses traditional and digital media. Grounded in concepts of integrated marketing communication, this course provides students with the opportunity to develop and review a creative or innovative brief. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

**MGMT 6900 - Capstone: Practicing Managerial Decision Making**

(3 sem. cr.) Students in this course are provided with the opportunity to synthesize management content, theory, and practice to create their personal visions and goals. Students assess existing research and methods, reflect on their current approach to management, and purposefully plan for a future as a management professional who effects positive change. Students produce individual treatises that include essays on their values, beliefs, strengths, and weaknesses, which serve as a foundation for continued professional growth and development; thus, students become better equipped to meet the management challenges of an uncertain tomorrow.

**MGMT 8000 - Foundations for Ph.D. Study**

(6 cr.) Completing a doctoral degree is a challenging task, but often leads to significant rewards, such as the chance to effect positive change in a chosen area of study. Students in this required course are introduced to the expectations of doctoral-level study in Walden University’s School of Management. Students learn about academic protocols, academic integrity, and essential foundational skills, such as critical thinking, scholarly writing, inquiry-based analysis, and time management. They explore and practice using important resources, such as the Walden University Library and Writing Center. Students also develop their Professional Development Plan (PDP), which serves to help students remain on track to complete their degree in a way that lends to achieving personal, professional goals. Through this course, students gain an understanding of the importance of a Ph.D. in professional practice and scholarship.

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**MGMT 8010 - Management in Human and Societal Development**

(8 cr.) What is the scope and nature of human knowledge, and how it is incorporated into knowledge-based organizations? This course provides students with the opportunity to address
such questions and explore the purpose of inquiry, in addition to the wide spectrum of intellectual resources available. It also assists students in recognizing linkages among disciplines and ways in which they can create a personal contribution to an organization. Through a review of multidisciplinary theories of human and societal development, particularly those that contribute to seminal concepts in the field of management, students explore and discuss the processes by which knowledge is generated and inquiry in the field of management is advanced. *(Prerequisite(s): MGMT 8000.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8015 - Gateway to Doctoral Studies**

*(5 cr.)* The journey for a doctoral student to the domains of the scholar-practitioner begins with this course. No organization can succeed without being managed, and students will be exposed to a unique perspective on organizational success. Students have the opportunity to develop a personal navigational tool—the Professional Development Plan (PDP)—to identify goals and how the program will unfold to help students meet those goals. In this course, students are prepared for the journey that will take them from absorbing knowledge to becoming creators of knowledge. During this orientation, students grapple with some of the biggest questions facing the management profession: What form of capitalism is best for the challenges ahead? How have the demands on management and leadership shifted with the digital age? What are the implications of a global 24/7 world? How will the student, as a scholar-practitioner, contribute to positive social change after graduation? While engaging them in these and other questions regarding the future of management, students will be guided through the full spectrum of Walden resources and become familiar with those academic support systems designed to help students become better critical thinkers and scholarly writers: the Writing Center, the Library, the Academic Skills Center, and the Center for Research Quality.

**MGMT 8020 - Managing Organizational Systems and Complexity**

*(8 cr.)* Effective managers in complex organizations often use core concepts of systems theory to analyze and execute change within their organizations. Students in this course examine these concepts, including both seminal and current approaches to systems thinking, self-organizing systems, and complexity. Using processes of systems thinking, mental models, mind-mapping, analysis of assumptions and limitations, and relationship mapping, students engage in hands-on application assignments through which they analyze existing organizations and develop plans for change. Students also have the opportunity to reflect on the concepts presented in the course and to contemplate how they can apply this information to effect complex, adaptive change in their field. *(Prerequisite(s): RSCH 8100Z or RSCH 8101Z.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8025 - Perspectives on Organizations and Their Implications for Leaders**

*(5 cr.)* There are many ways of seeing an organization and one’s place in it. The assumptions one makes about people, purpose, and profit will influence the way a person manages. It is important to develop the skill required to “read” various situations and to understand what is “between the
lines” in order to act with insight. Developing and utilizing various divergent perspectives on organizational dynamics enable a manager to devise appropriate actions by critically thinking about the way things can be (based on the way things are). In this way, leaders free themselves from conventions and are able to invent unique tools, structures, and policies to succeed. Specifically, in this course, students have the opportunity to explore several metaphors of organizations from “mechanistic” to “organic” to “network,” among others. Further, they can look at organizations through several all-encompassing “frames” to understand how a leader can leverage these new perspectives to manage processes and change better.

**MGMT 8030 - Management of Decision Making**

(8 cr.) Often, the tools used to make complex managerial decisions are the same resources employed in everyday decision making. Understanding these tools and practicing the skills needed to make effective, timely decisions with sustainable results are valuable outcomes of this course. Students examine and discuss competing paradigms of individual and group decision making, which include both seminal and current research related to rational and behavioral decision-making theories, among others. Students also explore how these approaches differ in their impact on ethics, group dynamics, risk assessment, and leadership responsibilities.

(Prerequisite(s): MGMT 8020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8035 - Complexity and Applied Systems Thinking**

(5 cr.) Organizations are increasingly a reflection of the confluence of dynamic influences and pressures to compete in an uncertain environment. Leaders need to stimulate creative and innovative approaches to products, services, and operations. Yet, organizations also need to have predictable control systems to enable the efficient utilization of resources. This tension between chaos and order demands new approaches to structuring organizations and decision making. Using processes of systems thinking, mental modeling, and relational dynamics, students have the opportunity to analyze organizations and develop tools to better understand complex systems dynamics.

**MGMT 8045 - Mechanics of Individual and Group Decision Making**

(5 cr.) In today’s highly complex organizations, rational and behavioral decision-making processes and models impact leadership, ethics, group dynamics, and risk assessment. Students can examine these factors and the underlying competing paradigms of individual and group decision making and how these approaches differ in their impact on the personal, leadership, and organizational levels of analysis; and, in some cases, how decisions impact society.

**MGMT 8100 - Dissertation Mentoring**

(0 cr.) The purpose of this course is to assist doctoral students in making steady progress toward their degree. Students use this course as a forum for ongoing exchange of ideas, input, and feedback with peers and their faculty mentor. Gaining tools needed for success in completion of their dissertation, students practice with various research methods and data-gathering techniques; determine best practices; and explore the various resources, including the Walden University
Library, Writing Center, and Research Center. On a quarterly basis, students also prepare a progress plan and submit a progress report to help stay on track for successful completion of their degree. (Prerequisite(s): MGMT 8990 and RSCH 8200Z.)

**MGMT 8410 - Leadership, Influence, and Power**

(4 cr.) Power is often thought of as the lifeblood of leadership. Students in this course review the varieties of power and their functions. They analyze and synthesize research, focusing on how leaders influence others through the tools they have at their disposal, including aspects of personality and character that serve to help influence others effectively. Students also explore the full spectrum of leadership behavior from autocracy to emergent consensus and how rights and powers are distributed to people in order to achieve their responsibilities in an organization. Practicing doctoral-level skills, students also engage in scholarly writing assignments, such as the preparation of a literature review, lending to a significant research topic, problem, and research question. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8420 - Challenging Conventional Leadership**

(4 cr.) A desirable trait of modern managers and leaders is the ability to assess multiple perspectives and the confidence to assert change if needed. Conventional organizational structures and leadership behavior represent one, albeit the dominant, set of expectations based on widely understood assumptions and practices. Students in this course are provided with the opportunity to diverge from conventional leadership ideology and behavior through exploration of alternative models and lessons from a full spectrum of human organizations, such as utopians and reformers as well as intentional organizations and social experiments. Students analyze these organizations on a global level for new and promising methods, principles, and systems that may be applied and add value to local organizations. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8430 - The Changing Face of Leadership—Diverse Perspectives**

(4 cr.) Leadership in a global context with transnational organizations requires an understanding of the differences that exist among people as employees, colleagues, and customers. Students in this seminar course are introduced to advanced research topics in leadership and organizational behavior as they relate to the challenges of leading in internationalized, cross-cultural, and diverse contexts. Students analyze theories of cross-cultural practice, diversity in thinking, culture and belief systems, and stakeholder management. They actively engage in identifying potential research topics for their dissertation and explore the ethical and social change dimensions of the topics under study. (Prerequisite(s): RSCH 8300Z or RSCH 8301Z.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8440 - The Socially Conscious Leader**
Socially conscious leadership involves the use of widely diverse psycho- and sociographic sensibilities regarding stakeholder interests and those of the larger society. In this course, students learn how to harness such awareness and examine the pursuit and distribution of profit, the mission of the organization, the methods of management, and organizational growth and restructuring to achieve new strategic objectives. They explore the nature of leadership in the context of a stakeholder environment with “triple bottom line” responsibilities—profit, sustainability, and social justice. They also study the nature of formal and informal relationships among people and between an organization and the community(s) in which the organization does business. This course presents students with the opportunity to gain skills necessary to understand the motives as well as the impact of organization and leadership failure.

(Prerequisite(s): RSCH 8300Z or RSCH 8301Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8450 - Crafting and Responding to Change**

(4 cr.) What are some of the advantages of various change models, how do organizations employ these to respond to change, and why is change important to an organization? Students in this course have the opportunity to answer such questions as well as to develop original ideas for change management and response. Students use traditional leadership methods and strategies to explore how the need for change is perceived, understood, and managed, and how change manifests itself from external and internal sources. They also learn ways that they can use change techniques to mobilize an organization to make effective transitions. Engaging in scholarly inquiry, students use a whole systems and network perspective in relating change to internal and external contingencies. (Prerequisite(s): [RSCH 8250Z, RSCH 8251Z, RSCH 8350Z, RSCH 8351Z, RSCH 8450Z, or RSCH 8451Z] and MGMT 8990.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8510 - Managing E-Commerce Management Information Systems**

(4 cr.) Students in this course are provided with broad coverage of information systems management concepts and trends underlying current and future developments as well as principles for providing effective implementation of information technology. Students assess strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups. Assessing a variety of case studies, students contextualize their study through the evaluation of emerging theories and practices of e-commerce strategies. As the course progresses, students develop and define their position on a variety of e-commerce information systems current issues and then engage in online discussions to share and defend their analysis. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8520 - Organizational Performance Improvement**
What is business process redesign, and how can it be used to achieve improvements in performance measures? Students in this course are provided with the opportunity to investigate such questions and survey a wide array of current literature from experts in the field. Students learn about the concepts of performance improvement and process re-engineering. They work toward achieving high-level improvements in organizational performance through redesigned business processes and the use of information technology to re-engineer an organization. Students analyze the data required for organizational performance improvement and then develop and present a report or case study of an organizational setting in the context of performance analysis and improvement. Students also engage in discussion assignments to share ideas and perspectives with peers and to reflect on weekly topics. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8530 - Managing Projects in Complex Environments**

(4 cr.) In consideration of the growing complexities of the global business environment, there is a pressing need for leaders with diverse skill sets who know how to see a project through a multitude of challenges in a rapidly changing business environment. Students in this course explore the theory and practice of how to manage projects in such environments. Through extensive reading and literature review, students assess effective project management styles, critical factors for project success, organizational support systems that enhance projects, earned value analysis, the maturity of modern project management, and ethics in project execution. They also examine critical issues of budgeting, schedules, technical planning, and control methods, and they investigate the function of project management software in anticipating and managing the challenges of complex environments. (Prerequisite(s): RSCH 8300Z or RSCH 8301Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8540 - Systems Analysis, Design, and Implementation**

(4 cr.) Students in this course are provided with the opportunity to examine the analysis, design, and development of computer-based information systems to enhance their knowledge base in software engineering. They compare the key characteristics of object-oriented methodologies with traditional methods for an understanding of how various types of systems require different software engineering techniques. Students learn about the life-cycle concept and related activities, including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies. Collaborating with peers, students sharpen analytical and communication skills as they engage in weekly discussions on a variety of topics, such as software processes, design and implementation, dependability and security, and general issues related to software engineering. (Prerequisite(s): RSCH 8300Z or RSCH 8301Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8550 - Security Management and Risk Assessment**
(4 cr.) Reliable, secure transfer of information is vital to the operation and management of all businesses. The information transfer process, however, has presented a series of challenges as modern technology and the Internet have transformed the way business is conducted. Students in this course examine the need for security measures, policies, and careful assessment to ensure data integrity in electronic commerce. They explore management aspects of information security from a business perspective as well as the implications of information security risks faced by organizations. Students learn ways to identify threats and implement safeguards on corporate networks and the Internet. They also explore topics on the return on security investment, business continuity planning, development of security policies, and information security auditing. (Prerequisite(s): [RSCH 8250Z, RSCH 8251Z, RSCH 8350Z, RSCH 8351Z, RSCH 8450Z, or RSCH 8451Z] and MGMT 8990.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8610 - Financial Decision Making for Individuals and Firms♦

(4 cr.) All responsible leaders consider the fiscal implications of the decisions they make on a daily basis, such as those involving growth, sustainability, and employee issues. In this course, students are provided with a survey of fundamental concepts in financial decision making, primarily at the individual and firm level. Students examine core principles, such as the time value of money, decision making under conditions of uncertainty, valuation, and capital budgeting. They also explore the legal, ethical, and global dimensions of individual- and firm-level financial economic decision-making theories and practices. Students gain hands-on practice using modern financial tools to evaluate case study scenarios and collaborate with peers to practice conducting and presenting research on a specific topic. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8620 - Financial Markets: Risk and Return, Capital Structure, and International Dimensions of Finance♦

(4 cr.) Students are provided with the opportunity to augment their core financial knowledge base through a survey of fundamental concepts in financial decision making in which markets affect firm decisions and societal outcomes. Through a variety of practical application assignments, students learn about the role, impact, and limitations of financial markets in society and how risk and return for firms is mediated and moderated by agency effects, information asymmetries, and both rational and irrational aspects of market behavior. Students examine the structure of international capital markets. They also explore and discuss the legal, ethical, and global dimensions of firm- and market-level financial economic decision-making theories and practices. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8630 - Corporate Financial Management♦
How do corporate managers decide which investments add the most value to their company? Using previously acquired knowledge of financial analysis and decision making, in addition to new concepts presented in this course, students have the opportunity to answer this question, as well as to understand the reasoning behind such valuation. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to corporate finance, including the sourcing and deployment of capital, corporate risk management, short- and long-term financing, and product-market interactions. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of corporate finance theories and practices. (Prerequisite(s): RSCH 8300Z, RSCH 8301Z, or AMDS 8427.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8640 - Valuation of Assets, Entities, and Opportunities♦

(4 cr.) Experienced investors and managers understand that market prices may be misleading; therefore, they often use valuation theories and methodologies to help them determine the intrinsic value of assets. Students in this course are introduced to advanced research topics related to the valuation of assets, entities, and general opportunities. Students engage in group activities, discussions, and writing assignments on the valuation elements of mergers and acquisitions; options; international asset pricing; valuation of intangible assets, such as human resources; and capital budgeting and valuation with leverage. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of valuation in finance theories and practices. (Prerequisite(s): RSCH 8300Z, RSCH 8301Z, or AMDS 8427.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8650 - Financial Analysis, Planning, and Forecasting♦

(4 cr.) Competitive advantage and corporate sustainability depend profoundly on the financial decisions managers make. These decisions are based on information processed and evaluated using established theories. These theories as well as the forecasting models used by contemporary financial planners and investors are introduced to students. Students engage in a variety of group activities, discussions, and writing assignments on advanced research topics related to financial management planning, forecasting, and decision making. They explore econometric and time series analysis, cash flow, inventory, supply chains, sales forecasting, and both short- and long-range financial planning modeling. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the legal, ethical, and global dimensions of forecasting and financial planning and analysis. (Prerequisite(s): [RSCH 8250Z, RSCH 8251Z, RSCH 8350Z, RSCH 8351Z, RSCH 8450Z, or RSCH 8451Z] and MGMT 8990.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8710 - Organizational Behavior and Effective Human Resource Management♦

(4 cr.)
(4 cr.) Human resources are the heart of an organization; therefore, their behavior, expectations, and needs should be among the factors at the forefront of managers’ interests. Students in this course explore advanced research topics in organizational behavior, including the implications for effective human resource management with a focus on individual, group, and organizational behavior. They engage in group activities, discussions, and writing assignments on individual differences in employee motivation and job satisfaction; group development; team building; organizational leadership; and organizational design, change, culture, and development. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8720 - Strategic Thinking for Effective Human Resource Management**

(4 cr.) One of the main responsibilities of human resource managers and organizational leaders is to employ human resources (HR) to align with an organization’s needs and goals, moving the organization toward competitive advantage and sustainable success. Students in this course are introduced to advanced research topics in the strategic management of HR within a systems thinking and metrics-based performance measurement context. Students engage in a variety of group activities, discussions, and writing assignments on the analysis of resource-based theories of organizational performance; strategic management; and HR strategy, planning, and management (including succession planning). Students also discuss the role of metrics, knowledge management, and human resource information systems in supporting HR and organizational strategies in global markets. Through extensive reading and literature review, students explore global and ethical dimensions of course topics and identify potential HR research topics for their dissertation. (Prerequisite(s): MGMT 8030 or RSCH 8101Z.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MGMT 8730 - The Development of Human Capital Within Organizations**

(4 cr.) How do organizational leaders determine whom to hire, and in what ways do they ensure that capable employees are sustained and managed in a way that guarantees high performance and organizational achievement? Students in this course have the opportunity to answer such questions through the examination of advanced research topics, including the development and management of human capital within organizations. Students engage in group activities, discussions, and writing assignments on human resource concepts related to training and development, rewards and compensation, individual performance management, the role of human resources with individuals for global positions, and organization-wide succession planning. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. (Prerequisite(s): RSCH 8300Z, RSCH 8301Z, or AMDS 8427.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MGMT 8740 - The Legal, Ethical, and Cultural Environment of Human Resource Management

(4 cr.) Considering global-level expansion, issues of diversity, and traditional ethical issues, nearly all organizations must follow a host of laws and regulations; it is the responsibility of managers to know these guidelines for the welfare of employees and stability of the company. Students in this course explore advanced research topics that address the legal, ethical, and cultural environment, both internal to organizations and more broadly. They engage in group activities, discussions, and writing assignments on the analysis of the regulatory environment in which human resource (HR) professionals must operate, HR management’s role in communications, management of diversity and inclusion, and promotion of justice within organizations. Through extensive reading and literature review, students engage actively in identifying potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. (Prerequisite(s): RSCH 8300Z, RSCH 8301Z, or AMDS 8427.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8750 - Human Resource Management and Its Role in Labor Relations, Negotiation, and Conflict Resolution

(4 cr.) Human resource (HR) managers bridge the gap between employees and management, creating a challenging relationship requiring the ability to recognize and assess conflict, communicate strategically and effectively, and negotiate for resolutions. Students in this course explore this relationship and examine advanced research topics in labor relations, negotiation, and conflict resolution. They engage in group activities, discussions, and writing assignments on a variety of topics, including the HR role in designing and managing conflict resolution processes beginning with mediation and negotiating with labor and other major human resource constituencies. Through extensive reading and literature review, students identify potential research topics for their dissertation and explore the global and ethical dimensions pertaining to course subject matter. (Prerequisite(s): [RSCH 8250Z, RSCH 8251Z, RSCH 8350Z, RSCH 8351Z, RSCH 8450Z, or RSCH 8451Z] and MGMT 8990.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MGMT 8990 - Developing a Prospectus

(2 cr.) The prospectus is a brief document that helps students organize, delineate, and make decisions regarding their final dissertation and appropriate research methodology. Students in this course are provided with the opportunity to design the prospectus in collaboration with program colleagues and mentorship from a course instructor. Students learn best practices for developing the prospectus and analyze examples of past documents. Students refine their doctoral study questions and explore research methods and project types that they may incorporate into their dissertation. Finally, students engage in the iterative process of writing the prospectus, incorporating feedback from peers and the course instructor. Ultimately, the prospectus is offered by students as a document for review for consideration by potential mentors for their dissertation. (Prerequisite(s): MGMT 8440, MGMT 8450, MGMT 8640, MGMT 8740, RSCH 8300Z, or RSCH 8301Z.)
MGMT 8991 - Writing a Proposal

(4 cr.) The proposal is the first three chapters of a dissertation; it establishes the rationale for conducting the study, includes a review and analysis of relevant literature, and describes the study’s design and methodology. All previous work throughout the program is integrated, providing students with the opportunity to design a proposal in collaboration with members of their dissertation committee and committee chair. The development of a proposal feeds the final dissertation, allowing students to incorporate feedback from the course into the completion of their dissertation. Students often prepare multiple revisions of their proposal, requiring approval from Walden’s Institutional Review Board (IRB). Students present their final proposal to their committee via an oral presentation. (Prerequisite(s): [RSCH 8250Z, 8251Z, 8350Z, 8351Z, 8450Z, or 8451Z] and MGMT 8990.)

MGMT 9000 - Doctoral Dissertation

(20 cr.) The final dissertation demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, the dissertation is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of management. Students design personal best practices for completing their dissertation within a designated context. They also select their committee members with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final paper. Ultimately, every dissertation should make a fresh contribution to the field of practice in the management environment. (Prerequisite(s): All other courses in program.)

MHRM 6100 - Foundations of Human Capital Development♦

(3 sem. cr.) The field of human resource (HR) management continues to evolve and is becoming central to the strategic health of organizations. This course establishes a foundation of knowledge centered on the exploration of a framework of human capital development that students can use as a baseline for enhancing the practice of human resource management. Students explore keys to success in the program, including goal setting and priority establishment, time management, the basics of effective communication, the use of feedback and reflection, and effective work in group or virtual settings. This course also provides students with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, the M.S. in Human Resource Management program, and the essentials of scholarly writing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6110 - Talent Management

(3 sem. cr.) One of the most important assets of an organization is its talent, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization’s talent through position planning, talent
selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

**MHRM 6120 - Human Resource Metrics**

(3 sem. cr.) Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization’s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6130 - Negotiation and Conflict Resolution**

(3 sem. cr.) Effective business practice requires the ability to handle important negotiations, from internal disputes to international mergers, as well as the knowledge of methods and tools to prevent, manage, and break inherent conflict. Students in this course explore the challenges of managing people in times of perceived conflict and dispute, and they work toward developing skills to identify different types of conflict situations. They engage in hands-on, practical exercises in general contingency thinking and action approaches, negotiation and bargaining strategies, and communication styles designed to help them resolve conflicts and move toward win-win outcomes.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6140 - Budgeting and Resource Allocation**

(3 sem. cr.) This course explores the role of budgeting and resource allocation along with related processes within the organizational context. Students will examine processes related to managing budgets and strategies to effectively read, interpret, and communicate the often complex financial information related to both unit and organizational performance. Students will also explore the implications of resource availability as well as methods to plan for and prioritize the use of resources, while considering ethical issues related to sustainability and resource scarcity.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6510 - Personal Leadership: Mentoring and Coaching**

(3 sem. cr.) Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders.
This course helps students understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6530 - Leadership in a Global Landscape**

*(3 sem. cr.)* Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6600 - Performance Management**

*(3 sem. cr.)* Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6605 - Strategic Human Resource Management**

*(3 sem. cr.)* In today’s organization, human resource management plays an important strategic role and increasingly contributes to its competitiveness. Students will explore how a more proactive and systemic approach to human resources addresses strategic business challenges throughout the organization---market positioning, talent acquisition, innovation, product development, quality, customer service, and operating functions. Students will see how results-based performance management is tied to the organization’s strategic agenda. Students will
compare different theoretical perspectives of strategic human resource management and see the value of preparing employees of the future today to create sustainable competitive advantage.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6610 - Aligning Human Resources With Business Operations♦**

(3 sem. cr.) Contemporary organizations typically strive to align human resources with their functional strategies and business units, lending to the fulfillment of the short- and long-term goals of the organization. In this course, students explore the role of effective human resource (HR) professionals, who engage with colleagues that lead these operating areas and develop HR solutions that support their success. Students identify and discuss the key drivers and metrics that managers in accounting, finance, information systems, sales, marketing, distribution, regulatory, supply chain, and other operating areas within the organization employ to craft their functional-level strategies. Students discover that this knowledge is what provides HR professionals the credibility to be valued partners with functional management figures, thus helping prepare students for the inherent challenges of the HR manager role.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6615 - Legal and Regulatory Environment of Human Resource Management**

(3 sem. cr.) Successful organizations leverage their knowledge of the legal and regulatory environment to develop their human resources strategy proactively. In this course, students explore the laws that define multiple dimensions of the employer-employee relationship, including employment agreements, pay structures, personnel policies, equity, access, and dispute resolution protocol. Engaging in a variety of assignments designed to help students apply course content to real-world issues, they work toward developing business intelligence skills to track the dynamic legal environment and work with legal partners in the organization to implement human resource strategies globally.

**MHRM 6620 - Leading Vibrant and Diverse Teams♦**

(3 sem. cr.) This course explores how leaders at all levels of an organization can better understand the diversity of people and perspectives in organizations and how they can work as partners in leading vibrant, diverse communities. Students will examine diversity in a myriad of contexts and will explore the particular challenges of building effective teams that are fueled by diversity.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6625 - Building Human Capital Through Training and Development♦**

(3 sem. cr.) Training and development provides an organization’s workforce the tools it needs to contribute to success. Students explore the processes of conducting a needs assessment and developing a training proposal that builds the business case for a training intervention for both individuals and groups, creating the basis for an annual training and development plan.
Integrating adult and workplace learning theory into the development of training solutions, students learn how to design, implement, and evaluate the effectiveness of a training solution.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6630 - Benefits and Compensation**

(3 sem. cr.) An organization can employ its benefits and compensation strategy to build relationships with employees and increase employee engagement, enabling the organization to sustain a competitive advantage. In this course, students explore both the technical and strategic aspects of benefits and their role in overall compensation. They learn about legally required and discretionary benefits at the individual and group level. Students also explore and discuss program structures that address global considerations, and they examine societal implications of benefits and compensation that lead to supporting sustainable business practices.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6635 - Managing Business Partner Relationships**

(3 sem. cr.) Human resource departments are increasingly becoming networked organizations. This course will provide students with the skills needed to evaluate build-or-buy alternatives for meeting human resource needs, negotiate contracts with service providers, develop service-level agreements, and track progress of ongoing contracts. Students will examine how the human resource professional can leverage systems to integrate vendor-supplied services such as training, consulting, recruiting, assessment, coaching, and information systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6640 - The Role of Human Resources in Mergers and Acquisitions**

(3 sem. cr.) An integral component of the value created in mergers and acquisitions (M&A) is through human resources. Human resource professionals partner with senior management to support the organization before, during, and after an M&A event. Students in this course work toward developing the skills to analyze how cultural fit between organizations can impact M&A success, manage redundancy, recommend appropriate organizational structures, assess IT implications of combined payroll and benefits systems, design reward systems, and map professional development paths to retain valued resources. Students engage in a variety of application-based assignments to learn how to design and implement the communications strategy that is necessary to facilitate all M&A activities in a structured time frame.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MHRM 6645 - Building Organizational Capacity Through Succession Planning**

(3 sem. cr.) Organizations need to identify strategic talent today for their future success. In this course, students explore the processes that define an organization’s future human resource needs, identify the gaps between today’s resource requirements and future needs of the organization,
and develop strategies to meet these needs. Through interactive discussion and practical exercises, students learn how to develop internal talent profiles, define career management tracks, conduct internal recruiting, develop comprehensive succession planning strategies, and use information technology to support these activities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MHRM 6660 - Taking the Long View: Systems Thinking and Tools for Sustainability
(3 sem. cr.) This course focuses on building the student’s capacity to see things systemically so that understanding the concept and reality of a system and its dependence upon all its parts drives how decisions are made. Students will use these systems thinking tools to model single-, double-, and multiple-loop feedback systems, both at micro and macro levels of analysis. Students will also develop skills in multiple-scenario analysis. The practice of systems thinking lays the foundation for creating sustainable outcomes once consideration is given to the impact of decisions and actions. Learning to plan for multiple scenarios creates highly agile responses in a very complex and always-changing world and prevents the vulnerability imposed by rapid change with no ready response on the part of leaders and organizations.

MHRM 6900 - Capstone: Human Resource Planning in Action♦
(3 sem. cr.) This integrative course allows students to synthesize knowledge gained through the program to examine how a human resource professional can direct individual and organizational performance to build an organization that delivers on its value proposition, builds sustainability, and impacts positive social change. The course is built on the fundamental idea that individual people can effect great change in organizations and communities of all sizes by changing themselves. Students will build upon this to develop an evidence-based, formally researched, annual human resources operating plan for an organization or not-for-profit with which they are familiar.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 5501 - Managing and Leading: A Contemporary Approach
(4.5 sem. cr.) This course explores contemporary management concepts and practices to provide a foundation for building the skills and knowledge necessary to be an effective and ethical manager in a global and interconnected environment. Students will examine and contrast management and leadership theories and practice. Students also will explore keys to success in the program, including setting goals and establishing priorities, time management, the basics of effective communication, the importance of giving and receiving constructive feedback, how to use feedback and reflection, and the fundamentals of working in groups in virtual settings. This course also provides a brief introduction to Walden University, graduate studies at Walden University and related processes and policies, and the essentials of scholarly writing.

MMBA 5510 - Leading People
(4.5 sem. cr.) This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today’s business world. (Prerequisite(s): MMBA 5505.)

**MMBA 5520 - Business Operations in the United States and Abroad**

(4.5 sem. cr.) This course immerses students in how business works in the United States and other regions of the world. Students focus on how organizations are structured and designed. Students consider various components of business, examining how functions fit together and support the organization’s mission and goals. (Prerequisite(s): MMBA 5510.)

**MMBA 5530 - Marketing**

(4.5 sem. cr.) This course provides students with an understanding of marketing and its relationship to the successful management of today’s business organizations. It focuses on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. The course also examines how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from the competition’s. Finally, the course includes an overview of marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning. (Prerequisite(s): MMBA 5540.)

**MMBA 5540 - Innovation and Technology**

(4.5 sem. cr.) This course focuses on how managers can make sure that they leverage technology in every possible way to achieve competitive advantages in the global marketplace. Students explore the role of information and information technology in business and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today’s competitive environment. Students examine strategies to nurture innovation and cultivate technology development. The course culminates with a section about developing and implementing a technology strategy that assure an organization’s readiness and success in the future. (Prerequisite(s): MMBA 5510.)

**MMBA 6251 - International Trade**

(4 cr.) Students in this course investigate the relationship of microeconomics and the special characteristics of trade. They cover trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

**MMBA 6251V - International Trade**

(3 sem. cr.) Students in this course investigate the relationship of microeconomics and the special characteristics of trade. They cover trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.
MMBA 6252 - International Finance
(4 cr.) Students in this course address open economy, macroeconomic models, and policies. They cover the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt-forgiveness policies. (Prerequisite(s): MMBA 6251.)

MMBA 6252V - International Finance
(3 sem. cr.) Students in this course address open economy, macroeconomic models, and policies. They cover the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt-forgiveness policies.

MMBA 6253 - Case Study: International Business Strategy
(4 cr.) Students in this course investigate case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions. (Prerequisite(s): MMBA 6252.)

MMBA 6253V - Case Study: International Business Strategy
(3 sem. cr.) Students in this course investigate case studies of multinational corporate management issues, including choices related to international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions. (Prerequisite(s): MMBA 6252.)

MMBA 6501 - Managing and Leading: A Contemporary Approach♦
(3 sem. cr.) Students in this course explore contemporary management concepts and practices to gain a foundation for building the skills and knowledge necessary to be effective and ethical managers in a global and interconnected environment. Students examine and contrast management and leadership theories and practice. They also explore keys to success in the program, including setting goals; establishing priorities; managing time; communicating effectively and working in virtual group settings; and giving, receiving, and using constructive feedback and reflection. This course also provides students with a brief introduction to Walden University, graduate studies at Walden and related processes and policies, and the essentials of scholarly writing.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6510 - Leading People♦
Modern leaders must understand contemporary leadership concepts, including varying leadership styles, ways to accommodate diversity, and the impact of culture on an organization. In this course, students focus on major leadership theories and the human dimension of business, including individual and group behaviors and organizational culture. They explore some of the basic dimensions of human resource management, as those dimensions affect the organization and the employee. Students explore contemporary thinking about leadership and its importance in today’s business world. They also develop a plan for personal and professional growth to enhance their current position or prepare for a successful career in leadership.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6520 - Business Operations in the United States and Abroad**

This course immerses students in the business functions of the United States and other regions of the world to prepare to conduct business globally—a current trend that is likely to grow stronger in the future. Students learn global concepts and terminology and explore the structure and design of domestic organizations and those abroad. They also consider various components of business, examining how functions fit together and support the organization’s mission and goals. Students gain practical insight as they assess and discuss the successes of actual global enterprises; from this assessment, students develop strategies for personal growth and professional implementation.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6530 - Marketing**

Students are provided with the opportunity to gain an understanding of marketing and its relationship to the successful management of today’s business organizations. Students engage in practical assignments, focusing on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing market environment. Students also examine how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from those of the competition. Finally, students learn how to make marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

**MMBA 6540 - Innovation and Technology**

Modern managers must know how to leverage technology in every possible way to achieve competitive advantage in the global marketplace. Students in this course explore the role of information and information technology in business and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students also focus on the importance of technology and innovation in today’s competitive environment. They examine strategies to nurture innovation and cultivate technology development. Students use concepts and theories presented in the course to develop and implement a technology strategy designed to help assure an organization’s readiness and success in the future.
MMBA 6550 - Accounting for Business Management

(3 sem. cr.) Managers do not have to be accountants to lead effectively, but they should understand the impact of their financial decisions. Students are prepared to use the language of accounting and understand the fundamentals of making decisions regarding the financial aspects of a business in this course. They learn to examine financial statements to check the company’s profitability, liquidity, solvency, and return to shareholders. They also learn to use accounting data to make business decisions, such as product pricing, cost cutting, equipment acquisition, and enterprise startup. Students examine accounting in a global context and assess the ways that global business environment impacts financial analysis and decision making. Students employ analytic and group communication skills in a final project through which they conduct research and defend a position on a current accounting topic.

MMBA 6560 - Financial Management

(3 sem. cr.) In corporate financial management, change is constant. Thus, managers must understand the fundamentals and explore the latest trends and thinking. Students in this course examine important financial concepts and tools that every manager should understand. They explore the financial and monetary markets in the United States and abroad to gain an economic context. They also learn the concepts and tools necessary to assess an organization’s financial position and explore a variety of alternatives that organizations use to finance their ventures. Students engage in application assignments, discussions, and practical exercises on financial planning, budgeting, and other activities, such as balancing risks.

MMBA 6570 - Business Strategy for Competitive Advantage

(3 sem. cr.) Managers must not only focus on current issues of stability, they must also strategize to facilitate growth and reinvestment while keeping in mind that competitors are doing the same. In this course, students focus on the development and implementation of business strategies that enable competitive advantage. They learn to assess the current environment in which the organization competes and to forecast how that environment may change. Students engage in the development of business plans, creating new perspectives and strategies. Through weekly discussions, they share these ideas with their peers and consider ways to implement strategies to promote growth and value, providing competitive advantage in their business or future industry.

MMBA 6620 - Applications in Marketing♦

(4 sem. cr.) Students are provided with the opportunity to review fundamental marketing principles and to employ them in the investigation of marketing concepts in the context of real-world problems in this course. They incorporate into their examination a variety of topics, such as market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, consumer behavior, and product and services marketing. Students apply these and other concepts to develop marketing solutions commonly required in real-world enterprises. They also assess and discuss 21st-century concerns related to the market, such as electronic delivery. (Prerequisite(s): MMBA 6530.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**MMBA 6661 - Advanced Leadership**

(4 sem. cr.) Globalization, developments in technology, and the continued blurring of organizational boundaries are important factors contributing to the pressing need for leaders who can handle 21st-century change and who are willing to advance and/or revise their skill sets. In this course, students explore leadership principles and practices in the context of real-world problems that are increasingly complex in nature. Students learn about aspects of moral leadership, teamwork, and incorporating culture and values into leadership strategies. They work toward enhancing personal leadership skills by reflecting on course content, self-assessment, and their own or shared professional experiences. *(Prerequisite(s): MMBA 6660.)*

**MMBA 6672 - Field Study**

(4 sem. cr.) Students have the opportunity to develop an independent research project based on individual goals in this course. Students propose a research project that aligns with Walden’s M.B.A. program and their own professional objectives. They also conduct applicable research under the guidance of a Walden instructor and present their findings to that instructor. *(Prerequisite(s): Prior academic approval is required.)*

**MMBA 6673 - Applications in International Business**

(4 sem. cr.) Market and business practices are often shaped by many factors, such as institutional or organizational culture specific to a region. Students in this course explore these determining factors as they examine the functions of global organizations that shape the global business climate. Using case studies and topical literature, students explore contemporary issues in the global market for a real-world understanding of what drives globalization, in addition to the challenges, pitfalls, and best practices of international business. Students also sharpen their analytic and communication skills through peer discussions on a variety of topics, such as foreign direct investments, capital mobility, sustainability, and other issues related to globalization.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6674 - Case Studies in International Business**

(4 sem. cr.) There are many factors affecting the outcomes of international business endeavors, such as cultural differences, changes in currency, and the political climate of the nations involved. Students in this course explore these factors in context through real-world case studies. They have the opportunity to gain skills needed to make important decisions regarding international business as they analyze the successes and failures of actual international business ventures across a wide range of industries, developing their analytical skills in the process. Through these case studies, students debate current issues on the specifics of international business, such as outsourcing, sustainability, the global supply chain, and ethical and legal concerns.

**MMBA 6680 - Individual and Organizational Commitment to Social Responsibility**

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Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to influence society positively. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6681 - Social/Environmental Entrepreneurship and Sustainable Development♦

(4 sem. cr.) Leaders can have a major impact on the environment and the lives of others through the promotion of positive social change in private enterprise. In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context. They gain hands-on experience drafting new venture plan outlines that focus on social and environmental entrepreneurship issues. Students assess and discuss planning, operations, and decision-making approaches from a leadership perspective. They also build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6690 - U.S. Healthcare Delivery System♦

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**MMBA 6691 - Health Policy and Economics**

(3 sem. cr.) This course examines the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare/medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

**MMBA 6692 - Financial Management**

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

**MMBA 6693 - Quality Assessment and Improvement**

(3 sem. cr.) Healthcare organizations increasingly are concerned about providing high-quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provides an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the Institute for Healthcare Improvement designed to improve medical care in the United States.

**MMBA 6694 - Health Informatics and Technology**
There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, Web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.

**MMBA 6695 - Health Policy and Economics**

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

**MMBA 6700 - Introduction to Human Resource Management**

(4 sem. cr.) Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment- and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

★ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6701 - Strategic Human Resource Management**

(4 sem. cr.) In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions,
global management of human resources, and high performance systems required to achieve competitive advantage. *(Prerequisite(s): MMBA 6700.)*

**MMBA 6710 - Applications in Corporate Finance**

*(4 sem. cr.)* Managers who understand the fundamental financial aspects of their company are able to make informed decisions and lead their organization through times of global expansion and economic volatility. Students in this course learn to employ the tools of finance that help managers maximize their firm’s value. Students engage in practical exercises on the value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy. They also share new ideas and perspectives with peers through discussions on a variety of topics, such as model construction, stock value, investment decisions, capital structure, and international operations. *(Prerequisite(s): MMBA 6700.)*

**MMBA 6711 - Advanced Corporate Finance**

*(4 sem. cr.)* While fundamental financial knowledge and management skills are requisite to the role of a business leader, managers must also know how to use existing financial models and formulas, which can aid their ability to make complex decisions. After a brief review of selected topics in finance, students in this course learn how to become operational and marketable in financial management. They gain practice making decisions that can benefit a company financially while using concepts of valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, Capital Asset Pricing Model (CAPM), and beta. They also have the opportunity to assess and discuss multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories. *(Prerequisite(s): MMBA 6610.)*

**MMBA 6721 - International Marketing**

*(4 sem. cr.)* In consideration of the 21st-century shift to globalization, businesses often need to adopt a global vision and extend their services beyond domestic borders to gain and maintain a competitive advantage. In this course, students explore the cultural, ethical, political, legal, and financial aspects that drive marketing practices within a multinational framework. In addition, students learn to apply the tools of the marketing management process, such as those for international pricing, to the global environment. Students collaborate in teams to develop a comprehensive international marketing plan and work toward gaining the strategic decision-making skills that professionals use to compete in the global marketplace. *(Prerequisite(s): MMBA 6620.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6730 - Strategies for Advancing Innovation and Technology**

*(4 sem. cr.)* Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today’s technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology
solutions enhance an organization’s competitive position.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6731 - Strategies for Implementing Innovation and Technology**

*(4 sem. cr.)* In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope. *(Prerequisite(s): MMBA 6630.)*

**MMBA 6740 - Entrepreneurship and New Venture Creation♦**

*(4 sem. cr.)* An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6741 - Building and Funding an Entrepreneurship Venture♦**

*(4 sem. cr.)* In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming “glocalities” (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability. *(Prerequisite(s): MMBA 6640.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6750 - Foundations in Project Management♦**

*(4 sem. cr.)* Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction
of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and closeout throughout the course of a project. In addition, students learn how project managers use request for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company. Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6751 - Project Management Skills for Managers

(4 sem. cr.) As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve more deeply into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the “soft” skills of project management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today’s organizations. (Prerequisite(s): MMBA 6650.) Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

MMBA 6760 - Leadership Practice and Application♦

(4 sem. cr.) Responsible leaders in the 21st century must be open to new frameworks and perspectives, which can lend to effective leadership practices and decisions applicable to modern trends, such as globalization. In this course, students explore these ideas in the context of problems pulled from real organizations. They investigate many of the current theories and best practices to determine which may work best in a given situation. Students also examine how leadership practices impact the business environment from a global perspective. Through evaluation of course content and peer discussions, students have the opportunity to reflect on personal and shared experiences to assess and enhance their own leadership abilities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMBA 6780 - Capstone: Becoming a World-Class Manager
This course begins with an emphasis on reflective management practice in the global business environment. Students assess concepts and principles learned throughout their program from a variety of perspectives, including technological, operational, strategic, financial, and marketing. They explore contemporary management thinking and examine their own management style and experience. The latter part of this course provides students with the opportunity to complete their program-level project through the synthesis of their M.B.A. experiences and to discover how their thinking and perspectives have changed as a result of knowledge gained.

**MMBA 6782 - Financial Management Tools for Decision Making**

Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization’s competitive position.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6783 - Managerial Accounting for Organizational Performance**

One of the primary functions of the accountant’s role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions within an organization and how they work individually and collaboratively to handle accounting responsibilities.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMBA 6784 - Managing Operational and Financial Business Risks**

Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of
financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMBA 6920 - Health Services Financial Management**

(4 cr.) This course focuses on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

**MMHA 5015 - Foundations of Healthcare Administration**

(5 cr.) This course focuses on increasing students’ knowledge and awareness of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. It introduces students to stakeholders in the healthcare field in a variety of settings. Key health and medical terms are covered, including basic health, wellness, and disease information. Students develop critical-thinking, as well as written, verbal, and interpersonal communication skills. The professional behaviors, attitudes, goal-setting, and motivation required for success as a healthcare manager are considered. In addition, this course helps students develop the competencies they need for success within an online environment. Students begin developing a portfolio.

**MMHA 5100 - U.S. Healthcare Delivery System**

(5 cr.) This course helps students understand the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, healthcare professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of healthcare services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the United States and addresses the nature of population illness and disease. Contextual factors and challenges that are linked to the healthcare delivery system are addressed, and the impact of these challenges on the delivery of services and healthcare management are explored.

**MMHA 5135 - Health Policy and Economics**

(5 cr.) This course examines the application of health policy and economic principles to healthcare managerial decision making. Students will gain knowledge of the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Key policy initiatives related to cost, quality, and access are explored. Students also will advance their
knowledge of economic principles, such as supply, demand, and the determination of market price.

**MMHA 5205 - Health Law and Ethics**

(5 cr.) This course provides students with an understanding of the laws, regulations, and court decisions that affect healthcare organizations, as well as the ethical underpinnings and principles that healthcare organizations follow in the delivery of services. A review of key federal and state laws is provided, including regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives, right to die, informed consent, malpractice, and content of and access to patient records; organizational liability; apparent agency liability; fraud and abuse; safe harbor; conflict-of-interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues. In addition, the course addresses accreditation as a form of regulation. Students consider key ethical principles underpinning healthcare organizations, as well as recent court decisions that impact healthcare organizations and management roles.

**MMHA 6015 - Foundations of Healthcare Administration**

(3 sem. cr.) In this course, students work toward increasing their knowledge of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. This course is an introduction of students to stakeholders in a variety of settings within the field of healthcare as well as key health and medical terms, including basic health, wellness, and disease information. They consider professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager. In addition, students begin building their portfolios, and they work toward developing the competencies needed for success within an online environment as well as critical-thinking and written, verbal, and interpersonal communication skills.

**MMHA 6100 - U.S. Healthcare Delivery System**

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.
MMHA 6115 - Research Methods and Quantitative Analysis

(3 sem. cr.) Healthcare professionals often rely on research to make informed decisions on critical issues affecting programs, policy, and practice. In this course, students examine the logic underlying scientific research; study design; sampling; identification of variables; methods of data collection and analysis; concepts in measurement, including reliability and validity; program evaluation; and research ethics. They explore numeric methods for data description; the Donabedian model of program evaluation; data modeling and research; data mining; and information system assessment. Through statistics software exercises, students learn basic research methods, strategies, and skills for presentation of research results; they also become familiar with statistical software used to support research. Note: There is a special technology requirement for this course for accessing required interactive tutorials. PC: Students using a PC platform must have a minimum of Windows 2000, Internet Explorer 6.0, and 1 GB of RAM. Mac: Students using a Mac platform must have a minimum of an Intel® Mac with OS X version 10.4.11, 1 GB of RAM, and Windows 2000. Mac users who do not already have Windows 2000 on their Macs must purchase one or two Mac add-ons from an outside vendor to access the interactive tutorials. For details on which adds-ons to purchase and how to purchase them at discount pricing, please contact a member of Walden’s Student Support Team at 1-800-925-3368 or 1-612-925-3368, option 2.

MMHA 6130 - Health Economics

(3 sem. cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

MMHA 6135 - Health Policy and Economics

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course,
students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6145 - Health Policy♦

(3 sem. cr.) This course provides students a better understanding of health policy, which reflects authoritative decisions and the process of decision making carried out at the federal, state, and local levels, and which affects personal health and access to and delivery of health services in the United States. Students gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time. Key policy initiatives to address health issues in the United States are explored, including Medicare and Medicaid, access to care and the uninsured, disease-specific efforts such as HIV/AIDS and organ transplantation programs, emerging infectious diseases such as MRSA and the re-emergence of tuberculosis, and terrorism and emergency preparedness. Funding issues associated with health policy are discussed. The impact on healthcare organizations and the role of management in shaping and responding to health policy are addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMHA 6160 - Financial Management

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

MMHA 6175 - Management Aspects of Clinical Service Delivery♦

(3 sem. cr.) This course provides students with an understanding of the provision and delivery of clinical services to patients within healthcare organizations. Students learn about the relationship of patient disease to care providers and the organizational arrangements to ensure that appropriate, effective, and efficient care is provided. The relationship between healthcare management and clinical delivery of services is made explicit in this course, and the implications
of management and clinical staff working together are examined. Emphasis is given to learning about different perspectives and expectations held by clinicians. An applied approach is used to help students gain understanding and experience with clinical and support functions in healthcare organizations that impact the delivery of clinical services: Students shadow and observe clinical and nonclinical operations in healthcare organizations, such as dietary, radiology, nursing, and pharmacy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6190 - Organizational Development and Leadership**

(3 sem. cr.) The structure of healthcare organizations is complex and unique, and the behaviors within these organizations often have a direct impact on their success. Students in this course examine organizational behavior as well as the roles and responsibilities of management within healthcare organizations through the macro (organization-wide) perspective and micro (individual and team performance) perspective. Students also focus on understanding organizational values, mission, and vision; management and leadership principles to help navigate change; and effective delivery of services in an increasingly global environment. Students also learn and apply theories of organizational design, governance, and alternative organizational structures, and they consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, leadership, organizational change, coalition building, negotiation, and conflict management and resolution. Through group assignments and personal assessments, students work toward developing self-awareness and effective management styles and strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6205 - Health Law and Ethics**

(3 sem. cr.) This course provides students with an overview of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. Students explore and discuss a variety of topics, including key federal and state laws; regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives; organizational liability; conflict of interest legislation; antitrust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues, among others. Using case studies and hypothetical situations, students assess management roles and key ethical principles and challenges underpinning healthcare organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6220 - Human Resource Management**

(3 sem. cr.) The strength and success of healthcare organizations lie within their workforce. In this course, students address the role of human resources in healthcare organizations as well as
the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance as well as how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. They explore major federal and state legislation that influences human resources, key management functions within workforce planning and recruitment, and functions within workforce retention. Students devote specific attention to the administrative and strategic aspects of managing human resources, focusing on managing clinical and direct-care practitioners whose perspectives and expectations differ from those of management. Other topics that students explore and discuss include employment and contract labor law; job pricing and compensation strategies, including benefits and pay for performance; staffing models; labor relations; performance appraisals; turnover management; and strategies for ensuring employee engagement, motivation, and satisfaction.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6235 - Operations Analysis**

(3 sem. cr.) To improve performance outcomes, healthcare organizations often rely on operations management to identify sources of inefficiency, inefficacy, and problems in coordination and delivery of care. In this course, students examine the factors that affect performance outcomes within healthcare organizations; methods to monitor, adjust, and improve performance; and techniques and tools of quantitative analysis of operations and decision support that assist in management of capacity issues, re-engineering, staffing, scheduling, productivity, and supply chain. Other important concepts that students examine include understanding operational assessment; understanding patient care and related support-care processes through flowcharting of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems and improvement opportunities using analytical techniques; and monitoring performance data to identify trends and variation based on current operations and those resulting from changes and improvements.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6250 - Quality Assessment and Improvement**

(3 sem. cr.) Healthcare organizations are increasingly concerned about providing high-quality and safe services. Students in this course are introduced to the basis for quality and patient safety and provides an overview of healthcare quality, methods of assessing quality, and techniques for improving quality. They can learn key terminology and concepts, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical and customer service quality; identifying techniques to avoid adverse clinical events; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Students also explore and discuss the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations, accrediting bodies, and recent performance initiatives of government and private payers. They apply course concepts to current issues of improving clinical and service quality in healthcare organizations, with special consideration of the 5 Million Lives Campaign—a national effort initiated by the
Institute for Healthcare Improvement designed to improve medical care in the United States.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6265 - Health Informatics and Technology**

(3 sem. cr.) **There is an increasing need for improvement in the quality of patient care and healthcare management practices, which organizations can now address through the use of information systems and information technology. Through the review of traditional and topical resources, students in this course learn how integrated, computer-based information systems can enable the assessment and documentation of costs and quality. They also learn how these systems can inform decisions that improve care, allow for better management of medical records, enhance supply inventory and management, and improve vendor contracting and management. Students engage in weekly discussions and assignments designed to provide practical applications of content, focusing on electronic medical records and computerized physician order entry, linked information systems across episodes of care, integrated financial and clinical information systems, linkages among electronic information access systems, Web-based systems for increasing consumer knowledge, confidentiality of information systems, organizational compliance, and data sets.**

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMHA 6280 - Strategic Planning and Implementation**

(3 sem. cr.) **Strategic planning, including aligning key activities with an organization’s mission and vision, often leads to a strong competitive position. Through this course, students gain an understanding of the importance and process of formulating, implementing, and evaluating a strategic plan. They examine the role of strategic planning in achieving organizational performance as well as the notion of planning as a cyclical process within the healthcare organization. Students also explore key concepts in strategic planning, including identifying the relationship of the plan to the organization’s mission, values, and vision; assessing the competition; identifying external influences and resources; forecasting trends in organizational performance; setting goals; selecting strategies; implementing marketing actions; identifying implications of the strategic plan on organizational finances and human resources; and evaluating the plan’s progress. Students apply course concepts, including strengths, weaknesses, opportunities, and threats (SWOT) analysis, as they research and develop components of a strategic plan for a specific healthcare organization.**

**MMHA 6550 - Practicum**

(3 sem. cr.) **The practicum provides students with the opportunity to apply and integrate the knowledge and skills acquired throughout the M.H.A. program and to develop key professional competencies further. Students engage in a field experience in a select public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. This course requires students to complete 120 hours of practicum work. They must also participate in an**
accompanying online course and begin to develop an ePortfolio based on assigned professional development activities.

**MMHA 6560 - Capstone**

(3 sem. cr.) This capstone course is the continuation of the practicum. The capstone experience is an opportunity for students to demonstrate their mastery of principles, concepts, and content presented throughout the program and through their practicum field experience. In this course, students complete their ePortfolio based on their field experience, and they develop a substantive written paper or project. Students also engage in group discussions during which they consider career development plans, reflect on the promotion of social change, and exchange feedback on final portfolio work and lessons learned.

**MMPA 5200 - Introduction to Public Administration**

(5 cr.) Public administrators work to increase the efficacy of government and organizations on a local and international level. In this course, students explore the diverse political, social, and economic contexts within which public administrators carry out responsibilities. They also examine the history, foundations, and theories of public administration as well as public policy and organizational environments. Students engage in coursework focused on ethical and legal issues, governance, fiscal planning, and current topics and trends in public administration. Gaining real-world insight into the field, they examine the overall history, purpose, and operation of a public organization of their choice. They also assess and describe the operation and health of their organization through the application of public administration theory.

**MMPA 5405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

**MMPA 5420 - Organizational Management and Leadership**

(5 cr.) Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students apply principles to public, private, and nonprofit organizational settings.

**MMPA 5431 - Finance and Budgeting for the Public Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance.
and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or a private organization.

**MMPA 5435 - Human Resource Management: Building a Capable Workforce**

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

**MMPA 5451 - Public Policy Analysis**

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policymakers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it through a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

**MMPA 5480 - Applied Research and Evaluation Methods**

(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

**MMPA 6000 - Foundations for Graduate Study**

(6 cr.) The purpose of this course is to introduce students to Walden University and the requirements for successful participation in an online curriculum. Students engage in assignments focused on the use of critical-thinking skills and the integration of professional practice with academic excellence. They sharpen and demonstrate skills to learn effectively online, such as using technology, obtaining resources, and communicating effectively through
writing. This course provides students with a foundation for academic and professional success as scholar-practitioners and social-change agents.

**MMPA 6101 - Critical Issues in Emergency Management**

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6115 - Foundations for Graduate Study**

(1 cr.) To promote strategies for academic success, course instructors explain the requirements for successful participation in an online curriculum and the rules of academic integrity. They help students explore the resources available at the Walden University Library, the Writing Center, and other Walden services. By gaining practice in scholarly writing and critical thinking through course discussions and assignments, students have the opportunity to relate Walden’s mission and vision to their professional goals and build a foundation for future success as scholar-practitioners.

**MMPA 6137 - The Nature of Crime and Criminology**

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6200 - Principles of Public Administration**

(5 cr.) Public administrators work to increase the efficacy of government and organizations on local and international levels. In this course, students explore the diverse political, social, and economic contexts within which public administrators carry out responsibilities. They also examine the history, foundations, and theories of public administration as well as public policy and organizational environments. Students engage in coursework focused on ethical and legal
issues, governance, fiscal planning, and current topics and trends in public administration. Gaining real-world insight into the field, they examine the overall history, purpose, and operation of a public organization of their choice. They also assess and describe the operation and health of their organization through the application of public administration theory.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6201 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

**MMPA 6210 - Managing at the Boundaries: Creative Thinking for Social Change**

(6 cr.) Increasingly, the boundaries between governmental levels and sectors have become blurred, requiring leaders and managers to take critical action where these bodies intersect. In this course, students examine the historical and contemporary patterns of interaction between levels of government as well as among the public, private, and nonprofit sectors in the United States. They assess the communications and interactions of stakeholders within a community to learn how these figures handle current issues of social concern. Students also investigate and analyze each socioeconomic sector, including practices and standards; incorporate methods of cross-sector collaboration; and employ their analysis to address an issue or challenge within their own community, lending to positive social change.

**MMPA 6215 - Controversies in Criminal Justice**

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and broaden their own opinions and perspectives on current criminal justice affairs potentially in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6217 - Technological Solutions and 21st-Century Crime**

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In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6220 - Principles of Public Administration: Applied Critical-Thinking Skills

(6 cr.) In this course, students learn about the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. Students have the opportunity to gain a scholarly perspective on public policy and administration as they trace major theories associated with the field and the political, social, and economic context within which they developed. Students reflect on their career experiences and prior education as a basis for integrating theory and practice and for establishing specific academic objectives to help them achieve individual and professional goals. Through this, students establish a strong connection between their own professional development and the development of the major theories and concepts of public administration, fostering positive social change and progress in the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6230 - Professional Leadership and Ethics

(4 cr.) The integrity of an organization depends on the ethical framework through which its leaders make decisions and solve problems. In this course, students have the opportunity to develop skills to act as professionals who employ theoretical knowledge to further democracy and social change through ethical, well-planned decision making. Students examine contemporary ethical issues of public and nonprofit sectors, and they learn why ethics is vital to the leadership role. They use conceptual tools to clarify moral dilemmas and analyze individual decision-making strategies and organizational programs from an ethical perspective. Students also engage in a final course project in which they apply concepts presented in the course to real-world ethical challenges.

MMPA 6240 - Cultural Competency: Communication Skills for a Global Society

(2 cr.) Working effectively on teams and in organizations in an increasingly diverse and global context requires communication skills and the ability to work efficiently with individuals of different cultural backgrounds. Students are offered the opportunity to compare and contrast personal, national, and organizational cultures and build their cultural confidence to lead in their work and communities. Through the application of theory in small-group activities as well as through work in the field, students deepen their understanding of learning and information processing styles and develop strategies for fostering cross-cultural communication and
teamwork. Students also perform analyses of current public policy issues while focusing on cross-cultural implications.

**MMPA 6250 - Nonprofit and Governmental Budgeting and Finance**

(4 cr.) Financial management systems play a vital role in many organizations, and there are many factors contributing to and affecting their success. In this course, students explore the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They examine governmental and nonprofit budgeting policies and practices, and they explore the fiscal climate within which these organizations have to operate. They also assess and discuss a variety of topics, such as issues related to budgeting and planning, generating revenue, controlling expenditures, and serving different constituencies. Students engage in practical exercises, learning how to construct budgets and capital improvement plans, as well as how to generate funds successfully to support nonprofit sector organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6251 - U.S. and International Healthcare Systems**

(4 cr.) This course examines international healthcare system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting healthcare institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based healthcare organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6265 - Organizational Theory and Behavior**

(4 cr.) What is groupthink and how does it affect organizations? In this course, students have the opportunity to answer such questions as they learn about behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. They apply current theories and methods to case studies, proposals, and personal experiences on a variety of topics, including motivation, productivity, diversity, group development, team building, decision-making and communication processes, power and politics, leadership, job design, and organizational culture. Through this course, students work toward gaining the skills and abilities essential for effective management in changing organizational contexts.

**MMPA 6275 - Human Resource Management**

(4 cr.) Managing human resources in an age of technology, economic disparity, and an aging workforce presents unique challenges and requires a foundational understanding of the philosophy, approaches, and systems of human resource (HR) management. Students in this course are provided with a survey of these elements, specific to managing individuals in government and nonprofit organizations. Students explore historical developments, personnel management practices and behaviors, and contemporary issues. They also examine functions of recruitment, classification, compensation, training, evaluation, and labor-management relations. Through examination of traditional literature and current resources, including shared experiences
through peer discussions, students identify modern challenges and future trends in HR management and develop ideal systems and solutions to problems.

**MMPA 6285 - Policy Analysis**

(4 cr.) Public and nonprofit administrators are involved intimately in policy and decision making at the executive and legislative (or board) levels. Students in this course are provided with a broad perspective on the policy process. They assess the roles of public policy administrators at all levels and explore how administrators initiate, research, shape for decision making, choose, implement, and then evaluate policy. Students also examine the dynamics of the policymaking process as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

**MMPA 6295 - Applied Research**

(4 cr.) Students in this course are introduced to the research process as applied to problems in the public and nonprofit sectors. Students explore and discuss the fundamentals and importance of scientific method. Gaining practical experience with the research process, they assess and engage in each phase of the process, including formulation of the research question, building and conceptualizing models, collecting and analyzing data, and reporting results and conclusions. In addition, students learn about qualitative methods and assess the strengths and weaknesses of quantitative and qualitative methods. **Note:** Students are not required to have a background in quantitative methods, statistics, or computer-based analysis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6300 - Strategic Management of Information**

(4 cr.) Advancements in information technology are making e-government a reality, but they’re also causing administrators to rethink their approach to service delivery. Students in this course conduct an in-depth assessment of information resources and their implications for the public and nonprofit sectors. They assess current practices and challenges and consider new ways of structuring organizations for greater productivity, applying concepts of strategic planning, technology assessment, and operational activities. They also examine the impact of human systems and organizational culture on information technology. Students employ doctoral-level research skills to conduct a formal literature review related to a contemporary problem in information systems management.

**MMPA 6301 - Disaster Response and Recovery**

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course,
students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6305 - Master’s Capstone Seminar**

(4 cr.) Students in this capstone course synthesize concepts and skills in an integrative literature review and written assignment that combines multiple aspects of their program, demonstrating a stronger, more intellectually cohesive understanding of public and nonprofit administration. Students may focus on governance, policy, or leadership and management in either the public or nonprofit sectors; they may also opt to take a cross-sector comparative approach. This course also provides students with the opportunity to develop plans for continued learning and career development in the context of their personal objectives and priorities. Note: MPA students must take this course in their final quarter of study.

**MMPA 6320 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

**MMPA 6321 - Terrorism: A Systemic Approach for Emergency Preparedness**

(4 cr.) Terrorism continues to be a constant threat to the U.S. public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**MMPA 6322 - Critical Incident Planning and Leadership**

(4 cr.) Who is responsible for emergency management, and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized
planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

**MMPA 6330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(4 cr.) Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to understand the people, values, and policies of other cultures better. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness of different cultures and the importance of cross-cultural ties. *(Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)*

**MMPA 6331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments**

(4 cr.) Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture’s voluntary or NGO environment. *(Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)*

**MMPA 6332 - Placing NGOs in the Global Context**

(4 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. *(Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)*

**MMPA 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**
This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments**

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6335 - Placing NGOs in the Global Context**

(5 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental (NGO), and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (Prerequisite(s): A course or direct experience in nonprofit management is strongly encouraged.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6340 - Leadership for the Nonprofit Sector**

(4 cr.) An overview and history of the third sector in American society, featuring governance and nonprofit corporations, are provided to students in this course. Students explore the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. They also examine the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits.Sharpening critical-thinking and communication skills, students engage in peer discussions on a variety of topics, such as societal and market trends, board liability, risk management, issues of governance, board member orientation, fund-raising, and organizational effectiveness. **Note:** This is a 12-week course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6341 - Fund-Raising and Marketing in Nonprofit Organizations**
Given the nature of the nonprofit sector, organizations rely heavily on relationships created with the community and potential donors, thus necessitating a strong fund-raising strategy and leaders who recognize and fulfill the needs of an organization. Students in this course explore these relationships and learn how to use basic marketing strategies to position a nonprofit organization for success. Gaining a framework for their study, students examine the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. They also learn about the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the context in which organizations use these methods.

Note: This is a 12-week course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6342 - Nonprofit Management**

(4 cr.) Students in this course are provided with the basis for understanding nonprofit management issues. Students analyze the strengths and weaknesses of organizations in the nonprofit sector to gain an understanding of managerial responsibilities in promoting growth and stability. Students engage in practical assignments and discussions on issues related to nonprofit organizational management, including mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. They learn about the components of nonprofit mission statements and strategic plans, and they use critical-thinking and creative skills in the practice of developing these elements. Through this course, students have the opportunity to further their basic leadership skills to prepare for the professional responsibilities of management in the nonprofit sector. Note: This is a 12-week course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6345 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6346 - Terrorism: A Systemic Approach for Emergency Preparedness**

(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism,
biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6347 - Critical Incident Planning and Leadership

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6350 - Historical and Contemporary Issues in Criminal Justice

(4 cr.) Decision and policymakers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, from lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders or those hoping to enter a leadership role with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

MMPA 6351 - Policy Analysis in the Criminal Justice System

(4 cr.) Professionals who make decisions within the criminal justice system must determine which policies are most effective in preventing crime and protecting individual rights. In this course, students explore and discuss policy analysis and planning in the field of criminal justice and examine the policy context in which the criminal justice system functions. They review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

MMPA 6352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration

(4 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem-solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as
well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**MMPA 6360 - Public Safety Issues**

(4 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate and learn why effective interaction is vital to emergency management. They also gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix, through which students assess competing demands on the various agencies. In this course, students work toward gaining the skills needed to anticipate the needs of various constituents to develop effective public safety initiatives.

**MMPA 6361 - Managing Public Safety Organizations**

(4 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students learn ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers.

**MMPA 6362 - Ethics in Preserving Public Safety**

(4 cr.) Students in this course apply conceptual knowledge of management issues and planning solutions to specific cases of leadership and personal responsibility in the field of public safety. Students analyze real-world leadership and ethical issues that public safety officials encounter in their daily work, and they learn to develop effective approaches to instill standards and ethics within public safety organizations. Students also analyze classic case studies, including the federal 9/11 Commission Report, to gain lessons applicable to any public safety agency or situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

**MMPA 6363 - Public Safety Issues**
(5 cr.) This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6364 - Managing Public Safety Organizations**

(5 cr.) This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6365 - Ethics in Preserving Public Safety**

(5 cr.) This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6380 - Policy and Politics in American Political Institutions**

(5 cr.) Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Through this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

**MMPA 6381 - Public Policy and Evaluation**
There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**MMPA 6382 - Public Policy and Finance**

(5 cr.) Public policymakers often rely on microeconomic and macroeconomic models to formulate new policies and re-evaluate existing policies. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare; food stamps, workers’ compensation, Social Security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policymakers, and recommend improvements based on economic models.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6390 - Strategic Context of Public Management and Leadership**

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic action-learning in the practice of public administration.

**MMPA 6391 - Transformative Change in a Shared-Power World**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of
personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**MMPA 6392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

**MMPA 6400 - Public Health Leadership and Systems Thinking**

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6420 - Organizational Management and Leadership**

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and
concepts to public, private, and nonprofit organizational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6421 - Health Economics**

(5 cr.) This course examines the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6431 - Finance and Budgeting for the Public Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. In this course, the term “public” is synonymous with government. Nonprofit organizations are included because they rely on special tax-exempt status conferred by the government and often receive government funding. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6435 - Human Resource Management: Building a Capable Workforce**

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of
policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6451 - Public Policy Analysis**

(5 cr.) Contemporary public administrators work in a dynamic, partisan environment with unprecedented access to public policy data—conditions leading to extraordinary opportunities and, often times, severe constraints. Students in this course thoroughly examine key stakeholders involved in the public policy process and devote special attention to their function, impact, and constraint on policy development. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. They examine the theories and strategies used by policymakers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. They also assess the impact and consequences of public policy and evaluate it through a social justice framework. Using critical-thinking and communication skills, students craft a policy memorandum regarding a current public policy problem, for which they consider and evaluate competing policy alternatives.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6461 - Public Sector Economics**

(5 cr.) Considering recent and persistent economic uncertainty and shifting economic trends in the global market, administrators in government organizations need to understand underlying economic concepts, issues, and trends in the public sector. In this course, students explore public sector economics at the local, state, and national levels. They examine the role of the government in the market economy, including the government’s redistributive role; factors affecting the economy; sources of government revenue; the relationship of public goods and the economy; programs and services funded by the government; alternative forms of delivery of programs and services; and the interaction and interconnectedness of the U.S. and global economy. Students apply concepts, processes, and systems related to public sector economics to a specific government program or service.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or public organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MMPA 6480 - Applied Research and Evaluation Methods

(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPA 6540 - Management and Leadership in a Global Context

(5 cr.) Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

MMPA 6541 - Sustainable Development for Global Communities

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

MMPA 6542 - Transformative Change in a Global Environment

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems
change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**MMPA 6740 - Disaster, Crisis, and Trauma**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6741 - Psychology of Terrorism**

(5 cr.) This course explores terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6810 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rulemaking; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the creation and execution of law and public policy.

**MMPA 6811 - Legal Research for Policy Practitioners**
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

**MMPA 6812 - Contemporary Cases and Issues in the Courts**

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

**MMPA 6820 - Elements of Sustainable and Livable Communities**

(5 cr.) Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

**MMPA 6821 - Tools for Sustainable Community Development**

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**MMPA 6822 - Current Issues in Regional and Local Public Policy**

(5 cr.) Public decision makers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches,
strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

**MMPA 6830 - Current Issues in Homeland Security**

*(5 cr.)* Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students are provided with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss current, relevant topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

**MMPA 6831 - Critical Incident Leadership and Planning**

*(5 cr.)* Strategic leadership and planning are required to prevent effectively, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

**MMPA 6832 - Terrorism: Legislation and Policy**

*(5 cr.)* The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.

**MMPA 6840 - Health Policy and Management**

*(5 cr.)* In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.
**MMPA 6841 - Legal and Regulatory Aspects of Public Health**

(5 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the well-being of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local governments in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6842 - Leadership, Professionalism, and Ethics in Public Health Practice**

(5 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPA 6850 - Introduction to the Nonprofit Sector**

(5 cr.) Nonprofit organizations (NPOs) can serve to affect people’s lives positively through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

**MMPA 6851 - Board Governance and Volunteer Management**

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including
volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

**MMPA 6852 - Resource Development**

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

**MMPA 6910 - Master of Public Administration Capstone**

(5 cr.) In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project they demonstrate the knowledge, skills, and competencies acquired in their master’s degree program. The project employs an action research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

**MMPA 6920 - Health Services Financial Management**

(4 cr.) The focus of this course is on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

**MMPP 5111 - Leadership and Organizational Change**

(5 cr.) Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. This course explores the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary-spanning functions, and how leaders influence positive social change are key factors of this course. The course draws on historical and current events and the personal experiences of students to examine the demands of leadership.

**MMPP 5280 - Policy and Politics in American Political Institutions**

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy
analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

**MMPP 5281 - Program Evaluation**

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**MMPP 5282 - Public Policy and Finance**

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

**MMPP 5379 - Advanced Methods in Public Policy Analysis and Evaluation**

(5 cr.) This course provides an in-depth examination of the methods and processes policy analysts use to assist policymakers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies. The course includes cost benefit analysis; econometric analysis; policy modeling; the role of economic and political factors in public decision making and policy formulation; marshaling resources and advocacy; and various applications to specific public policy topics. The course focuses on various quantitative and qualitative techniques used by policy analysts.

**MMPP 5405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

**MMPP 6100 - Critical Issues in Emergency Management**

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused
disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**MMPP 6111 - Leadership and Organizational Change**

(5 cr.) Successful public sector organizations require high-caliber leaders who are accountable to multiple constituencies. A rapidly accelerating rate of change and blurring of organizational boundaries contribute to the need for leaders who are equipped to meet the challenge. This course explores the theoretical underpinnings of leadership and the important role of the leader in organizational change. By exploring leadership theory, current research, and practice within an area of public administration or nonprofit/nongovernmental organizations, students will demonstrate their understanding leadership in organizations that are increasingly complex in nature. Ethical dimensions, boundary-spanning functions, and how leaders influence positive social change are key factors of this course. The course draws on historical and current events and the personal experiences of students to examine the demands of leadership.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6112 - Governance and Public Policy**

(5 cr.) Democratic principles are the foundation of modern life. The course provides an overview of democratic governance in public administration, public policy, or nonprofit/nongovernmental organizations in modern society. Students will examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students will review fundamental theories of governance, research current literature on a specialized topic, and apply best practices within the area of specialization. The emphasis is on the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6115 - Foundations for Graduate Study**

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Topics include the relation of mission and vision to professional goals, development of the program of study, strategies for online success, introduction to the online library, and an introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on the practical
application of writing and critical-thinking skills and promote professional and academic excellence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6116 - Writing a Quality Prospectus**

(5 cr.) This five-credit course is focused specifically on the process of writing the doctoral study prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the doctoral study. They further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a doctoral study prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature (typically 25–75 references), and a research, implementation, and evaluation plan for the solution of the problem. **Note:** This course is for students who wish to matriculate into the Ph.D. in Public Policy and Administration - PPPA 8115.

**MMPP 6137 - The Nature of Crime and Criminology**

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6200 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6215 - Controversies in Criminal Justice**

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S.
Patriot Act, for example, the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Course cases, students have the opportunity to reflect on and potentially broaden their own opinions and perspectives on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6217 - Technological Solutions and 21st-Century Crime**

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6280 - Policy and Politics in American Political Institutions**

(5 cr.) This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process: setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6281 - Program Evaluation**

(5 cr.) This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each
student will develop a program-evaluation design for a social program.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6282 - Public Policy and Finance**

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6300 - Disaster Response and Recovery**

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6320 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program.*
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6321 - Terrorism: A Systemic Approach for Emergency Preparedness**
(5 cr.) This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure and participate in online discussions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6322 - Critical Incident Planning and Leadership**

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

**MMPP 6333 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.) This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges U.S. nonprofits face as they work internationally or cross-culturally within the United States. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6334 - Crossing Borders: U.S. and International NGO Cultures and Environments**

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6335 - Placing NGOs in the Global Context**

(5 cr.) This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)
MMPP 6345 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) This course provides a broad perspective on the history of the U.S. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. Students critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. constitutional freedoms.

MMPP 6346 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) This course provides students with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

MMPP 6347 - Critical Incident Planning and Leadership

(5 cr.) This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPP 6363 - Public Safety Issues

(5 cr.) This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6364 - Managing Public Safety Organizations

(5 cr.) This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are...
developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6365 - Ethics in Preserving Public Safety**

**(5 cr.)** This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6379 - Advanced Methods in Public Policy Analysis and Evaluation**

**(5 cr.)** An in-depth examination of the methods and processes policy analysts use to assist policymakers in identifying problems, formulating and evaluating alternative solutions, and implementing preferred policies is provided to students in this course. The course includes cost-benefit analysis, econometric analysis, policy modeling, the role of economic and political factors in public decision making and policy formulation, marshaling resources and advocacy, and various applications to specific public policy topics. The focus of the course is on various quantitative and qualitative techniques used by policy analysts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6380 - Policy and Politics in American Political Institutions**

**(5 cr.)** This course introduces students to the crafts of policymaking and policy analysis in the American democratic system. It covers the policy process—setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Students develop skills in policy and economic analyses as well as in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

**MMPP 6381 - Program Evaluation**

**(5 cr.)** This course provides an introduction to the tools used by policymakers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models,
framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. By the end of the course, each student will develop a program-evaluation design for a social program.

**MMPP 6382 - Public Policy and Finance**

(5 cr.) This course covers microeconomic and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Students examine tax policies and tax incentive models, budgeting, public and/or private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

**MMPP 6390 - Strategic Context of Public Management and Leadership**

(5 cr.) This course engages learners in collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise model of the public organization of their choice, as a way of understanding the strategic context for practical action and the stakeholder relations involved. This is an organization “mental model,” which is similar to a traditional “business model,” but which includes the three interrelated flows of money, knowledge, and influence. Emphasis in this course is on management and leading of the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Students apply strategic scenarios to organizational change for the public organization of special interest to them. Students also develop professional action habits for pragmatic action-learning in the practice of public administration.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6391 - Transformative Change in a Shared-Power World**

(5 cr.) This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students are taught a pragmatic-action-learning process for studying the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional-action habits for pragmatic action-learning in the practice of public administration.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MMPP 6392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of
techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides both theoretical and practical information; demonstrates the necessary components for making such connections; and shows why stories, symbols, and metaphors are an essential element in the language of leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6400 - Public Health Leadership and Systems Thinking**

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6420 - Health Economics**

(5 cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6431 - Finance and Budgeting for the Public Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6450 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.) This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6452 - Policy Analysis in the Criminal Justice System**

(5 cr.) This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field and offers an understanding of the policy context in which the criminal justice system functions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6453 - Leadership: Putting Theory Into Practice in Criminal Justice Administration**

(5 cr.) This course introduces students to the problems that currently confront the administration of the criminal justice system as well as problems predicted for the future. To prepare students to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**MMPP 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination**  
(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations. 

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6480 - Applied Research and Evaluation Methods**  
(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation. 

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6540 - Management and Leadership in a Global Context**  
(5 cr.) Public policy implementation can take place in various types of organizations. In this course, students engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic-planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**MMPP 6541 - Sustainable Development for Global Communities**  
(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other
concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**MMPP 6542 - Transformative Change in a Global Environment**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**MMPP 6740 - Disaster, Crisis, and Trauma**

(5 cr.) This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities and reviews how they impact the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

**MMPP 6741 - Psychology of Terrorism**

(5 cr.) This course will examine the history, philosophy, techniques, and countermeasures to terroristic threats to public safety. Topics include aspects of international and domestic terrorism with an emphasis on its roots viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts attributed to the terrorism phenomena, including poverty, psychology (e.g. motivational factors, antisocial behaviors), social injustice, oppression, and religion; and impact of media and technology in aiding and countering terroristic activities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6810 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court’s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6811 - Legal Research for Policy Practitioners**

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There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and will gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and using research to support public policy. Students apply legal research to case studies and contemporary issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6812 - Contemporary Cases and Issues in the Courts**

(5 cr.) Major issues in the Supreme Court have an impact on public policy at the state and local levels. This course examines major past and current U.S. Supreme Court decisions and explores how these decisions affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6820 - Elements of Sustainable and Livable Communities**

(5 cr.) Creating and maintaining livable and sustainable communities requires leaders who understand and can assess the interrelated elements that make a community viable over time. This course explores demographics, health, education, employment opportunities, transportation, recreation, housing, natural resources, technology, and other elements necessary to sustain a thriving community. Students define and explore these concepts through case studies and local-community examples.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6821 - Tools for Sustainable Community Development**

(5 cr.) Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics that include demographic analysis and forecasting, citizen engagement, economic forecasting and budgeting, acquisition of alternative funding sources, GIS (geographic information system) technology, comprehensive-use planning, and other tools and resources needed to meet the challenge of creating and maintaining sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6822 - Current Issues in Regional and Local Public Policy**

(5 cr.) Local government leaders must understand and address complex and interrelated issues including public health and safety, urban sprawl, immigration, transportation, the aging of the Baby Boom generation, affordable housing, living wage jobs, and the threats to natural resources. This course explores current concepts with an emphasis on creating livable and...
sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6830 - Current Issues in Homeland Security**

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6831 - Critical Incident Planning and Leadership**

(5 cr.) Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents while and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders in relation to activating or coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and healthcare in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6832 - Terrorism: Legislation and Policy**

(5 cr.) The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6840 - Health Policy and Management**

(5 cr.) This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global
trends on public health practice, policy, and systems is also considered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6841 - Legal and Regulatory Aspects of Public Health**

(5 cr.) This course examines the role of federal, state, and local governments in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6842 - Leadership, Professionalism, and Ethics in Public Health Practice**

(5 cr.) This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered, with emphasis on a collaborative approach to working with diverse communities and constituencies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6850 - Introduction to the Nonprofit Sector**

(5 cr.) Nonprofit organizations serve as the foundation for many social-change efforts. This course explores the history, foundations, and types of nonprofit organizations and the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMPP 6851 - Board Governance and Volunteer Management**

(5 cr.) Volunteers are the “lifeblood” of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation, with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper they developed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MMPP 6852 - Resource Development

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMPP 6910 - Capstone Seminar

(5 cr.) The course provides students with an opportunity to integrate learning from courses in the program in a capstone project, defined as an applied project with a written paper or a research paper. The capstone may focus on governance, policy, or leadership and management in either the public or nonprofit sectors or take a cross-sector comparative perspective.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6100 - The Character of Leadership

(3 sem. cr.) There are many challenges in the work of an ethical, vision-oriented leader at any level of organization. In this course, students examine these challenges and learn about the skills needed to navigate in turbulent, changing environments that often pose difficult choices. Students explore concepts related to level-five leadership and servant leadership, and they begin the process of self-assessment and reflection-in-action. Students are also provided with an introduction to Walden University, graduate studies at Walden, the M.S. in Leadership program, and all related processes and policies, including best practices of online learning and employing graduate-level standards to coursework.

MMSL 6110 - Building Organizational Culture: Leaders as Architects

(3 sem. cr.) Organizational leaders act as partners in shaping, and are shaped by, the organizational cultures they seek to influence. Students in this course learn to recognize the elements that make up an organization’s culture as well as ways to harness these for positive change and organizational success. They explore perspectives on how to make conceptual sense of the cultural landscape of organizations and examine the implications for leading and building effective communities at various levels of application. Students assess and discuss a variety of topics, such as tools of self-development, the reciprocal nature of leadership, and cultural components.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6120 - Leading Vibrant and Diverse Teams

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Effective leaders at all levels of organization apply their knowledge of group dynamics to create productive groups. They produce desirable goal-oriented behaviors within their groups, maximize the impact of diversity of people and perspectives on group functioning, and create cultures of trust and justice. Students investigate these aspects of the leadership role and how it creates vibrant, diverse communities, organizations, and groups. Students examine diversity in a myriad of contexts and explore the particular challenges of building effective teams that are fueled by diversity. Through assignments focused on personal assessments, real-world contextual frameworks, and application of theory integrated with personal experience, students sharpen their critical-thinking and writing skills while working toward becoming more effective leaders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6130 - Leadership in a Global Landscape**

Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6140 - Framing and Analyzing Problems: Research Strategies for Leaders**

Leadership is a complex landscape of analysis and decision making. Students in this course work toward increasing their ability to think critically, with a long-term view, about identifying and analyzing problems and interpreting data. Through this practice, they learn to avoid common decision errors that occur because of faulty, deep-seated mental models. Students also review and discuss fundamentals of scientific research, including the application of qualitative and quantitative research methods to understand leadership phenomena for a conceptual and practical understanding of research strategies available to leaders.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6150 - Developing and Communicating Solutions: Tools and Strategies for Leaders**

An important leadership qualification is the leader’s ability to frame accurately and persuasively solutions to complex problems for their stakeholders. In this course, students learn ways to create and frame the decision-making context and to produce and present viable solutions for complex issues in volatile and uncertain environments. They analyze real-world problems and learn to identify and communicate with organizational stakeholders. Students create a plan to align stakeholder mental models with effective decision-making practices, using the tools of communication, engagement, consensus building, and strategic-decision models.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6160 - Taking the Long View: Systems Thinking and Tools for Sustainability**

(3 sem. cr.) The concept and reality of a system and its dependence upon all its parts drive how decisions are made in an organization. Students in this course focus on building their capacity to see things systemically to be able to recognize a system and all its parts for effective decision making. They use systems thinking tools to model single-, double-, and multiple-loop feedback systems, at micro and macro levels of analysis, and they practice using multiple-scenario analysis. Through practical exercises, students learn how the practice of systems thinking lays the foundation for creating sustainable outcomes. Through discussion and reflection, they consider the impact of decisions and actions. Students have the opportunity to gain skills to plan for multiple scenarios, creating highly agile responses and preventing vulnerability imposed by rapid change with no ready response on the part of leaders and organizations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6510 - Building Organizational Capacity Through Succession Planning**

(3 sem. cr.) Organizations need to identify strategic talent today for their future success. In this course, students explore the processes that define an organization’s future human resource needs, identify the gaps between today’s resource requirements and future needs of the organization, and develop strategies to meet these needs. Through interactive discussion and practical exercises, students learn how to develop internal talent profiles, define career management tracks, conduct internal recruiting, develop comprehensive succession planning strategies, and use information technology to support these activities.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6520 - Building Human Capital Through Training and Development**

(3 sem. cr.) Training and development provide an organization’s workforce the tools it needs to contribute to success. Students explore the processes of conducting a needs assessment and developing a training proposal that builds the business case for a training intervention for both individuals and groups, creating the basis for an annual training and development plan. Integrating adult and workplace learning theory into the development of training solutions, students learn how to design, implement, and evaluate the effectiveness of a training solution.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6530 - Toward Sustainable Futures: Leadership in Complex, Crisis-Driven Environments**

(3 sem. cr.) Students taking this course build upon previous core content related to framing, prioritizing, assessing risk, and identifying variables associated with complex issues in dynamic environments. They have the opportunity to develop skills and knowledge that will help them provide clarity in constraining, confusing, and complex situations so that others engage, support, and follow new plans. In the context of leadership, students assess and discuss a variety of
topics, such as systems-environment, change, socio-technology systems consideration, leverage points, sustainability, and paradigm shifts. Students also engage in assignments designed to provide practical application of content for a real-world understanding of how to be a successful leader for sustainable futures in rapidly changing contexts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6540 - Innovation and Technology**

*(3 sem. cr.)* Contemporary and successful leaders must leverage technology in every appropriate way to achieve goals in the complex global environment. In this course, students explore the role of information and information technology in organizations and learn how to identify and analyze emerging technologies, including and beyond the scope of information technology. Students focus on the importance of technology and innovation in today’s multifaceted environment as well as the ethical implications thereof. Through individual and group applications, students examine strategies to nurture innovation and cultivate technology development. They also take time to reflect on concepts presented in the course and consider how they can use this information to become the type of leader who effects change through innovative means.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6550 - Strategic Human Resource Management**

*(3 sem. cr.)* In today’s organization, human resource management plays an important strategic role and increasingly contributes to its competitiveness. Students will explore how a more proactive and systemic approach to human resources addresses strategic business challenges throughout the organization—market positioning, talent acquisition, innovation, product development, quality, customer service, and operating functions. Students will see how results-based performance management is tied to the organization’s strategic agenda. Students will compare different theoretical perspectives of strategic human resource management and see the value of preparing employees of the future today to create sustainable competitive advantage.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6560 - Managing Business Partner Relationships**

*(3 sem. cr.)* Human resource departments are increasingly becoming networked organizations. This course will provide students with the skills needed to evaluate build-or-buy alternatives for meeting human resource needs, negotiate contracts with service providers, develop service-level agreements, and track progress of ongoing contracts. Students will examine how the human resource professional can leverage systems to integrate vendor-supplied services such as training, consulting, recruiting, assessment, coaching, and information systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6570 - Leading Strategic Initiatives for Growth and New Value**
Maintaining a competitive advantage in business requires leaders who have the knowledge and skills to develop and implement growth strategies to ensure stability and promote expansion. Students in this course focus on the challenges and opportunities when leading organic growth and value innovation initiatives. Students build upon concepts ranging from skill-based strategy, organic growth, and value innovation, while evaluating the leadership challenges of developing new value and growth opportunities for organizations. They also explore and exercise various analytic strategic-thinking perspectives and tools that lend to the development and implementation of potentially successful and innovative organizational strategies in their chosen professional field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6660 - Personal Leadership: Mentoring and Coaching**

(3 sem. cr.) Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. This course helps students understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6661 - Leadership in Action: Change Management and Conflict Resolution**

(3 sem. cr.) One of the more difficult and large-scale challenges of leadership is effecting successful change in the face of resistance and conflict. Students in this course explore this challenge as well as the various facets of leading organizational change. They engage in writing assignments designed to help them focus their ideas and critically assess major topics, such as conflict resolution strategies aimed at the personal and organizational level. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account when making decisions regarding leadership and conflict resolution.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6671 - Global Perspectives With Study Abroad Seminar**

(4 sem. cr.) This course builds on a 1- to 2-week seminar experience in which students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.

**MMSL 6672 - Field Study**
Students have the opportunity to develop an independent research project based on individual goals in this course. Students propose a research project that aligns with Walden’s M.B.A. program and their own professional objectives. They also conduct applicable research under the guidance of a Walden instructor and present their findings to that instructor.  
(Prerequisite(s): Prior academic approval is required.)

MMSL 6680 - Individual and Organizational Commitment to Social Responsibility

(4 sem. cr.) Taking into account global concerns, such as human rights, the environment, and factors of sustainability, individuals and organizations alike have incorporated a business model with a vision of change and a mission to influence society positively. In this course, students explore multiple approaches to understanding and improving the systemic relationships and obligations that exist among individuals, organizations, and the larger set of connected communities. Through assessment of past and current corporate practices of successful organizations, students gain practical insight on effective and non-effective strategies, in addition to related ethical considerations. Through application and reflection, students consider the role they can play in implementing change and growth without doing harm through unintended byproducts and outcomes, developing the ability to practice social responsibility as part of their daily work.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6681 - Social/Environmental Entrepreneurship and Sustainable Development

(4 sem. cr.) Leaders can have a major impact on the environment and the lives of others through the promotion of positive social change in private enterprise. In this course, students explore and evaluate opportunities to create value through the development of new organizations that respond in sustainable ways to the needs of the micro-level community and the world at large. Students prepare to build new organizations that solve problems within a systems context. They gain hands-on experience drafting new venture plan outlines that focus on social and environmental entrepreneurship issues. Students assess and discuss planning, operations, and decision-making approaches from a leadership perspective. They also build into their approach to planning, operations, and decision making a global awareness that begins within their local community and extends far beyond.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6700 - Introduction to Human Resource Management

(4 sem. cr.) Students are provided with a comprehensive overview of human resource (HR) management in this course. Students explore the role of HR managers as strategic partners who focus on the mission and goals of an organization. Within the strategic and legal framework, they examine the remaining areas of HR management functions, including workforce planning and employment; human resource development; total rewards of compensation, benefits, and rewards; risk management of health, safety, and well-being; and employee and labor relations. Students examine the use of technology as a tool in providing HR metrics to measure outcomes. They also work toward gaining the skills that enable them to develop important employment-
and HR-related policies and procedures, responsibilities inherent in HR functions, programs, and activities.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6701 - Strategic Human Resource Management**

(4 sem. cr.) In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for real-world problems. Students explore such concepts as human resource issues involved with mergers and acquisitions, global management of human resources, and high-performance systems required to achieve competitive advantage. *(Prerequisite(s): MMSL 6700.)*

**MMSL 6730 - Strategies for Advancing Innovation and Technology**

(4 sem. cr.) Major fluctuations in the economy often force managers to make important, timely decisions that harness existing resources within their organization, leading to new developments and strategic advantage. In this course, students address important management challenges that are typical in today’s technology-based businesses. They learn ways to align business needs with technological solutions and identify new opportunities or applications for technology. Students have the opportunity to gain the requisite skills to manage processes that ensure technology solutions enhance an organization’s competitive position. *(Prerequisite(s): MMSL 6540.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MMSL 6731 - Strategies for Implementing Innovation and Technology**

(4 sem. cr.) In light of rapidly evolving technology, there are many factors involved in ensuring that businesses remain successful. Such factors involve understanding new technological capabilities and aligning them with the goals of a company and the needs of customers. Students in this course explore these factors and examine how managers make decisions to help ensure their company remains innovative and technologically adept. They examine the processes and tools involved in implementing new technologies and formulate solutions to overcome related challenges. In addition, students examine and discuss how technology solutions are affected when the context is global in scope. *(Prerequisite(s): MMSL 6630.)*

**MMSL 6740 - Entrepreneurship and New Venture Creation**

(4 sem. cr.) An important trend of which managers must be aware involves business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students in this course explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Students engage in coursework focused on market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization. They have the opportunity to apply these and related concepts to problems common in contemporary organizational contexts.
♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6741 - Building and Funding an Entrepreneurial Venture♦

(4 sem. cr.) In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming “glocalities” (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. Students also use case studies and other practical exercises to evaluate innovative funding sources and investigate the challenges involved in maintaining growth and sustainability. (Prerequisite(s): MMSL 6640.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6750 - Foundations in Project Management♦

(4 sem. cr.) Students are introduced to the art and science of project management as applied to different types of project situations. They learn about the tools, techniques, and methodologies used to lead a project successfully throughout the project life cycle. They analyze the role of the project manager as an integral administrator overseeing the execution, progress, and interaction of all parties involved. They explore the function of the project management office (PMO), project organizations, team building, project selection, and portfolio management. Exploring context through real-world problems, students learn how managers employ the scope of work, work definition, scheduling, risk management, control, and closeout throughout the course of a project. In addition, students learn how project managers use request for proposals (RFPs), proposals, and contracts to define a project clearly and safeguard their company. Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP or Server 2003 or later. Since Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MMSL 6751 - Project Management Skills for Managers

(4 sem. cr.) As organizations continue to grow in scope and size, so do their projects, requiring individuals with a unique and diverse set of management skills who are able to see a product through from conception to distribution. In this course, students delve more deeply into the realm of project management to assess its impact on the business environment in a domestic and global context. Students examine the “soft” skills of project management as the keys to improving its practice. In the context of real-world problems, they assess research and engage in practical simulations to determine best practices of project management in today’s organizations. (Prerequisite(s): MMSL 6650.) Note: There is a special technology requirement for this course, requiring the use of Microsoft Project. The software will be provided in trial form, but there is
not a Mac version available in this software. Students in this course are required to use Microsoft Windows XP, Server 2003, or later. Considering Mac users may experience difficulty using the software, we recommend the following: (a) Mac users should be prepared to use a PC during this course; or (b) Mac users should purchase the appropriate software or hardware to be able to replicate the Windows environment on their Mac.

**MMSL 6900 - Capstone in Leadership: The Social Impact Vision and Project**

(3 sem. cr.) This course is built on the fundamental idea that individuals achieve great change in organizations and communities of all sizes by working toward growth and positive change in their own lives. In this capstone course, students examine the challenges of rebuilding a sense of community in the world, starting with the final crafting of their personal vision profile and personal plan of action and resulting in changes that could reverse the declines of economies, communities, and families. Integrating themes from the program, students develop a personal plan of action and an evidence-based, formally researched, service project proposal within their communities.

**MRKT 3001 - Marketing**

(5 cr.) Students examine basic marketing functions and the execution of successful marketing processes. They gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management. (Prerequisite(s): BUSI 1002.)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MRKT 4501 - Marketing Management**

(5 cr.) Successful business strategies and policies depend on effective marketing management processes and knowledgeable leaders. Through this course, students have the opportunity to gain the creative decision-making skills required to develop and implement strategic marketing programs. Students learn about fundamental concepts and elements of marketing, including marketing mix, channels of distribution, and industrial and international marketing. They evaluate current events and contemporary business case studies to develop a real-world understanding of the development, organization, implementation, and control of the marketing plan. (Prerequisite(s): MRKT 3001.)

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MRKT 4502 - International Marketing**

(5 cr.) Keeping with the 21st-century shift to globalization, businesses often need to extend their services beyond their home country to keep a competitive advantage. In this course, students explore the cultural, legal, technological, and financial aspects of various countries to understand the driving forces of marketing within a multinational framework. In addition, students learn to apply the tools of the marketing management process to the international environment. Through this course, students work toward gaining the strategic decision-making skills that professionals...
use to compete in the global marketplace. *(Prerequisite(s): MRKT 3001.)*

 MyClass may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 4503 - Case Study: Services Marketing**

(5 cr.) To succeed in the service industry, businesses must focus not only on the quality and sale of products, but also on customer service satisfaction. In this course, students evaluate the difference between product and service marketing and explore concepts such as the service marketing mix, total quality management, customer perceptions of services, and pricing of services. They assess and discuss the role of pricing, the importance of adopting strategies, and the role of service environments. For a practical understanding of the service industry and marketing, students develop a comprehensive plan in the context of real-world service challenges. *(Prerequisite(s): MRKT 4502 or MRKT 4504.)*

 MyClass may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 4504 - Global Marketing**

(5 cr.) This course examines foundational concepts in global marketing. Examples and cases cover both developed and developing markets. Topics include culture and marketing, global and local competitors, cross-cultural consumer behavior and research, and intercultural marketing communications. *(Prerequisite(s): MRKT 3001.)*

**MRKT 4505 - Hispanic Marketing in a Multicultural Context**

(5 cr.) Students address key issues in developing and implementing marketing strategies with an emphasis on business environments that incorporate a Hispanic cultural perspective. Topics include relating marketing strategy to organizational strategy, research and forecasting approaches, competitive analysis, and implementation of marketing strategies. *(Prerequisite(s): MRKT 3001.)*

**MRKT 4506 - Multicultural Marketing Communication**

(5 cr.) Developing targeted communication media (written, spoken, digital, broadcast, and printed) is necessary to support specifically the marketing initiatives and strategies of any planned effort. Students will use the tools and skills of integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. Basic principles are applied to evaluate successful and failed marketing communications efforts. *(Prerequisite(s): MRKT 3001.)*

**MRKT 4511 - Marketing Communications**

(5 cr.) Students in this course prepare to engage effectively in the practice of developing targeted communications—written, spoken, broadcast, and printed—that specifically support the marketing initiatives and strategies of any planned effort. Students hone their problem-solving and creative skills while practicing with marketing tools, such as integrated messaging, image clarity and enhancement, media relations, positioning, and persuasion. They use basic marketing principles to assess successful and failed marketing communications efforts and create a
portfolio of usable approaches. *(Prerequisite(s): MRKT 3001.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 4512 - International Marketing Communications**

*(5 cr.)* Students in this course learn concepts to expand the scope of their marketing communications knowledge to include international breadth and depth. They address unique challenges, including culture, globally diverse markets, international regulation, and media differences, while embracing the remarkable opportunity of international exchange. Using integrated marketing communications principles, students engage in practical applications of content, such as the planning, development, and implementation of a marketing communications campaign for the global market. Through these globally focused projects, students acquire the necessary awareness and essential skills to function within the international marketing arena. *(Prerequisite(s): MRKT 4511.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 4513 - Media Planning and Purchasing**

*(5 cr.)* There is more to marketing a product or service than creating an engaging commercial or a colorful ad. A critical aspect of implementing a marketing plan involves deciding how to distribute the message, whom the message will reach, and through which media avenue the message is delivered. With the rise of technology and telecommunications, this task is becoming more and more challenging. In this course, students explore these challenges and become grounded in fundamental concepts of media planning, such as gross rating points and effective reach. They use modeling tools that allow them to see the effects of different media plans in putting into operation a media strategy as part of a larger plan. Ultimately, students learn to develop an effective plan with appropriate reach and impact. *(Prerequisite(s): MRKT 4511.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MRKT 6100 - Integrated Marketing in the Digital Age**

*(3 sem. cr.)* Marketing strategies continue to change as a result of new and innovative digital opportunities. To remain competitive in today’s fast-paced environment, organizations must have an integrated strategy. Students in this course explore a variety of marketing tools and platforms—both traditional and digital—and the role they play in a strategic marketing mix. Students will examine the role of marketing within an organization and learn how consumer insights and online behavior can influence product, price, distribution, and promotion. Course content also includes the coordination of mass, direct, and online marketing activities and channels; market analysis; and the challenges and opportunities that marketing technologies bring.

**MRKT 6110 - Digital Marketing**
(3 sem. cr.) Through the use of digital marketing tools and strategies, organizations can assess how digital campaigns are performing and can respond in real time. The response may be content change, keyword search modifications, or even budget allocations across channels. Digital marketing, however, relies on the marketer knowing advanced concepts and best practices for emerging media platforms to reach and influence consumers. Students can learn to assess online analytics and interpret performance results to determine campaign return on investment (ROI). Insights are provided about the best website design practices, as well as about the ways in which Web-based tools support digital marketing, search engine optimization (SEO), online advertising, and the integrations of channels such as mobile, display, video, and social media.

**MRKT 6120 - Relationship Marketing**

(3 sem. cr.) Discover how to foster consumer loyalty and increase customer retention through the application of relationship marketing. Throughout this course, students can explore ways to leverage Internet communication channels and technologies to engage, convert, and retain customers in both business-to-business (B2B) and business-to-consumer (B2C) markets. Additionally, students examine how to plan, design, and execute fully integrated customer relationship management (CRM) systems to get insight into customers’ preferences, provide personalization, and provide targeted messaging automation. Other relationship marketing topics include database marketing across traditional and digital media, digital/social CRM, and customer experience management (CEM).

**MRKT 6130 - Communicating Using Social and Digital Media**

(3 sem. cr.) Although some companies may still be asking, “Why should we care about social media?” most are now asking, “How can we leverage the power of social media?” In this course, students examine how social media have changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

**MRKT 6140 - Market Research and Customer Insights**

(3 sem. cr.) Understanding consumer behavior is essential for developing and effectively marketing products and services. In this course, students can learn how to use customer data and insights to improve strategic marketing decisions and improve performance. Students have the opportunity to analyze factors that influence buyer behavior during all stages of the purchasing process and to consider how learnings can be translated into product strategy and related marketing decisions. Additionally, students will study market segmentation and targeting practices as key means of differentiation.

**MRKT 6150 - Marketing Communications, Storytelling, and Persuasion**

(3 sem. cr.) Whether one is addressing a customer, an audience, or a jury, the aim is to use the tools of persuasion to influence individuals to take action. Especially in social media, it is critically important to establish an appropriate tone, voice, and personality. Tying these strategies
to the overall brand positioning is even more important. It has been found that storytelling is one of the most effective tools of persuasion. Rather than simply stating the facts, the story puts facts into a meaningful context, so that the consumer can understand and empathize with the characters in the story and, therefore, identify with the brand’s social media personality. In this course, students explore the elements of the story and the approaches used to develop content. Understanding the impact of individual channels on a strategy for integrated marketing communications and positioning allows the marketer to allocate budgets more effectively and efficiently.

**MRKT 6160 - Design Thinking: Strategy and the Creative Process**

(3 sem. cr.) The ability to marry creative artistry with the strategic business needs of the client is essential for success. In this course, students explore the concepts of design thinking, strategy, and the creative process as tools to solve business problems. Topics covered in this course include an overview of the design business landscape, understanding the creative brief, audience insight, and cultural awareness as foundational to the creative process. Students focus on developing creative problem-solving approaches that are relevant to real-world business needs.

**MRKT 6170 - Brand and Product Management**

(3 sem. cr.) Key differences exist between brand and product management, and, yet, both are crucial to the success of a product or service. In this course, students will explore the many elements of brand management, including brand architecture, the development and sustainability of the brand, brand positioning, and the perceived value of the brand. Students will analyze competitive information and can learn to apply that knowledge in areas such as product differentiation. Throughout the course, students will examine the critical business skills, tools, and techniques necessary for effective product management. This course will focus on the stages of a product’s life cycle, consumer demand and pricing, multichannel product management, and the fundamentals of profit and loss management.

**MRKT 6180 - Optimizing Marketing Performance**

(3 sem. cr.) How does one know which marketing channel is contributing to new sales? How does one optimize the online marketing spend to decrease acquisition costs and improve conversion? In today’s budget-conscious corporate environment, marketing professionals are tasked not only with optimizing their marketing dollars, but also with being accountable for performance associated with each activity. In this course, students can learn how to determine relevant metrics, analyze and interpret performance data, forecast results, calculate return on investment (ROI), optimize marketing performance, and present campaign results.

**MRKT 6900 - From Marketing Strategy to Execution**

(3 sem. cr.) How can a marketing plan help a business meet its goals and objectives? How can a marketing plan help capitalize on consumer insights and trends? How can the latest innovations and communication strategies be used to reach the target audience? In this course, students will be immersed in all aspects of developing a comprehensive 3-year marketing plan that aligns with an organization’s business strategy and helps marketers make better decisions about their products, services, customers, brand, and competition. Students can learn to apply best practices
for market segmentation, consumer insights, competitive analysis, brand positioning and strategy, and consumer acquisition and retention strategies, as well as developing tactical ideas for each strategy, and providing financial justification for the plan.

**MSEM 5100 - Critical Issues in Emergency Management**

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**MSEM 5363 - Public Safety Issues**

(5 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical services, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate, and they learn why effective interaction is vital to emergency management. They also have the opportunity to gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix through which they assess competing demands on the various agencies. In this course, students work toward gaining the skills necessary to anticipate the needs of various constituents to develop effective public safety initiatives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 5364 - Managing Public Safety Organizations**

(5 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students explore ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers. Additionally, the course introduces students to the
concepts of “first-planner” and “first-responder.”

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 5480 - Applied Research and Evaluation Methods**

(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces students to research and evaluation methods in the public and nonprofit sectors to study ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6100 - Critical Issues in Emergency Management**

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

**MSEM 6115 - Foundations of Graduate Study**

(1 cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals and develop a program of study and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**MSEM 6137 - The Nature of Crime and Criminology**

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6200 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

**MSEM 6215 - Controversies in Criminal Justice**

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, such as the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and broaden their own opinions and perspectives potentially on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6217 - Technological Solutions and 21st-Century Crime**

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime, including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining,
and the protection and gathering of evidence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6300 - Disaster Response and Recovery**

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.

**MSEM 6320 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.) Critical issues such as infectious diseases, inadequate healthcare access, and an aging population require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and application of principles of social justice implicit in public health decisions and practice. Students study ways to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6363 - Public Safety Issues**

(5 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical services, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate, and they learn why effective interaction is vital to emergency management. They also have the opportunity to gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix through which they assess competing demands on the various agencies. In this course, students work toward gaining the skills necessary to anticipate the needs of various constituents to develop effective public safety initiatives.
MSEM 6364 - Managing Public Safety Organizations*

(5 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students explore ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers. Additionally, the course introduces students to concepts of “first-planner” and “first-responder.”

MSEM 6390 - Strategic Context of Public Management and Leadership*

(5 cr.) This course engages students in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic action-learning in the practice of public administration.

MSEM 6391 - Transformative Change in a Shared-Power World*

(5 cr.) This course engages students in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

MSEM 6392 - The Language of Leadership
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also study why stories, symbols, and metaphors are essential elements in the language of leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6480 - Applied Research and Evaluation Methods

Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces students to research and evaluation methods in the public and nonprofit sectors to study ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6540 - Management and Leadership in a Global Context

Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership, from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

MSEM 6541 - Sustainable Development for Global Communities

Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community
problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**MSEM 6542 - Transformative Change in a Global Environment**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**MSEM 6740 - Disaster, Crisis, and Trauma♦**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities affected by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to study theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSEM 6771 - Terrorism: A Systematic Approach for Emergency Preparedness♦**

(5 cr.) Terrorism continues to be a constant threat to the U.S. public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on local, national, and international levels. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
MSEM 6830 - Current Issues in Homeland Security

(5 cr.) Since its inception, the Department of Homeland Security has had a profound impact on public policy and administration. This course provides students with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss a range of topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6831 - Critical Incident Leadership and Planning

(5 cr.) Strategic leadership and planning are required to prevent, respond to, and recover from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case studies, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSEM 6910 - Capstone Seminar

(5 cr.) In this course, students complete a capstone project through which they apply an action research model that fosters social change in public administration or nonprofit management and leadership. Through this project, students demonstrate the knowledge, skills, and competencies acquired in their master’s degree program. Students also have the opportunity to reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

MSPM 6100 - Foundations for Graduate Study in Project Management

(1 sem. cr.) Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

MSPM 6101 - Foundations for Graduate Study in Project Management
Students taking this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to project management.

**MSPM 6102 - Practices in Project Management**

(3 sem. cr.) Students in this course are introduced to the knowledge, skills, tools, and techniques needed to manage projects successfully throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

**MSPM 6105 - Principles of Project Management**

(3 sem. cr.) The process of creation, from conception through distribution, is complicated and requires a diverse set of management skills. Students in this course are introduced to the knowledge, tools, and techniques needed to manage projects successfully throughout a project life cycle. Students engage in coursework focused on project management knowledge areas and process groups as well as the distinguishing characteristics of each. They examine the ways these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project. Note: Students who have the need to complete this course as a degree requirement after September 2013 should instead be registered for MSPM 6102.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSPM 6110 - Leadership for the Contemporary Organization**

(3 sem. cr.) In an unstable economy with constant technological advances and shifts toward globalization, organizations must be able to adapt and function efficiently while working through cultural barriers. Students in this course focus on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management, such as those affecting the organization, the project, and the employee. Taking into account individual styles and leadership traits, they also assess and discuss contemporary thinking about leadership and its importance in today’s business world.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSPM 6111 - Leading Vibrant and Diverse Teams**

(3 sem. cr.) Effective leaders at all levels of organization apply their knowledge of group dynamics to create productive groups. They produce desirable goal-oriented behaviors within their groups, maximize the impact of diversity of people and perspectives on group functioning, and create cultures of trust and justice. Students investigate these aspects of the leadership role.
and how it creates vibrant, diverse communities, organizations, and groups. Students examine diversity in a myriad of contexts and explore the particular challenges of building effective teams that are fueled by diversity. Through assignments focused on personal assessments, real-world contextual frameworks, and application of theory integrated with personal experience, students sharpen their critical-thinking and writing skills while working toward becoming more effective leaders.

**MSPM 6120 - Integrated Project Process Management**

*(3 sem. cr.)* An integrated approach to project management increases the likelihood of project success. In this course, students consider the iterative nature of project management processes. They also explore how project management processes and process groups intersect. Students gain hands-on experience developing a comprehensive project plan that comprises the project management knowledge areas with specific emphasis on scope, time, cost, and quality management. They also assess the importance of project communications management as a tool for managing stakeholder expectations, and they suggest strategies for communications as best practices in project management.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MSPM 6130 - Budgeting and Management of Operations**

*(3 sem. cr.)* Effective project management requires leaders with interdisciplinary knowledge and skills who understand the relationships between operational factors, such as business processes and product design. Students in this course learn about these relationships, in addition to other elements imperative in project management, including project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment. Students also explore the role of budgeting and management of operations in an organizational environment. They engage in practical exercises designed to help them develop budget and operational plans based on an organization’s accounting and financial data, project plans, and goals. Students also examine planning considerations associated with global operations.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**MSPM 6140 - Enterprise and Project Risk Management**

*(3 sem. cr.)* Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
MSPM 6150 - Planning and Administering Project Contracts

(3 sem. cr.) A major responsibility of many project managers is planning and administering project contracts for the purchase or acquisition of project resources from external sources. In this course, students learn about planning for purchases and acquisitions, requests for proposals, vendor selection, contract administration, and contract closure. They consider and discuss the role of the project manager in the procurement process as it relates to project requirements for purchases or acquisitions, managing the relationship between buyer and seller, assessing vendor performance, contract change control, and conflict resolution. Students also have the opportunity to reflect on theory presented in the course as well as how they can apply these concepts to professional practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSPM 6160 - Stakeholder Management and Organizational Behavior

(3 sem. cr.) One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior impacts organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also assess communications management as a tool to manage internal and external relationships with stakeholders, partners, vendors, and customers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSPM 6170 - Sustainability in Project, Portfolio, and Program Management

(3 sem. cr.) How do project managers ensure that their organization’s initiatives allow for sustainable business and promote positive change through products for a sustainable environment? Students in this course are provided with an opportunity to answer such questions as well as to develop their understanding of managing projects at the portfolio and program levels. Students learn about the nature of sustainability in project management in terms of how project management processes align with the three fundamentals of sustainable development: social equity, economic efficiency, and environmental performance. Students work toward gaining a real-world understanding of concepts through the examination of current research illustrating sustainability in project management and by assessing actual products developed through projects.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

MSPM 6180 - Business Process Management and Systems

(3 sem. cr.) A prevalent aspect of all modern organizations is that they are constantly seeking ways to make their processes and systems more efficient and effective to ensure stakeholders’ needs are met and business prospers. In this course, students learn how to harness the tools...
needed to help business gain competitive advantage through business processes and systems. Students examine strategies for managing the flow of business information within and across organizational boundaries. They become familiar with the concept of enterprise resource planning (ERP) systems and learn how these systems can lead to novel ways of efficiently managing project execution and business innovation. Students also assess and discuss technologies for business process integration, automation, and optimization, and they examine and practice using practical tools of enterprise.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSPM 6205 - PMP®/CAPM® Exam Preparation Course**

(1 sem. cr.) A comprehensive assessment, the PMP exam tests the full Project Management Body of Knowledge (PMBOK). This preparation course provides students with the guidance needed to organize the implicit project management knowledge acquired through experience and coursework, to fill gaps in their body of project management knowledge, and to provide additional context to enhance their project management knowledge base. Through material review, drills, and detailed explanations, students prepare to sit confidently for the PMP exam. **Note:** Eligibility for the PMP credential requires individuals to first attain specific educational and project management experience, including 35 contact hours of project management education and a minimum of 3 years, or 36 months, of project management experience, during which at least 4,500 hours were spent leading and directing project tasks. The final step in earning the PMP credential is passing the PMP exam.

Eligibility for the CAPM credential requires individuals to have a secondary diploma (high school or the global equivalent) and at least 1,500 hours experience or 23 hours of project management education. The final step in earning the CAPM credential is passing the CAPM exam. PMP® and CAPM® are registered certification marks of the Project Management Institute, Inc. PMBOK is a registered trademark of the Project Management Institute, Inc. For more information, visit the Project Management Institute (PMI) website at www.pmi.org. 

(Prerequisite(s): MSPM 6140 or MSPM 6170. Prerequisite may be taken concurrently with this course.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**MSPM 6900 - Capstone: Social Impact in Project Management**

(3 sem. cr.) This course is designed to allow students to bring together knowledge gained through the program and to demonstrate mastery of the various course competencies. Students synthesize concepts and skills in an integrative project that combines multiple aspects of their program, illustrating how ethics, internal culture, and external forces shape project managers’ behaviors when executing projects within an organization. Students articulate how project managers within an organization can drive social change and sustainability through the example they set in their everyday work.

**NASC 1001 - Environmental Science**
This course introduces students to environmental processes and the influence of human activities upon them. Students explore ecological concepts, population growth, natural resources, and current environmental problems from scientific, social, political, and economic perspectives. The course also provides students with an introduction to the scientific method. Applying course concepts, students engage in a range of practical assignments, such as an assessment of their ecological footprint, a comparison of developed nations versus less-developed nations, an evaluation of water pollution sources, and an assessment of an area’s air-quality compliance. Through this course, students gain a foundational understanding of environmental interrelationships and contemporary environmental issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NMPG 6540 - Management and Leadership in a Global Context**

(5 cr.) Public policy implementation can take place in various types of organizations. In this course, learners engage in a collaborative study of strategic planning, management, and leadership in the context of public and nonprofit organizations. Students in this course identify, analyze, and evaluate the intricate relationships between strategic planning, management, and leadership from an international perspective. This course connects three key institutional elements: “Thinking-Acting-and-Leading” strategically. Students apply a management systems approach as they develop, adopt, manage, and lead a strategic plan for an international public or nonprofit organization or with an international focus. Students will understand the strategic context for practical decision making for international public and nonprofit organizations; emphasizing the central role of the environment in the strategic planning process. Students are offered a hands-on approach in this course that tests their ability to make effective and timely management and leadership decisions in complex and uncertain conditions.

**NMPG 6541 - Sustainable Development for Global Communities**

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

**NMPG 6542 - Transformative Change in a Global Environment**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of
personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**NPMG 5200 - Introduction to the Nonprofit Sector**

(5 cr.) Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

**NPMG 5405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

**NPMG 5420 - Organizational Management and Leadership**

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

**NPMG 5431 - Finance and Budgeting for the Nonprofit Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management, budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or a private organization.

**NPMG 5435 - Human Resource Management: Building a Capable Workforce**

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of
policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

**NPMG 5451 - Board Governance and Volunteer Management**

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

**NPMG 5461 - Resource Development**

(5 cr.) Students explore the concepts of philanthropy and development; types of funding sources; and ethical, legal, and diversity considerations. They also analyze and apply a resource development process—including donor and/or prospect research, cultivation, and education; solicitation; and appreciation—and they create a resource development plan for a nonprofit organization.

**NPMG 5480 - Applied Research and Evaluation Methods**

(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. Students in this course are introduced to research and evaluation methods in the public and nonprofit sectors to learn ways to measure and assess a program’s effectiveness and potential success as well as to address problems or issues in the field. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Using these parameters and other concepts presented in the course, students critically evaluate sample research, consider ways to communicate results to an intended audience, and reflect on trends and challenges that could affect future program evaluation.

**NPMG 5645 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations.

**NPMG 6115 - Foundations of Graduate Study**

(1 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals and develop a program of study, a
Professional Development Plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence and integrity.

**NPMG 6200 - Introduction to the Nonprofit Sector**

*(5 cr.)* Nonprofit organizations (NPOs) can serve to affect people’s lives through social change positively, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NPMG 6285 - Policy Analysis**

*(4 cr.)* This course provides a broad perspective on the policy process, recognizing that both public and nonprofit administrators are intimately involved in policy- and decision making at the executive and legislative (or board) levels. It focuses on how policy is initiated, researched, shaped for decision making, decided, implemented, and then evaluated. Balanced attention is given to the dynamics of the policymaking process itself and the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

**NPMG 6405 - Ethics and Social Justice**

*(5 cr.)* Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice: basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NPMG 6420 - Organizational Management and Leadership**

*(5 cr.)* Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex
organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6431 - Finance and Budgeting for the Nonprofit Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6435 - Human Resource Management: Building a Capable Workforce**

(5 cr.) The acquisition, development, and retention of talent are critical elements in the success of any organization. In this course, students examine theories, approaches, and systems related to hiring, managing, training, and retaining employees in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations, diversity, performance management, the establishment and implementation of policy, technology, and conflict management. Students apply principles and concepts learned in this course to real-world situations encountered in public, private, and nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6451 - Board Governance and Volunteer Management**

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**NPMG 6461 - Resource Development**

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or a public organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6480 - Applied Research and Evaluation Methods**

(5 cr.) Organizational credibility, community trust, and fund-raising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students are asked to critically evaluate sample research, using these parameters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NPMG 6910 - M.S. in Nonprofit Management and Leadership Capstone**

(5 cr.) In this course, students complete a capstone project using action research that fosters social change in public administration or nonprofit management and leadership. In the project, they demonstrate the knowledge, skills, and competencies acquired in their master’s degree program. The project employs an action-research model. Students reflect on how the project and the program have contributed to their personal, scholarly, and professional growth.

**NSEI 3380 - Introduction to Client-Side Web Programming**

The course is an introduction to computer logic and programming for client-side Web pages. Students learn fundamental concepts and practices, algorithmic thinking, and Web programming through hands-on practice. This course also overviews many general technical aspects of the
computing disciplines.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 3381 - Object-Oriented Programming for ISM♦**

(3 sem. cr.) Students learn the fundamental concepts and practices of programming in an object-oriented language through substantial hands-on practice. Topics include fundamental models of hardware and software; representation of information and procedures; basic processes of software design and construction; object class design, selection, and use; use of documentation, software libraries, and system frameworks; and use of software development tool chains.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6030 - Principles of Programming**

(3 sem. cr.) The discipline of software development demands a variety of skills. Students in this course assess the fundamental practices and principles of designing and constructing object-oriented programs. They engage in substantial hands-on practice, reinforcing algorithmic thinking, logical design, precise coding, and careful attention to quality.

**NSEI 6110 - Software Architecture♦**

(3 sem. cr.) The architecture of a software system describes its principal components and their relationships. The overviews of this course are the architectural styles, domain-specific architectures, product-line architectures, and the role of architecture in the design and implementation of information systems. Issues related to building robust, scalable, and reliable software intensive systems in an effective way are discussed. The students learn to make optimal architectural choices and employ the most relevant methods, best practices, and technologies information systems, regardless of complexity and scale.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6112 - System and Service Architecture♦**

(3 sem. cr.) The focus of this course is on the “back end” of information system and service design: mapping the desired functions onto systems structures that possess desirable properties. Topics include system architecture processes and idioms; mapping architectures onto implementations; and designing for reliability, security, modularity, and scalability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6113 - Information Technology in the Organization**

(3 sem. cr.) Through a review of modern computer systems and the social and economic issues related to their use, students in this course are introduced to the conceptual foundations for designing, developing, and deploying large-scale management information systems. They
investigate the role of information technology in an organization—particularly the collection, storage, and distribution of information for operations, planning, and decision making.

**NSEI 6115 - Computer Networking and Operating Systems**

*(3 sem. cr.)* Within this course, students can learn the concepts of computer operating systems, including the main functions, similarities, and differences. Students can explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. In addition, they can further their understanding of computers through the study of computer networks by learning key networking concepts, components, and the design of information and communication infrastructure solutions.

**NSEI 6140 - Data Modeling and Database Design**

*(3 sem. cr.)* Data are the lifeblood of nearly every business enterprise. Through careful planning and management, the organization can ensure that its critical data remain consistent, correct, secure, and available. This theoretical and practical introduction to relational database systems presents students with accepted practices for data modeling, database design, and implementation in a range of application contexts.

**NSEI 6301 - Information System and Service Analysis and Design**

*(3 sem. cr.)* The focus of this course on the “front end” of information system and service design: understanding user and customer behaviors and requirements and designing the functions and interfaces to support them. Topics include requirements analysis, contextual design and user modeling, iterative design, and human-computer interaction.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NSEI 6511 - Information Systems Project Management**

*(3 sem. cr.)* Students develop the skills needed to plan, lead, and manage an information systems project. Topics include estimating, budgeting, and scheduling; risk management; team leadership; engineering process management; and open-source processes.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NSEI 6521 - Global Information Systems Development**

*(3 sem. cr.)* Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural, and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; and quality and process standards.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NSEI 6561 - Service and Sourcing Management**

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(3 sem. cr.) Students learn to manage projects and programs that span multiple organizations. Topics include process and best practices for qualification, acceptance, and assurance; service-level agreements; relationship management; and supply chain strategy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6562 - Global Services Management

(3 sem. cr.) Students learn the most important issues and practices for both clients and service providers. Topics include information technology and business process outsourcing, managing a services business, global human resources, service supply chain management and governance, and client relationship management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6600 - Foundations of Health Informatics

(3 cr.) This course provides a broad historical, technological, and theoretical framework for the study of health informatics. Consideration is given to the past, present, and future of this rapidly evolving discipline, with exploration of critical issues and challenges within the field, as well as potential applications, benefits, and opportunities for improving the management of healthcare through information technology. Special topics to be considered include the development of virtual and interactive healthcare through technology; the interoperability, standardization, safety, and risks associated with the implementation of the electronic health record; and the emergence and adoption of new information technologies. Professional roles and responsibilities related to managing health information technology are described, as well as organizations that promote health informatics. This course also provides global perspective of trends and issues in health informatics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6630 - Information Systems Management

(3 sem. cr.) An effective healthcare information system is one that provides value by addressing the requirements of an organization and the needs of the individuals who will use the system. Such a system requires knowledgeable, ongoing management at each step within the complex process. Students in this course explore the technical aspects of information systems management, including key issues of systems design and development as well as system support and maintenance. Focusing on the systems development life cycle (SDLC) approach, students analyze and describe necessary steps in the cycle, such as identifying and selecting appropriate systems technology and data standards, creating requirements, evaluating security, and accommodating human factors in design and use. Additionally, students learn terminology, functions, and standards as well as the basics of information architecture and systems infrastructure.

NSEI 6631 - Data Warehousing and Business Intelligence
(3 sem. cr.) Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision-making. They cover issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6645 - Representation of Health Information♦

(3 sem. cr.) In this course, students examine the need for consistency in health data standards and the importance of appropriate identification and selection of these standards. The structure of medical and health information through effective knowledge representation is presented, with an emphasis on the practice of knowledge management and the incorporation of evidence-based best practices. The diverse terminology, ontology, acronyms, coding, and classification systems used in health information technology, both by information systems users and by those who design and maintain those systems, are examined. Topics include data communication, the development and advancement of e-health technologies, and future federal initiatives to digitalize health data.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6661 - Business Analytics and Data Mining♦

(3 sem. cr.) Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference, exploratory data analysis, data mining, text mining, and machine learning for predictive modeling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6701 - Managing the IT-Enabled Enterprise♦

(3 sem. cr.) This course serves the dual purpose of introducing students to studying online at Walden and to some of the fundamental issues and trends in information systems management. Topics include information and communication skills for professionals and information systems issues and cases in the extended enterprise. Emphasis is placed on the services supply-chain context and stakeholder perspectives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NSEI 6712 - Business Architecture and Process♦

(3 sem. cr.) Students in this course examine the structure and operations of organizations from an information-processing point of view and develops students’ skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration.
NSEI 6712 - Business Architecture and Process

(3 sem. cr.) Students in this course examine the structure and operations of organizations from an information-processing point of view and develop their skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration.

NSEI 6713 - Business Strategy for Competitive Advantage

(3 sem. cr.) The focus of this course is on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

NSEI 6720 - Integrated Project Process Management

(3 sem. cr.) This course focuses on the iterative nature of the project management processes, demonstrating how an integrated approach to project management increases the likelihood of project success. The course illustrates how the project management processes and process groups intersect. Students develop a comprehensive project plan that comprises the project management knowledge areas with specific emphasis on scope, time, cost, and quality management. The course also highlights the importance of project communications management as a tool for managing stakeholder expectations.

NSEI 6721 - Organizational and Social Dimensions of Information Systems

(3 sem. cr.) In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property issues; ethics, professionalism, and social impact; and privacy and security.

NSEI 6730 - Budgeting and Management of Operations

(3 sem. cr.) In this course, students explore the role of budgeting and management of operations in an organizational environment. Emphasis is placed on developing budget and operational plans based on an organization’s financial data, project plans, and goals. The interdisciplinary knowledge and skills associated with achieving project goal attainment, positive operating cash flow, risk mitigation strategy, and operational alignment are developed in this course. Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor 1-866-492-5336 (U.S.); 1-443-627-7222 (toll) for more information.
are also introduced to planning considerations associated with global operations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6740 - Enterprise and Project Risk Management**

*(3 sem. cr.)* This course explains how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. Students examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Students can learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6771 - IT Governance**

*(3 sem. cr.)* Students deal with the effective alignment of information systems with corporate strategy, recognizing the key role that they play in organizational effectiveness in this course. Topics include decision processes and accountability; the allocation and management of internal and external resources; risk management; value and performance metrics; and legal, regulatory, compliance, and audit issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6781 - Information Security Governance**

*(3 sem. cr.)* This course covers information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6841 - Information Security Challenges and Solutions**

*(3 sem. cr.)* Students survey some of the fundamental issues and techniques in information systems security, preparing students to analyze and solve problems. Topics include issues of authentication and authorization, common vulnerabilities and attacks, prevention and detection, information security best practices, and information security and privacy technologies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NSEI 6980 - ISM Capstone**
(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project.

NSEI 6981 - ISM Capstone: IT Strategy and Governance

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project.

NSEI 6982 - ISM Capstone: Business Information Management

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project.

NSEI 6984 - ISM Capstone: Enterprise Information Security

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project.

NSEI 6985 - ISM Capstone: Managing Global Software and Service Supply Chains

(3 sem. cr.) This capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis and design project. Students analyze the technical, business, policy, and social considerations inherent in their project.

NURS 3000 - Issues and Trends in Nursing♦

(5 cr.) This course provides students with an overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system. Students examine major issues and trends in nursing and healthcare and consider the influence of socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. Through weekly discussions, students explore and share personal experiences on contemporary nursing issues, such as the nursing shortage, workforce challenges, diversity, and the professional status of nursing. Note: Students must take this course first in their sequence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 3001 - Issues and Trends in Nursing

(5 cr.) This course provides an overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system. Students examine major issues and trends in nursing and healthcare and consider the influence of socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. Through weekly discussions, students explore and share personal experiences on contemporary nursing issues, such as the nursing shortage, workforce challenges, diversity, and the professional status of nursing. Note: Students must take this course first in their sequence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
system. Major issues and trends in nursing and healthcare are examined with consideration given to the influence of socioeconomic, ethical, legal, and political variables, as well as professional values on contemporary nursing practice.

**NURS 3005 - The Context of Healthcare Delivery**

(5 cr.) Improvement of healthcare delivery in the United States relies on many factors, such as effective nurse advocacy through politics, policy, and professional associations. But advocacy depends on the ability to understand current issues, systems, policies, and related contexts fully. In this course, students engage in a systems-level analysis of the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. They examine legislative, regulatory, and financial processes relevant to the organization and provision of healthcare services. Students also assess and consider the impact of these processes on quality and safety in the practice environment and disparities in the healthcare system.  
*(Prerequisite(s): NURS 3000.)*

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NURS 3010 - Information Management in Nursing and Healthcare**

(5 cr.) Professionals often use information technology to support clinical and managerial decision making in the field of healthcare. Students in this course explore these information technology applications through a variety of written and practical assignments. They focus on information technology that supports the delivery of services, including the collection, storage, retrieval, and communication of data; information systems safeguards; ethical and legal issues; and information management to promote patient safety and quality of care. Students also share examples of information literacy and discuss why it is important to the practice of nursing. Additionally, students identify basic hardware and software components and explore fundamental software applications, including spreadsheets and healthcare databases.  
*(Prerequisite(s): NURS 3005.)*

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**NURS 3015 - Pathopharmacology**

(5 cr.) A major responsibility of nurses is to help ensure safe administration of medication by having an in-depth understanding of drug categories and how each type interacts with other drugs in the body. In this course, students explore foundational pharmacologic principles and topics, including key drug actions and interactions, effects of various categories of drugs, and pharmacokinetics and pharmacodynamics. Through case studies and other functional applications, students learn about the pathophysiology related to major health problems across the lifespan and the pharmacologic management of those problems. They examine the cellular aspects of disease, pathophysiological signs and symptoms, and dynamics of body defenses. Students also consider pathopharmacological implications in the practice of nursing.  
*(Prerequisite(s): NURS 3010.)*

*♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
NURS 3020 - Health Assessment

(5 cr.) Through this course, students have the opportunity to gain the knowledge and skills required to collect data related to assessment of individual health status. They learn the physical examination skills of inspection, palpation, percussion, and auscultation used to assess major body systems across the lifespan. They gain practical experience using interviewing techniques and communication skills for taking patient histories, and they discuss the psychological, social, and cultural aspects of clinical assessment. Additionally, students consider the integration of data to guide the nursing process and ethical guidelines. Engaging in interactive simulations, students apply knowledge and demonstrate understanding of conducting health assessments. (Prerequisite(s): NURS 3015.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 4000 - Research and Scholarship for Evidence-Based Practice

(5 cr.) Nurses engage in research to stay up-to-date on the changing scope of healthcare as well as new methods and best practices in providing high-quality care to patients. Students in this course learn the basic elements of the research process. They also learn how scholar-practitioners use these elements to discover new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. They consider the ethical conduct of research and scholarly work as well as the nurse’s role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data. Students apply course concepts as they research a current problem in nursing practice, propose solutions for change, and synthesize literature that supports their proposed changes. (Prerequisite(s): NURS 3020.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 4001 - Research and Scholarship for Evidence-Based Practice

(5 cr.) This course focuses on the basic elements of the research process in discovery of new knowledge and models for applying evidence to inform clinical decisions and improve nursing practice and patient outcomes. Consideration is given to the ethical conduct of research and scholarly work as well as the nurse’s role in the collection, documentation, analysis, interpretation, dissemination, and utilization of research data.

NURS 4005 - Topics in Clinical Nursing

(5 cr.) In this course, students learn about the major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management. They also explore the relationship of genetics and genomics to health and illness; infection-control issues, such as drug-resistant organisms; accidents or injuries; common geriatric syndromes; palliative and end-of-life care; and complementary and alternative therapies. Students apply course concepts and demonstrate understanding of nursing intervention through the development of an action plan based on best practices and a teaching plan designed to prevent accidents and injuries.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

NURS 4006 - Topics in Clinical Nursing

(5 cr.) This course highlights major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management. Consideration is given to the relationship of genetics and genomics to health and illness, infection-control issues such as drug-resistant organisms, accidents/injuries, common geriatric syndromes, palliative and end-of-life care, as well as complementary and alternative therapies. Development of a framework for nursing interventions is emphasized.

NURS 4010 - Family, Community, and Population-Based Care

(7 cr.) The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. This course includes a 45-hour virtual, online leadership practicum with no required preceptors or travel. (Prerequisite(s): NURS 4005.)

NURS 4011 - Family, Community, and Population-Based Care

(7 cr.) The focus of this course is on application of theories and concepts from nursing and public health sciences in assessing health status and preventing and controlling disease in families, aggregates, and communities as clients. The use of epidemiological and community assessment techniques to examine populations at risk, health promotion, and levels of disease prevention with special emphasis on ethnically diverse and vulnerable populations are incorporated. Major local, state, and national health issues are considered, including mental health and substance abuse and related co-morbidities, re-emergence of infectious and communicable diseases, environmental and occupational health hazards, bioterrorism, emergency preparedness, and disaster response. This course includes a 45-hour virtual, online leadership practicum with no required preceptors or travel.

NURS 4015 - Public and Global Health

(5 cr.) Through this course, students widen their perspectives of promoting health and preventing disease as they examine health issues that transcend national borders, class, race, ethnicity, and culture. Students discuss the role of the nurse in preserving and promoting health among diverse populations as well as their role in illness prevention and health promotion, protection, and maintenance of targeted populations. They also explore principles of epidemiology and the influencing sociopolitical factors that impact the health and well-being of humankind. Students
engage in assignments designed to provide practical application of content on topical issues, such as infant mortality rates in the United States and abroad, infectious or communicable disease, implications of global climate change on health, among others. Finally, students consider and reflect on the nurse’s role as a leader in transforming the future of the world’s health. (Prerequisite(s): NURS 4010.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**NURS 4020 - Leadership Competencies in Nursing and Healthcare**

(7 cr.) This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, exposure to top-level leaders in nursing and healthcare, and a 45-hour virtual, online leadership practicum with no required preceptors or travel. (Prerequisite(s): NURS 4015.)

**NURS 4021 - Leadership Competencies in Nursing and Healthcare**

(7 cr.) This focus of this course is on building the knowledge and key competencies essential to successful leadership and influence in an evolving healthcare delivery system. Students in this course emphasize increasing self-awareness in the context of organizational challenges and individual motivation; distinguishing leadership from management, team building, strengthening interpersonal communication, and interdisciplinary effectiveness; shaping a preferred future for nursing; translating strategic vision into action; as well as developing skills in implementing and managing organizational change. Specific learning opportunities include case studies, a battery of self-assessments and 360-degree feedback instruments, exposure to top-level leaders in nursing and healthcare, and a 45-hour virtual, online leadership practicum with no required preceptors or travel.

**NURS 5050 - Policy and Advocacy for Improving Population Health**

(5 cr.) In today’s rapidly changing healthcare delivery system, decisions made within the political arena impact the future of healthcare systems and the populations that healthcare professionals serve. In this course, students examine healthcare reform and its impact on healthcare delivery, population health, and nursing practice. They evaluate policies that influence the structure, financing, and quality in healthcare and examine healthcare delivery from a global perspective. Through discussions, case studies, and other activities, students examine the effects of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes. Students also examine ways to advocate for promotion and preservation of population health and gain the necessary skills to influence policy and support changes effected by the passing of new healthcare reform legislation.
NURS 5051 - Transforming Nursing and Healthcare Through Technology

(5 cr.) Evidence-based practice is an essential nurse competency that supports the provision of effective and efficient care. Through team projects and individual applications, students learn how to organize, evaluate, and use health information and knowledge to appraise critically and use information technology to enhance evidence-based practice. Students also apply evidence-based practice to improve advanced nursing practice and healthcare outcomes across organization, public-health, and consumer-health settings.

NURS 5052 - Essentials of Evidence-Based Practice

(5 cr.) Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better understanding of the development and relationship of nursing theory, research, and practice. Through a variety of online activities and coursework, students explore the role of nursing theory in both research and practice. They examine research literature to differentiate and critique various research designs, including quantitative, qualitative, and mixed-method models; appraise statistical data; and analyze evidence. Acquired knowledge helps students critically evaluate research to make decisions about use of findings to enhance practice.

NURS 5501 - Introduction to Statistics and Applied Research Methods

(4 sem. cr.) Students in this course are provided with an introductory understanding of elementary statistics for social scientists as well as an introduction to social science research. Statistical methods include computation and analysis of frequency distributions, measures of central tendency, understanding of basic probability, and understanding of the normal curve, as well as conceptual understanding of effect sizes, probability value, and the correlation coefficient. Research methods include understanding basic language associated with research, such as the difference between theory and hypothesis, the nature of variables, and different research designs. Students learn to read research critically. Note: This course is for semester-based master’s-level students.

NURS 6000 - Success Strategies in the Master of Science Program in Nursing Online Environment

(1 sem. cr.) This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. Students engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence as they relate to practice in nursing.

NURS 6001 - Foundations for Graduate Study

(1 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. The course will also provide a foundation for the student’s academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in nursing.
NURS 6006 - Issues and Trends in Nursing

(4 sem. cr.) An overview of the evolution of nursing as a profession and its relationship to the changes in organization, structure, and function of the U.S. healthcare delivery system is provided in this course. Students examine and discuss major issues and trends in nursing and healthcare. They also consider the influence of socioeconomic, ethical, legal, and political variables as well as professional values on contemporary nursing practice. Students conduct a literature review, which they use to analyze and summarize contemporary diversity issues in the workplace. They also engage in additional application-based assignments on a variety of topics, such as the nursing shortage, professional practice, licensing, and legal and ethical issues.

NURS 6010 - Advancing Nursing Through Inquiry and Research

(4 sem. cr.) Contemporary nursing practice now often involves conducting research to learn the most recent trends and effective practices to treat patients. Students in this course focus on the steps of the research process. They explore qualitative and quantitative methods and gain a foundation for evidence-based practice through inquiry and critical analysis of scholarly literature. Students also examine strategies for using research effectively in a variety of situations. Through a collaborative project, students critically investigate and share information on current nursing issues.

NURS 6015 - Information and Healthcare Technologies Applied to Nursing Practice

(4 sem. cr.) The rise of technological evolution and innovation continues to change approaches and practices in healthcare; therefore, nursing professionals should understand how to harness technology in ways to improve delivery and care. In this course, students learn how professionals use information technologies and systems to support decision making in nursing practice, administration, research, and education. They examine information sources used as tools, such as listservs, the Internet, e-mail, and databases. Students consider advances in technology that support the delivery of services as well as the collection, storage, and retrieval of information. They also examine and discuss ethical and legal issues that impact the use of technology in healthcare. Students engage in a team project through which they assess a current issue in nursing, focusing on the impact of information technology.

NURS 6022 - Topics in Clinical Nursing

(4 sem. cr.) Major acute and chronic health problems and leading causes of death across the lifespan, including etiology, pathogenesis, clinical presentation, and implications for treatment and disease management, are highlighted in this course. Consideration is given to the relationship of genetics and genomics to health and illness, infection-control issues such as drug-resistant organisms, accidents/injuries, common geriatric syndromes, palliative and end-of-life care, as well as complementary and alternative therapies. Development of a framework for nursing interventions is emphasized.

NURS 6025 - Managing a Continuum of Care for Positive Patient Outcomes

(4 sem. cr.) While the current healthcare system is inundated with the needs of aging patients with chronic disease, providers are seeking ways to advance patient outcomes management and
promote initiatives that will improve the long-term health of the population. In this course, students explore concepts related to the management of disease and the prevention of further disability. They identify the impact of cultural, social, political, legal, and environmental factors on providing a continuum of care. Using an evidence-based approach, students also evaluate a variety of topics that address documentation, evaluation, and quality outcome standards. Students apply methods, tools, and standards learned in the course to the development of care/case management plans. Through these projects, students reflect on nurses’ role in achieving positive outcomes for individuals, groups, and communities.

**NURS 6030 - The Practice of Population-Based Care**

(4 sem. cr.) The primary goal of public/community health nursing is to maintain and improve the general health of populations through promoting and assisting populations in making positive changes in behavior. In this course, students take an interdisciplinary approach to understanding the practice of population-based care. They examine concepts of health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems as well as principles of interdisciplinary care. Students learn and apply methods to plan, intervene, and evaluate care in communities. They also examine integrative approaches to working with groups in the community to impact health behaviors positively. Additionally, students engage in a group project in which they review and synthesize literature on a health problem and target population and then investigate an appropriate intervention program.

**NURS 6050 - Policy and Advocacy for Improving Population Health**

(5 cr.) In today’s rapidly changing healthcare delivery system, decisions made within the political arena impact the future of healthcare systems and the populations that healthcare professionals serve. In this course, students examine healthcare reform and its impact on healthcare delivery, population health, and nursing practice. They evaluate policies that influence the structure, financing, and quality in healthcare and examine healthcare delivery from a global perspective. Through discussions, case studies, and other activities, students examine the effects of legal and regulatory processes on nursing practice, healthcare delivery, and population health outcomes. Students also examine ways to advocate for promotion and preservation of population health and gain the necessary skills to influence policy and support changes effected by the passing of new healthcare reform legislation.

**NURS 6051 - Transforming Nursing and Healthcare Through Technology**

(5 cr.) Evidence-based practice is an essential nurse competency that supports the provision of effective and efficient care. Through team projects and individual applications, students learn how to organize, evaluate, and use health information and knowledge to appraise critically and use information technology to enhance evidence-based practice. Students also apply evidence-based practice to improve advanced nursing practice and healthcare outcomes across organization, public-health, and consumer-health settings.

**NURS 6052 - Essentials of Evidence-Based Practice**

(5 cr.) Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. This course provides students the opportunity to gain a better
understanding of the development and relationship of nursing theory, research, and practice. Through a variety of online activities and coursework, students explore the role of nursing theory in both research and practice. They examine research literature to differentiate and critique various research designs, including quantitative, qualitative, and mixed-method models; appraise statistical data; and analyze evidence. Acquired knowledge helps students to evaluate research critically to make decisions about use of findings to enhance practice.

**NURS 6053 - Interprofessional Organizational and Systems Leadership**

(5 cr.) Students in this course prepare to exercise leadership through which they can help ensure their organization is able to adapt and flourish in the ever-changing world of healthcare. Students explore the impact of healthcare system changes on transforming the nursing profession. They examine and discuss theories related to leadership and management and learn about empowerment strategies that assist master’s-prepared nurses to assume and succeed in leadership roles. Students engage in course assignments that focus on real-world nursing practice applications of theory.

**NURS 6101 - Policy and Politics in Nursing and Healthcare**

(3 sem. cr.) An important responsibility in the nursing profession is to stay current on factors changing the healthcare delivery system so that individual goals and practices align to overarching healthcare needs. In this course, students engage in a critical analysis of socioeconomic, political, legal, ethical, and global factors that affect nursing and healthcare delivery. Through written and case study applications, students examine issues of cost, quality, and access with emphasis on healthcare reform, including financing and payment systems, delivery models, health information management, and the integration of healthcare services to affect safety and quality. Students also explore inter-professional practice issues as well as nursing’s involvement in health policy and advocacy.

**NURS 6110 - The Nurse Leader: New Perspectives on the Profession**

(3 sem. cr.) Nurses who assume leadership roles in healthcare must understand various change and management theories, be ready to adapt to constantly evolving work settings and cultures, and lead others by positive example. In this course, students examine and discuss the impact that changes in healthcare systems have on transforming the nursing profession as well the opportunities for leadership resulting from such change. They also assess a variety of theories related to leadership and management. Students engage in activities designed to provide practical application of content on topics such as followership, current situations in practice that require change, strategies to reduce resistance to change, and the development of leadership attributes. Through this course, students have the opportunity to learn strategies and gain skills for becoming empowered as well as for acquiring and sustaining leadership roles in nursing.

**NURS 6125 - Integrating Theory and Research for Evidence-Based Practice**

(3 sem. cr.) In this course, students are provided with an overview of the development of nursing theory, research, and practice. They learn the process by which practitioners critically appraise and translate theory and research into evidence-based practice in the development of clinical outcomes. Students build on foundational statistics concepts and skills as they explore the
practical use of diverse research methods and associated statistical techniques. Students employ course concepts as they engage in evidence-based practice applications, such as basic analyses of quantitative and qualitative data and critiquing a qualitative or quantitative study.

**NURS 6150 - Promoting and Preserving Health in a Diverse Society**

(3 sem. cr.) Prevention of illness and promotion of a healthy lifestyle leads to improved quality of life and are often more cost-effective than treatment or intervention. Students in this course explore health improvement and disease management/prevention initiatives intended to promote healthy societies worldwide. They examine the effects of social, political, and environmental conditions in relation to healthcare access, quality of care, and cultural relevance. Students also examine the contributions of nurse leaders who work to improve health in society. Using these examples as well as theories learned in the course, students research a contemporary health issue, develop and explicate a community health project, and describe the models or process they would use to evaluate their project for efficacy.

**NURS 6200 - The Nurse Administrator: Leading and Managing for Excellence**

(4 sem. cr.) The primary goal of leaders in nursing is to achieve excellence in the delivery of patient services. In this course, students work toward gaining the knowledge and skills required to lead and manage in the nursing profession. They examine organizational, managerial, and leadership theories, and they discuss standards of practice for nursing administration. They also examine roles and responsibilities, quality improvements, strategic planning and management, regulations, and the function of information systems. Students observe practical applications in nursing administration through field experiences in practice settings. They also sharpen writing and critical-thinking skills through application-based writing assignments, such as a business plan proposal, journal entries, and a reflection from the perspective of a nurse administrator.

**NURS 6201 - Leadership in Nursing and Healthcare**

(5 cr.) This course sets the foundational stage for the Leadership and Management specialty track. Students focus on theoretical and practical aspects of leadership and management functions in healthcare administration, and they discuss standards of practice for nursing administration. They explore a range of topics, including roles and responsibilities, quality improvements, strategic planning and management, regulations, accreditation, and information systems. Through this course, students learn the goals of the nurse leader, including ways to facilitate efficient, high-quality healthcare delivery to achieve excellence in patient care and services.

**NURS 6210 - Healthcare Finance and Budgeting**

(4 sem. cr.) In this course, students explore applications of financial principles in developing, budgeting, and managing resources. Students analyze budgeting processes used in healthcare settings, budgeting models and information systems, nurse administrator responsibilities in finance and budgeting, and the impact of private and public policies. They also examine budget and resource decisions that contribute to the achievement of organizational and nursing service outcomes. Students engage in field experiences in which they observe individuals in practice settings who are involved in key financial activities. Additionally, students gain hands-on
experience developing financial elements of a business plan for an organization, including financial statement, revenue and volume projections, reimbursement codes and rates, among others.

**NURS 6211 - Finance and Economics in Healthcare Delivery**

(5 cr.) Students in this course learn about the fundamentals of finance and budgeting in healthcare delivery. They apply financial principles, such as budgeting processes used in multiple healthcare settings and the nurse administrator’s responsibilities within the context of leading and managing resources. Through these applications, students explore budget development and management of operational and capital resources. They examine the influence of private and public policies and budgeting models that affect quality outcomes within the aspect of financial planning using information systems. Students also explore budget and resource decisions contributing to the achievement of organizational outcomes within the context of providing efficient, cost-effective, high-quality care.

**NURS 6220 - Human Resource Management**

(4 sem. cr.) One of the most important skills in the healthcare industry is the ability to manage the individuals who provide service and deliver care. Students in this course examine the roles and responsibilities of nurse administrators in human resource management. They explore and discuss current legal, ethical, professional, and practice policies and standards as well as the role of technology to support human resource functions. They also examine strategies that support positive organizational and nursing-service goals. Additionally, students observe human resource administrators within a healthcare organization to observe how they provide support to employees and align responsibilities to the strategic goals of the organization. Students use course concepts and knowledge gained from field experiences to complete various practical-application assignments.

**NURS 6221 - Managing Human Resources**

(5 cr.) Nursing leadership is grounded firmly in managing our most important resource—human capital. In this course, students address nurse administrators’ role and responsibilities in human resource management. Students explore current legal, ethical, professional, and practice policies and standards, and they learn how to apply technology to human resource functions. Additionally, students learn strategies to support positive organizational and nursing service goals. They also have the opportunity to gain an understanding of the importance of staff satisfaction as well as creating collaborative and supportive partnerships within organizations.

**NURS 6230 - Case Study: Quality Nursing in a Complex Healthcare Organization**

(4 sem. cr.) Students in this course use a case study approach to synthesize and apply knowledge to a current nursing practice issue. Through a collaborative case study project, students use a variety of administrative strategies to achieve positive patient care delivery outcomes. They develop a comprehensive plan in the context of current nursing-service challenges, analyze and explicate a case study, and provide strategic recommendations that address the issues and challenges presented in the case. Building their professional portfolio, students apply leadership and management theory and strategy to the design of their own case study created for use as a
leadership development exercise. Students also review the work of their peers, share
perspectives, and provide feedback.

NURS 6231 - Healthcare Systems and Quality Outcomes

(5 cr.) The development of leadership strategies and competencies that support the healthcare
organizational delivery of high-quality care is imperative to quality outcomes within healthcare
systems. In this course, students use a systems approach to explore the organizational structures
that impact healthcare quality and, ultimately, positive patient outcomes. Students learn how
interdisciplinary collaboration is important to the development of quality management structures,
gaining an understanding of how quality improvement is a strategic mandate. Engaging in
conceptual and application-based assignments, students focus on clinical and service quality
planning, control and improvement initiatives, models and tools for process improvement, and
the importance and use of metrics in daily operations.

NURS 6241 - Strategic Planning in Healthcare Organizations

(5 cr.) Nurse administrators in healthcare organizations must be aware of and integrate strategic
organizational goals. Students in this course use an interdisciplinary case study approach to
examine nursing administrative practice issues as they relate to the strategic planning process.
Students apply leadership and management principles, concepts, and theory to strategic issues
within the case study format. Through these applications, students learn to use a variety of
administrative strategies within the context of supportive and collaborative interdisciplinary
relationships to achieve positive patient care delivery outcomes that effect positive social change
in patient communities.

NURS 6300 - Student-Centered Learning in Nursing Education

(3 sem. cr.) A major goal of nurse educators is to recognize students’ individual and collective
needs to create a supportive learning environment. In this course, students explore the theories
and principles associated with the diverse learning needs of adults as well as effective strategies
to meet these needs. Students examine and discuss a variety of topics, including socialization,
motivation, critical thinking, learning styles, and the impact of societal values on the learning
environment. They also examine the unique needs of nontraditional, international, educationally
disadvantaged, and physically challenged students. Students apply content through the critical
analysis and summary of an adult learning plan designed to overcome learning barriers.

NURS 6301 - Advanced Pathopharmacology

(3 sem. cr.) Nurse educators must have advanced knowledge of the concepts and principles of
pathophysiology and drug therapy that relate to the nursing care of a variety of patient groups. In
this course, students integrate concepts of pathophysiological processes and pharmacologic
treatment as a foundation for advanced nursing practice. Students have the opportunity to apply
the knowledge gained to specific real-world clinical cases.

NURS 6310 - Teaching Strategies for Nurse Educators

(3 sem. cr.) Student success often depends on a supportive learning environment and strategic
teaching tactics. In this course, students learn the theories and principles that support a variety of
evidence-based teaching strategies. They examine personal and professional teacher attributes that demonstrate positive role-modeling. They also explore and discuss a toolbox of instructional strategies, effective communication and reflective-thinking techniques, student interactions, and student engagement. Students complete assignments designed to provide practical application of content in areas such as lesson planning, needs assessments and learning objectives, strategies and resources, and evaluation planning.

**NURS 6320 - Integrating Technology Into Nursing Education**

(3 sem. cr.) Contemporary nurse educators often use current and evolving technology to enhance student learning. Students in this course assess technological applications that educators use in teaching/learning environments in nursing, including technologies that support tracking student assignments and participation, outcomes assessment, and grading. They explore the function of media, multimedia, computer-based technologies, models, and simulations; processes for evaluating and selecting technology; and distance and online education modalities. Additionally, students explore the use of online information resources, presentation systems, and information storage systems, and they assess the integration of technology with texts and printed materials. Students demonstrate their understanding of technology integration through the development of an online course and an evaluation plan designed to assess the potential efficacy of the course.

**NURS 6321 - Curriculum Development, Assessment, and Evaluation**

(5 cr.) The educational environment is influenced by social, economic, regulatory, and technological transformations. Students in this course learn the theoretical processes that drive curriculum development, assessment, and evaluation. They also focus on curriculum components, which include societal, professional, and educational trends that affect nursing education curricula in the current environment.

**NURS 6330 - Curriculum Development, Assessment, and Evaluation**

(3 sem. cr.) A wide array of factors, including social, economic, regulatory, and technological transformations, impact the current educational environment. Therefore, nursing education curricula must be relevant and meet the health and nursing needs of society. Students in this course learn about curriculum development and the many processes that contribute to it. They explore the philosophical foundations of curriculum development; curriculum components; societal, professional, and educational trends; frameworks, competencies, and outcomes; organizational constraints; and selection of learning activities. Students also define the processes of curriculum assessment and evaluation in the context of program, course, and student outcomes. They apply course concepts and theory to the development of a syllabus or course outline. Through this course, students work toward attaining the skills required to develop curricula that address the nursing needs of society, support standards of practice, and prepare graduates for practice in diverse settings.

**NURS 6331 - Teaching Learning Strategies: Integrating Technology Into Nursing Education**

(5 cr.) In this course, students explore ways to use technology successfully and design effective teaching strategies to meet diverse learning needs. Students engage in producing innovative teaching approaches that use a variety of teaching methods, including adapting technology for
multiples learning styles. Students write learning objectives using Bloom’s Taxonomy that meet unique needs of nontraditional, international, educationally disadvantaged, and physically challenged learners.

**NURS 6340 - The Nurse Educator: Roles, Responsibilities, and Relationships**

(4 sem. cr.) The goal of nurses, in all settings, is to be effective educators who guide and facilitate learning and contribute to the educational goals of the organizations in which they work. Students in this course explore the significance of the educator role as it applies to diverse settings, and they assess associated responsibilities and relationships. They examine concepts related to being change agents and leaders, role socialization, legal and ethical expectations, and professional development. They also explore and discuss nurse educator responsibilities, such as balancing role demands, using evidence to improve teaching, promoting scholarship related to teaching, developing partnerships, and engaging in collaboration and advocacy. Using knowledge gained in previous courses as well as concepts presented in this course, students demonstrate their understanding through various application-based exercises. They also observe the role of a nurse educator in a practice setting and record their learning experiences through journal assignments.

**NURS 6341 - Specialty in Clinical Nursing**

(5 cr.) In today’s complex healthcare arena there is increased patient acuity and a growing need for better-educated nurses at the bedside. Nurse educators must possess advanced clinical knowledge to teach complex clinical content effectively, including selecting a focus to advance their knowledge in a clinical specialty. Students advance their clinical knowledge in a selected specialty to prepare them to fulfill the role of the nurse educator. **Note:** This course requires a minimum of 72 practicum hours.

**NURS 6351 - Role of the Nurse Educator**

(5 cr.) Nursing education students in this course explore the roles of the nurse educator, including providers of care, staff developers, clinical educators, and academic educators. Through the practicum experience, students translate and apply theoretical principles from their advanced clinical specialty of providing direct care to patients as well as in their practice of teaching. Students work toward solving real-world problems, with the assistance of their preceptors, in a clinical setting as well as with teaching projects in a classroom setting, patient setting, and staff-development setting. They also present the results of their project in the workplace and in the online classroom. **Note:** This course requires a minimum of 72 practicum hours.

**NURS 6400 - Informatics in Nursing and Healthcare**

(4 sem. cr.) In this course, students establish the foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students learn about core and supporting models and theories for nursing informatics as well as its foundation in science. They explore the use of information technology to support decisions that promote safety and quality in patient-centered care, and they assess concerns about protecting information and system integrity. Students engage in practical assignments through which they become familiar with various
informatics-related functions and their impact on nurses in healthcare. They also summarize and reflect on their learning experiences.

**NURS 6401 - Informatics in Nursing and Healthcare**

(5 cr.) Nursing informatics is a rapidly evolving discipline that impacts all areas of nursing practice. Students in this course establish foundational knowledge for understanding and practicing nursing informatics in healthcare settings. Students explore models and theories that support nursing informatics and examine the use of information technology in support of decisions that promote safety and quality in patient-centered care. They also differentiate concerns about information protection and system integrity. Using concepts learned in the course, students engage in assignments through which they focus on nursing practice in healthcare applications, thus acquiring necessary skills to improve the management of healthcare through informatics nursing practice.

**NURS 6410 - Information and Knowledge Management**

(4 sem. cr.) Healthcare professionals must have the knowledge and skills to make data-based decisions that lead to effective practice and improved patient care. Students in this course examine database systems as a foundation for studying concepts of data modeling, techniques of data definition, and data manipulation. They explore concepts of information and knowledge management with an emphasis on application to the practice setting. Students discuss a variety of topics, such as information management in practice, data modeling, maximizing database performance, and human error in decision making, among others. They also engage in an integrative, collaborative project through which they investigate a current nursing or healthcare issue, plan and build a relational database to address the issue, and assess and provide feedback on plans presented by peers.

**NURS 6411 - Information and Knowledge Management**

(5 cr.) Effectively managing healthcare data is essential to the practice of nursing informatics. In this course, students examine database systems, including database design and manipulation. Students also explore concepts of information and knowledge management in the healthcare practice setting. Course assignments provide students with the opportunity to work efficiently in teams and build essential skills to execute database design. Through this course, students examine nursing’s contributions to knowledge management in healthcare organizations. Note: Microsoft Access 2010 is required for this course. Access is commonly furnished with Microsoft Office.

**NURS 6420 - Supporting Workflow in Healthcare Systems**

(4 sem. cr.) Nurse informaticians must understand the flow of nursing work to develop information systems that provide effective support and usability. In this course, students examine the analysis, design, development, implementation, and evaluation of electronic information systems in healthcare. They compare, contrast, and critique methods of systems design and devote special attention to workflow modeling. They also engage in a variety of assignments to gain an understanding of the various workflow issues that impact the role of a nurse informatician, such as observing or interviewing healthcare professionals, developing a needs
assessment plan, creating a model of a problematic workflow, and redesigning the workflow using a case approach.

**NURS 6421 - Supporting Workflow in Healthcare Systems**

(5 cr.) Effective knowledge and information flow is critical in the coordination of patient care. Nurses are at the center of care coordination for patients and informatics nurses are central to the design and development of information systems that support workflow in nursing practice. Students in this course examine the analysis, design, development, implementation, and evaluation of electronic information systems in healthcare systems. They compare, contrast, and critique methods of system design. Students also focus on workflow modeling, including assessment of current state workflow and the design of future state workflow, and they examine workflow design best practices to support the implementation and optimization of electronic health records. **Note:** Microsoft Visio 2010 is required for this course.

**NURS 6430 - Project Management: Healthcare Information Technology**

(4 sem. cr.) The field of health informatics requires leaders who have the knowledge and skill to oversee all types of projects, from product or service conception through delivery to stakeholders; such knowledge requires an understanding of multiple core areas of management, such as scope, time, and quality management, among others. Students in this course explore the theory and practice of how to manage health information technology projects. Students learn how to plan, schedule, and control healthcare informatics projects. They consider hypothetical scenarios and professional experiences as they discuss project management specifics, such as managing risk, controlling changes in scope, and handling budget issues. Students use project management software to build a project schedule, and they engage in an integrative team project scenario, including all the major elements and challenges of a healthcare informatics project in the real world.

**NURS 6431 - System Design, Planning, and Evaluation**

(5 cr.) Healthcare policy, including the American Recovery and Reinvestment Act (2009) and the Health Insurance Portability and Accountability Act (1996), mandates that electronic documentation systems are secure and effective. In this course, students explore systems security and evaluation methods. Through discussion of real-world practice that includes public health and community-based settings, students evaluate the impact of redesigned workflows to the larger system design and throughout the organization. Students create a plan for system design and system evaluation. Through team projects and individual applications, they build skills and confidence that support collaborative, interdisciplinary system design to improve the effectiveness of care. **Note:** Students participate in a 72-hour practicum experience.

**NURS 6441 - Project Management: Healthcare Information Technology**

(5 cr.) Healthcare information technology and the implementation of electronic health records are foundational practices critical for success in project management. In this course, students learn the theory of health information technology project management and apply it to real-world experiences. Using project management software, students create a project management plan and schedule, and they control and close tasks related to a health informatics project. Through team
projects and individual applications, students build skills and confidence that support the implementation of healthcare information technology to improve the quality of care and patient outcomes. Note: Microsoft Project 2010 is required for this course.

**NURS 6500 - Capstone Synthesis: Practicum I**

(3 sem. cr.) Students in the practicum are provided with the opportunity to engage in a supervised experience that integrates theory and research with practice. With guidance and support from their preceptor and instructor, students apply theory to understand better a specialization role in the context of an organization, formulate and achieve individualized learning objectives, and initiate a project conceptualized in collaboration with their preceptor in agreement with the instructor. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students also complete a cumulative journal in which they provide evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

**NURS 6501 - Advanced Pathophysiology**

(5 cr.) Advanced practice nurses must be equipped with an in-depth understanding of pathophysiological disease processes across the lifespan. In this course, students focus on understanding the biophysiological processes, the deviations from these processes, and an in-depth examination of the scientific concepts related to the biology of disease processes. Advanced practice nursing students learn how normal organ systems function and how organ systems are interrelated to help the body maintain homeostasis. Through knowledge of pathophysiological disease processes, students gain the information needed to develop appropriate treatment plans for patients across the lifespan. Students explore a variety of topics, such as immunity, inflammation, cancer genetics, and cardiovascular disease. They also examine a range of disease processes, including hematologic, renal, neurologic, gastrointestinal, and reproductive disorders.

**NURS 6510 - Capstone Synthesis: Practicum II**

(3 sem. cr.) This course is a continuation of students’ practicum experience and coursework started in NURS 6500. Students bring closure to their work on real-world problems, which they developed with their preceptors earlier in their experience. They also evaluate and complete their practicum project and present it to their work site and in the online classroom. The practicum (NURS 6500 and NURS 6510) requires a minimum of 125 total hours, which students record in their time log. Students continue work on their cumulative journal, which provides evidence-based or theory-based analyses of activities, issues, or problems that occur during their experience.

**NURS 6511 - Advanced Health Assessment and Diagnostic Reasoning**

(5 cr.) The physical and emotional well-being of patients and families can be complex and multifaceted. Advanced practice nurses need to have the knowledge and ability to provide safe, competent, and comprehensive physical health assessments to develop appropriate treatment plans. Students in this course focus on concepts and assessment skills to care for patients across the lifespan. They learn to use diagnostic reasoning, advanced communication, and physical
assessment skills to identify changes in health patterns, from conception to geriatrics. Students also use a systematic approach through which they focus on the assessment of patients with acute and chronic health problems. They engage in course assignments that emphasize health promotion, disease prevention, and health maintenance across the lifespan.

**NURS 6521 - Advanced Pharmacology**

(5 cr.) A solid foundation in the concepts and principles of drug therapy across the lifespan is essential to the work of advanced practice nurses. Students in this course apply the advanced principles of pharmacology, including pharmacogenomics, pharmacokinetics, and pharmacodynamics, by analysis of common drug classes prescribed by advanced practice nurses across the lifespan. Factors influencing successful therapy such as effectiveness, safety, acceptability, cost, genetic/environmental influences, complementary regimens, and patient behaviors are considered. Through this course, students prepare to examine complex decisions in the management and treatment of selected acute and chronic diseases across the lifespan through pharmacologic and nonpharmacologic agents. Advanced practice nursing students will have a more in-depth understanding of drug legislation and regulation for prescribing drugs.

**NURS 6531 - Advanced Practice Care of Adults Across the Lifespan**

(5 cr.) In this course, students learn how nurse practitioners master the art and science of clinical decision making among adult populations. Students focus on the diagnosis and management of primary healthcare needs and problems of the adult and elderly adult. They engage in a variety of course assignments that focus on physical and behavioral disease processes central to diagnosing illnesses as well as planning, implementing, and evaluating therapeutic treatment programs for acute illnesses commonly encountered in a primary healthcare setting. Students gain confidence in clinical experiences in a primary healthcare setting where they learn to plan, implement, and evaluate therapeutic regimens for adult patients with common acute and chronic illnesses. *(Prerequisite(s): NURS 6501, NURS 6511, and NURS 6521.)* **Note:** This course requires a minimum of 144 practicum hours.

**NURS 6540 - Advanced Practice Care of Frail Elders**

(5 cr.) The frail elderly are a subpopulation characterized by inactivity and weight loss. In this course, students focus on the complex healthcare and management needs of the frail elderly by advanced nurse practitioners in community settings. Students learn to plan, implement, and evaluate therapeutic regimens through the analysis of case studies and the actual care of frail elderly in various settings. Additionally, students examine content related to end-of-life care and caregiver issues to gain the knowledge and sensibilities needed to implement positive change for the quality of life available to this vulnerable population. *(Prerequisite(s): NURS 6501, NURS 6511, NURS 6521, and NURS 6531.)* **Note:** This course requires a minimum of 144 practicum hours.

**NURS 6541 - Primary Care of Adolescents and Children**

(5 cr.) How can a nurse practitioner master the art and science of clinical decision making among pediatric populations? This course provides students with the opportunity to answer this question as they examine content related to the primary healthcare of children and adolescents while focusing on common health problems. Students learn how to identify, diagnose, and manage
these problems. They also gain confidence in clinical experience in a primary healthcare setting that provides opportunities to assess, diagnose, plan, implement, and evaluate therapeutic regimens for acute and chronic illnesses commonly found in children and adolescents. (Prerequisite(s): NURS 6501, NURS 6511, NURS 6521, and NURS 6531.) Note: This course requires a minimum of 144 practicum hours.

**NURS 6550 - Advanced Practice Care of Adults in Acute Care Settings I**

(5 cr.) The complex assessment and care of patients in the hospital setting will require advanced practice nurses to obtain the specialized skills necessary to provide high-quality care for patients in these acute care settings. This course is designed to prepare students to provide care for acutely ill and critically ill patients. Students in this course will be introduced to the role of the advanced practice nurse, while gaining confidence in caring for acutely ill patients. Through course assignments and clinical practice in the acute care setting they will plan, implement, and evaluate care for critically ill patients. Students will also increase their knowledge of pharmacologic management of hospitalized patients, while applying knowledge gained through previous coursework. Note: This course requires a minimum of 144 practicum hours.

**NURS 6551 - Primary Care of Women**

(5 cr.) How can a nurse practitioner decide what is important to focus on in a 15- to 30-minute appointment with a woman seeking primary care? Students in this course gain opportunities to teach and promote wellness in women through the process of screening for commonly seen in gynecological disorders. Students learn to analyze data to interpret results for the benefit of women seeking assistance with planning healthy lifestyle behaviors. They also gain clinical experience in a primary healthcare setting that provides opportunities to increase competence in diagnosis, treatment, referrals, or follow-up care with a concentration on improving patient outcomes. (Prerequisite(s): NURS 6501, NURS 6511, NURS 6521, NURS 6531, and either NURS 6540 or NURS 6541.) Note: This course requires a minimum of 144 practicum hours.

**NURS 6560 - Advanced Practice Care of Adults in Acute Care Settings II**

(5 cr.) Students in this course will advance their clinical competence in the care of patients in acute care settings by building on knowledge and skills gained in the NURS 6550. Through clinical practice, students will build confidence as they begin the transition from student to advanced practice nurse. Classroom activities and case studies will enable students to explore the complex healthcare system including multiple governmental, social, and personal resources available to acutely ill adults across the age continuum. Clinical experiences in hospital settings will provide students with the continued opportunity to develop, implement, and evaluate management plans for adults and older adults with complex acute, critical, and chronic illness. The application of knowledge in the management of patients and the collaboration between the advanced practice nurse and the patient, family, and interprofessional healthcare team are emphasized. Note: This course requires a minimum of 144 practicum hours.

**NURS 6561 - Direct Care Roles in Health Promotion and Disease Prevention Across the Lifespan**

(5 cr.) Taking a broader view of the comprehensive perspectives of health in a community is imperative for an advanced practice nurse. Students in this course focus on health-related
behaviors that impact the health and wellness of individuals across their lifespan. Students examine how nutrition, exercise, smoking, and a sedentary lifestyle relate to common diseases. Through case studies and a group project, students complete risk assessments, diagnose health problems directly related to risky lifestyles, and implement and evaluate various behavioral and therapeutic measures to reduce the negative behavior and improve lifestyles. (Prerequisite(s): NURS 6501, NURS 6511, NURS 6521, NURS 6531, and either NURS 6540 or NURS 6541, and NURS 6551). Note: This course requires a minimum of 144 practicum hours.

**NURS 6600 - Capstone Synthesis Practicum**

(5 cr.) Students in this course apply the MSN curriculum experience by translating knowledge into practice by designing, developing, and implementing a project in a professional healthcare setting. By using the culmination of learning, students gain the opportunity to effect positive social change within the healthcare delivery environment in the roles of change agent and nurse. The result of the practicum experience provides students with an experience through which they develop their passion as a practitioner while enhancing the nurse role as an advocate for social change within the context of a scholarly presence. Note: This course requires a minimum of 144 practicum hours.

**NURS 8000 - Foundations and Essentials of Doctoral Study in Nursing**

(1 cr.) Students in this course are introduced to Walden University and are provided with a foundation for professional development in doctoral nursing practice. Students learn professional standards and end-of-program expectations. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the requirements for successful participation in an online curriculum. Students also explore the essentials of being a Walden doctoral student, which include past, present, and future similarities and differences between the Doctor of Nursing Practice (DNP) and a Ph.D. in nursing, relevant professional and specialty standards of doctoral-level nursing practice, intra- and interprofessional collaboration, and the process of the DNP project.

The DNP program requires that all students complete The Measured Success Writing Assessment during the first course in the program, NURS 8000. This assessment is a computer-based evaluation in which students write an essay online to determine “writing readiness” at the doctoral level. An outside vendor provides an automated evaluation of the student’s writing sample. The assessment is cost-free to students. The writing assessment provides a holistic score of 1–6, as well as scores for five analytical writing categories. The categories include: focus/meaning, content development, organization, language/style, and mechanics/conventions. Students who do not demonstrate writing readiness are encouraged to enroll in WCSS 6000N - Graduate Writing: Evaluative and Persuasive Composition Skills. The course provides students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. There is no cost to the student for this course.

**NURS 8100 - Healthcare Policy and Advocacy**

(5 cr.) Many economic, financial, and political factors influence the delivery of healthcare, making healthcare reform a challenging task. In this course, students examine these factors and challenges, and they consider policy reform through legal, regulatory, ethical, societal, and
organizational contexts. They examine the political and policy process, including agenda setting, stakeholder analysis, and application of policy analysis frameworks. Students also explore the importance of interprofessional collaboration in improving health outcomes through the policy process and advocacy for development and implementation of nursing and healthcare policies in organizations at the local, state, national, and international levels. Students engage in written analyses through which they develop new policies and critically evaluate existing policies through policy analysis frameworks.

**NURS 8110 - Theoretical and Scientific Foundations for Nursing**

(5 cr.) In this course, students focus on the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. They examine the scientific underpinnings for nursing practice, including bio-behavioral, pathophysiological, psychosocial, and environmental sciences, and they explore the interrelationship among knowledge, research, and practice. Students also explore and discuss clinical inquiry, ethical issues, and models of evidence-based practice. Considering various philosophies, students describe their own philosophy of nursing. They also apply course concepts to a variety of practical assignments, including a literature review, concept map, and evaluation of current clinical practice problems, among others.

**NURS 8200 - Methods for Evidence-Based Practice**

(5 cr.) The focus of this course is the integration of scientific, philosophical, and theoretical concepts as the basis for the highest level of nursing practice. The scientific underpinnings for nursing practice including bio-behavioral, pathophysiological, psychosocial, and environmental sciences are examined. The interrelationship between knowledge, research, and practice is explored. Clinical inquiry, ethical issues, and models of evidence-based practice are presented.

**NURS 8210 - Transforming Nursing and Healthcare Through Technology**

(5 cr.) When used effectively, information technology can support generation of new knowledge and emerging information technologies. In this course, students examine the critical appraisal and use of information technology in advanced nursing practice. Students work toward gaining the skills and knowledge to process and manage information systems/technology resources in consumer, clinical, and public health settings. Students engage in a variety of discussions and assignments designed to provide practical application of content on topics including retrieval and critical analysis of digital data to support healthcare quality improvement; electronic health records integration and evaluation; and Web-based learning and intervention tools to support and improve patient care. They also explore ethical, regulatory, and legal issues as well as the healthcare standards and principles for selecting and evaluating information systems and patient care technology.

**NURS 8250 - Advanced Theoretical and Scientific Perspectives in Nursing**

(5 cr.) This course focuses on the sufficient formal and informal learning experiences to build scientific depth in an identified area of study. The student will gain the competencies to critique, utilize, and integrate different theoretical and scientific perspectives for the conduct of research including team science to generate new ideas based on a critical evaluation of existing
knowledge. Attention is given to integration of the components of scholarship, research, teaching, mentoring, and service to the profession gained from understanding the theoretical/scientific underpinnings of nursing and other disciplines.

**NURS 8300 - Organizational and Systems Leadership for Quality Improvement**

(5 cr.) In this course, students consider the importance of developing leadership strategies and competencies specific to healthcare organizations and systems for quality improvement. Students focus on understanding the unique organizational structures and behaviors that impact organizational performance. They explore and discuss the roles and responsibilities of leaders, managers, and administrators within healthcare organizations from the macro (organization-wide) perspective and micro (individual and team performance) perspective. They also examine key organizational theories, principles, and concepts, including mission, vision, values, and strategic and operational planning in relation to achieving the effective and efficient delivery of safe healthcare services. Additionally, students consider the goal of managing outcomes through data analysis as well as through knowledge and skills based on contemporary theory and research, including motivation, communication, teamwork, leadership style, power, change, quality management, coalition building, negotiation, and conflict management. Applying course concepts, students engage in self-evaluation and consider ways to develop leadership skills and self-awareness.

**NURS 8310 - Epidemiology and Population Health**

(5 cr.) Students in this course are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations. Students examine important study designs and discuss the strengths and weaknesses inherent in each. They explore and discuss select global problems, such as infectious diseases, bioterrorism attacks, and effects of disasters and emergencies, and they apply epidemiologic and biostatistical methods to study factors related to aggregate, population, and individual health. Additionally, students work toward gaining cultural sensitivity and an interprofessional approach to caring for diverse populations at risk to ensure access to care.

**NURS 8400 - Evidence-Based Practice I: Assessment and Design**

(5 cr.) In this course, students focus on the competencies required of the healthcare professional in planning for the design, development, implementation, and evaluation of health promotion and disease prevention initiatives. They explore and discuss strategic approaches to planning, implementation, and evaluation, including cost-benefit analysis. Preparing for their DNP project, students select a faculty mentor and develop portfolio evidence through an integrative critical review of literature, which leads them to identify a clinical/practice question. **Note:** This is a 5-credit course (4 didactic credits, 1 clinical credit). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

**NURS 8410 - Best Practices In Nursing Specialties**

(5 cr.) A scholarly inquiry of key concepts in nursing is presented in this course. Students analyze best practices and evolving issues in their nursing areas of practice. They explore advanced specialty practice problems through a guided initial review of literature. Students
develop a program or project to address clinical/practice questions under the guidance of an approved clinical mentor. Students generate a portfolio evidence plan to address clinical/practice questions related to issues such as program planning, practice change, consultation, quality improvement projects, pilot study proposals, and Institutional Review Board (IRB) approvals. **Note:** This is a 5-credit course (4 didactic credits, 1 clinical credit). Clinical hours have a 1:6 ratio (credit/clinical), resulting in 72 clinical hours.

**NURS 8500 - Evidence-Based Practice II: Planning and Implementation**

(3 cr.) In this DNP practicum course, students focus on planning and implementing a program/project design to address their clinical/practice questions; students complete work under the guidance of an approved clinical mentor. Generating practicum portfolio evidence, students complete a systematic review that drills down to the evidence regarding their clinical/practice question and resulting findings, conclusions, and recommendations. **Note:** This 3-credit practicum course has a 1:6 ratio of credit to clinical hours, resulting in 216 clinical hours.

**NURS 8510 - Evidence-Based Practice III: Implementation, Evaluation, and Dissemination**

(3 cr.) This DNP practicum course will focus on evaluation and dissemination of a program/project design to intervene with clinical/practice questions under the guidance of an approved clinical mentor. **Note:** As a practicum course, the course is designed with 3 credits at a 1:6 ratio = 216 clinical hours. Additionally, the student will generate practicum portfolio evidence: Submission of scholarly article for refereed publication and/or actual presentation (podium) and completed portfolio requirements (resume, self-evaluation, and reflection).

**NURS 8551 - Preparing for Dissertation**

(5 cr.) The focus of this course is on the preparation for the dissertation phase of training. In this course, students identify a dissertation topic and potential dissertation committee members; begin to conduct a literature review; develop a problem statement and research questions; and evaluate research designs, methods, and types of analyses to use for their dissertation. Students also complete their initial premise in this course and an annotated outline of their prospectus.

**NURS 8600 - DNP Field Experience**

(1 cr.) Students may take the DNP Field Experience course up to six times based on practicum hours attained prior to DNP admission. Students generate practicum portfolio evidence: Submission of a scholarly article for refereed publication and/or actual presentation (podium) and completed portfolio requirements. This 1-credit practicum course has a 1:6 ratio of credit to practicum hours, resulting in 72 practicum hours.

**NURS 8700 - DNP Project Mentoring**

(0 cr.) This course will serve as a platform for the ongoing collaborative learning communication between students and their DNP Project Committee chairs and as a repository for drafts and documentation materials related to the DNP project. Students will be assigned to sections of NURS 8700 based on their DNP Project Committee chair.
NURS 8701 - DNP Project Completion

(3 cr.) The purpose of this course is to serve as a platform for ongoing communication between students and their DNP Project Committee chairs and a repository for drafts and documentation related to the DNP project. Students will be assigned to sections of NURS 8701 based on their DNP Project Committee chair, which will support communication between students who are working on their DNP projects with common faculty chairs in an ongoing collaborative learning community.

NURS 9000 - Dissertation

(5 cr.) This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation.

PHIL 1001 - Introduction to Philosophy

(5 cr.) Philosophy is a way to explore and process complex issues in life through different perspectives. This course provides students the opportunity to think about their values, their knowledge and belief systems, their lives, and their place in the world. Students learn about concepts of logic, ethics, metaphysics, reality and truth, and political philosophy. They explore the history of philosophy in the context of important contemporary issues and positions. Through this exploration, combined with self-reflection, students learn to ground their personal philosophies in traditions of philosophical reasoning. (Prerequisite(s): ENGL 1001.)

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 2001 - Ethics

(5 cr.) Students are introduced to the nature and foundations of moral judgments and applications to contemporary moral issues in this course. Students explore an overview of ethical constraints from the prevailing philosophical and religious perspectives. Using a range of moral theories, students assess their beliefs, values, and perspectives on various ethical scenarios. Through this course, students gain the knowledge needed to formulate solutions to problems of professional and private life against the backdrop of ethical theory. (Prerequisite(s): ENGL 1001.)

◆ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PHIL 3010 - Science and Spirituality

(5 cr.) Students in this course investigate the human experience as understood through science, spiritual traditions, and contemporary thinking. They analyze the roles of evolutionary psychology, social psychology, science, and spirituality as they relate to human beliefs and experiences, such as happiness and love. Through a range of conceptual and applied assignments, students gain an understanding of historical and religious traditions and scientific
theories as well as the theories and arguments of leading scientific and religious thinkers. Students also learn to determine the separateness or duality of science and spirituality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PHSC 1001 - Earth Science**

(5 cr.) Students are introduced to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships in this course. Students explore Earth’s air, water, and physical processes as they shape the physical world. They engage in assignments that emphasize the relationship of the study of Earth sciences to the world in which they live, such as an evaluation of the world’s energy and environmental problems. Through such assignments, students develop and demonstrate an understanding of fundamental scientific principles. They also gain the knowledge needed to understand and express major issues that affect the health of their community. Additionally, students develop an appreciation for the natural processes that occur on Earth and how they impact and affect the natural world. *(Prerequisite(s): MATH 1001 or MATH 1002 or MATH 1030 or MATH 1040.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PMGT 3000 - Project Management Strategies**

(5 cr.) Organizational leaders face significant challenges in meeting strategic objectives given the global nature and inherent complexity of today’s business environment. Project management has emerged as an organizational structure and business model for attaining strategic goals. Students in this course focus on strategic project management practices, organizational support systems that support project success, project authority, and ethics in project execution. *(Prerequisite(s): BUSI 1002.)*

**PMGT 3001 - Project Management Methods I**

(5 cr.) As a business practice, project management helps organizations with a structured approach to accomplishing work and meeting strategic goals. More and more organizations now manage by projects and, as a result, the profession of project management has gained prominence. Students in this course focus on the latest concepts in project management and can gain the knowledge and skills needed to manage projects successfully as a project management professional. Topics include the major Project Management Knowledge Areas: Scope, Time, Cost, Risk, and Quality Management. *(Prerequisite(s): PMGT 3000.)*

**PMGT 4001 - Project Management Methods II**

(5 cr.) Companies now recognize the value of project management as a way to achieve greater organizational performance. Project success certainly depends on the proper application of project management tools and techniques. At the same time, the managerial skills of the professional project manager are equally or perhaps even more important. Students in this course focus on the soft skills that a professional project manager needs to manage and communicate effectively with internal and external project stakeholders. Topics include project management
knowledge areas covering Human Resource, Procurement, Communications, and Stakeholder Management. (Prerequisite(s): PMGT 3001.)

**POLI 1001 - American Government and Politics**

(5 cr.) The air we breathe, the water we drink, and the protection of our lives and property all are affected by the actions of local, regional, and national levels of government. This course introduces students to the workings of the American government and the roles, rights, and responsibilities of citizens. Students explore the constitutional foundations and major institutions of American government demonstrated through the executive, legislative, and judicial branches. They engage in a range of assignments, such as an analysis on Supreme Court decisions, to gain an understanding of how the American government functions, including the roles of political parties, elections, voting, and interest groups, as well as how the United States formulates and implements public policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 6350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.) This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**PPPA 6351 - Policy Analysis in the Criminal Justice System**

(5 cr.) This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and it offers an understanding of the policy context in which the criminal justice system functions.

**PPPA 6352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration**

(5 cr.) This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. To prepare students to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**PPPA 7201 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on
collaboration, cooperation, and coordination within and among organizations. Students apply these concepts to real-life situations and organizations. (Prerequisite(s): EDUC 7311.)

**PPPA 7202 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

(Prerequisite(s): EDUC 7311.)

**PPPA 8000 - Foundations of Doctoral Study**

(1 cr.) Students taking this course are introduced to Walden University and the requirements for successful participation in a doctoral program in an online learning environment. Students are also provided with a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on the practical application of critical reading and thinking, scholarly writing, and academic integrity. Students also become familiar with Walden’s library, scholarly resources, and APA style rules.

**PPPA 8000i - Foundations of Doctoral Studies for International Students**

(1 cr.) Students taking this course are introduced to Walden University and the requirements for successful participation in a doctoral program in an online learning environment. They are also provided with a foundation for academic and professional success as a scholar-practitioner and social-change agent, from an international student perspective. Course assignments focus on the practical application of critical reading and thinking, scholarly writing, and academic integrity, addressing themes and issues that are most relevant to international students or students who live and work outside the United States. Students also become familiar with Walden’s library, scholarly resources, and APA style rules.

**PPPA 8002 - Writing a Quality KAM Demonstration**

(2 cr.) This course covers the structure of the KAM and the research and writing techniques needed for the successful development of a KAM. In this course, students develop a draft Learning Agreement for their first KAM, under an instructor’s guidance.

**PPPA 8008 - Foundations for Doctoral Study**

(6 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social-change agent. Course assignments focus on practical application of writing and critical thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, program of study, and a sample KAM Learning Agreement.

**Note:** Students in selected doctoral programs and specializations are required to take this course immediately upon enrollment and must successfully complete it before proceeding with KAMs or coursework.
PPPA 8101 - Critical Issues in Emergency Management

(5 cr.) Students in this course examine the theories and concepts underpinning contemporary emergency management and how to understand the phenomena of natural and human-caused disasters. Students examine the historical context of emergency management, the general process of risk assessment, the emergency management cycle, communications within emergency management and crisis planning, and the general policy and legal framework surrounding the process of emergency management in the United States with a focus on the National Incident Management System (NIMS). Case studies of major catastrophes are used to explore contemporary and practical hazard management. Students can complete the FEMA Emergency Management Institute courses IS-100.b - Introduction to Incident Command System and either IS-800.b - National Response Framework: An Introduction or IS700.a - National Incident Management System as part of this course. Nationally recognized certificates are awarded for successful completion of FEMA courses.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8105 - Managing at the Boundaries: Creative Thinking for Social Change

(6 cr.) Increasingly, the boundaries between governmental levels and sectors have become blurred, requiring leaders and managers to take critical action where these bodies intersect. In this course, students examine the historical and contemporary patterns of interaction between levels of government as well as among the public, private, and nonprofit sectors in the United States. They assess the communications and interactions of stakeholders within a community to learn how these figures handle current issues of social concern. Students also investigate and analyze each socioeconomic sector, including practices and standards; incorporate methods of cross-sector collaboration; and employ their analysis to address an issue or challenge within their own community, lending to positive social change.

PPPA 8111 - Leadership and Organizational Change

(5 cr.) Successful organizations in a rapidly changing and complex world require leaders who embrace change and are able to engage others in change. In this course, students use traditional literature, current articles, and interactive media to explore the qualities, characteristics, and skills of effective leaders as well as the theories, models, and relationships between leadership and organizational change. They assess the ethical issues and standards as well as the opportunities and challenges related to leading diverse organizations through change. Students also examine how current leaders employ leadership and organizational change to contribute to social change, and they consider how to use these lessons to make further positive changes within an organization or their own community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8112 - Governance and Public Policy

(5 cr.) Democratic principles are the foundation of modern life. The course provides students with an overview of democratic governance in public administration, public policy, or nonprofit...
or nongovernmental organizations in modern society. Students examine the theoretical underpinnings of democratic governance and public policy in their chosen area of specialization necessary for doctoral-level research. Students examine the context in which public and nonprofit leaders function and the social institutions that influence public policy and guide administrative decision making. Students also review fundamental theories of governance, research current literature on a specialized topic, and apply best practices as they relate concepts to complete practical application assignments and a final case scenario project.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8115 - Writing a Quality Prospectus

(5 cr.) The prospectus is a brief paper, typically 15–20 pages in length, which helps students organize, delineate, and make decisions regarding their doctoral study and appropriate research methodology. Students create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature (typically 25–75 references); and a research, implementation, and evaluation plan for the solution of the problem. Students in this five-credit course focus specifically on the process of writing the dissertation prospectus. They employ their preliminary research plan to develop a problem statement for their dissertation. Students further refine the problem statement and carry out the planning and the library research that lends to the formulation of a dissertation prospectus.

PPPA 8137 - The Nature of Crime and Criminology

(5 cr.) Students in this course are introduced to contemporary views and theories of maladaptive and criminal behavior. They examine a broad conceptualization of criminal behavior from an interdisciplinary perspective as well as theories and application of criminal profiling. Students also explore specific views of criminal behavior germane to groups, such as psychopaths, serial offenders, and sexually violent predators. At the end of this course, students will have an understanding of the theories and practices that are the foundations of the field of criminology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8175 - Health Policy and Management

(5 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.
**PPPA 8200 - Intellectual Traditions of Public Policy and Public Administration**

(4 cr.) In this course, students have the opportunity to gain a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social, and economic context within which these theories developed. Students explore and assess the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. They examine the “layers of government” and their interdependence between local municipalities, county, state, and federal levels. Students employ doctoral-level skills, including research, analysis, and scholarly writing, to analyze and explicate ongoing controversies and debates in the field; through these assignments, students develop new perspectives and recommendations in the field as well as contribute to their own professional development.

**PPPA 8201 - Risk Assessment, Preparedness, and Disaster Mitigation**

(5 cr.) Risk assessment and mitigation are key components to effective emergency management and all-hazard planning and response. Students in this course focus on the methods and techniques required to assess an organization or government’s risk associated with the protection of human life and capital assets. They study ways to evaluate the social vulnerabilities to disaster and the special needs of at-risk populations, and they explore methods to reduce vulnerabilities and build capacity through structural and nonstructural mitigation. Additionally, students complete the FEMA Emergency Management Institute course IS-393.a - Introduction to Hazard Mitigation as part of this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8215 - Controversies in Criminal Justice**

(5 cr.) Justice is at the heart of the U.S. democratic system, yet opposing viewpoints surrounding and within the system often muddle interpretations of the law and the development of policies to promote and enforce justice. In this course, students examine events that have significantly changed how the legal system interprets the U.S. Constitution, the U.S. Code, and the U.S. Patriot Act, such as the terrorist acts of September 11, 2001. They learn how social and historical changes have shifted perspectives and sparked debates on expanding the rights of government versus safeguarding personal civil rights and civil liberties. Through discussion with peers, assessment of contemporary articles, and examination of Supreme Court cases, students have the opportunity to reflect on and broaden their own opinions and perspectives, potentially, on current criminal justice affairs in regard to issues of law enforcement, public perception, policy development, and ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8217 - Technological Solutions and 21st-Century Crime**

(5 cr.) In consideration of modern technological innovation and the spread of knowledge through digital means, the relationship between technology and criminal activity is increasing. In this course, students explore this relationship and gain a comprehensive view of cybercrime,
including current trends. They learn how law enforcement agencies use technology to track and apprehend criminals. Through real-world scenarios, students examine legal responses to cybercrime and learn different approaches and techniques for solving cybercrimes and handling related challenges. Students also have the opportunity to gain a comprehensive understanding of building cases and prosecuting crimes through practical exercises in identification, data mining, and the protection and gathering of evidence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8250 - U.S. and International Healthcare Systems**

(5 cr.) This course examines international healthcare system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting healthcare institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based healthcare organizations.

**PPPA 8301 - Disaster Response and Recovery**

(5 cr.) A major concern of disaster response professionals is meeting basic and humanitarian needs of disaster-affected populations. In this course, students explore a range of issues, including evacuation, relocation, and tactical and strategic decisions in the immediate aftermath of an emergency episode. Students study important federal policies related to disaster response and recovery, including the National Response Framework (NRF), and they can gain an understanding of how local, state, and federal policies mesh in response and recovery efforts. Through their exploration, they study how recovery begins once the immediate threat of the emergency wanes and the focus shifts to restoring disaster-affected areas. As part of this course, students complete the FEMA Emergency Management Institute course IS208.a - State Disaster Management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8305 - Professional Leadership and Ethics**

(4 cr.) The integrity of an organization depends on the ethical framework through which its leaders make decisions and solve problems. In this course, students have the opportunity to develop skills to act as professionals who employ theoretical knowledge to further democracy and social change through ethical, well-planned decision making. Students examine contemporary ethical issues of public and nonprofit sectors, and they learn why ethics is vital to the leadership role. They use conceptual tools to clarify moral dilemmas and analyze individual decision-making strategies and organizational programs from an ethical perspective. Students also engage in a final course project in which they apply concepts presented in the course to real-world ethical challenges.

**PPPA 8320 - Public Policy Implications of Terrorism Legislation and Policies**

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their
policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

**PPPA 8321 - Terrorism: A Systemic Approach for Emergency Preparedness**

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**PPPA 8322 - Critical Incident Planning and Leadership**

(5 cr.) Who is responsible for emergency management, and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

**PPPA 8330 - Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness**

(5 cr.) Professionals in all areas of public policy and administration work with individuals and organizations of different cultures on a daily basis; therefore, global consciousness is vital to effective communication and interaction in the field. In this course, students explore and analyze the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply these concepts to better understand the people, values, and policies of other cultures. They also identify and become familiar with challenges that American nonprofit organizations face as they work internationally or cross-culturally within the United States. Sharpening critical-thinking skills, students research and assess an organization within their own community that has international links; through this assessment, students gain further awareness
of different cultures and the importance of cross-cultural ties. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8331 - Crossing Borders: U.S. and International NGO Organizational Cultures and Environments**

(5 cr.) In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8332 - Placing NGOs in the Global Context**

(5 cr.) Modern public policy and administration professionals use knowledge of international culture to understand the operations and structure of nongovernmental organizations (NGOs) in different countries, thus leading to well-informed, globally responsible decisions. In this course, students engage in a comprehensive study of the cultures, structures, and activities of NGOs in select countries. Students compare the activities, organizational cultures, structures, and working environments of these countries with nonprofit organizations in the United States. Through discussions, research, and topical writing assignments, students identify and assess the values, actions, and beliefs of a selected culture to gain an in-depth understanding of that culture’s voluntary or NGO environment. (Prerequisite(s): A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8340 - Leadership for the Nonprofit Sector**

(5 cr.) An overview and history of the third sector in American society, featuring governance and nonprofit corporations, are provided to students in this course. Students explore the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. They also examine the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. Sharpening critical-thinking and communication skills, students engage in peer discussions on a variety of topics, such as societal and market trends, board liability, risk management, issues of governance, board member orientation, fund-raising, and organizational effectiveness. **Note:** This is a 12-week course.

**PPPA 8341 - Fund-Raising and Marketing in Nonprofit Organizations**

(5 cr.) Given the nature of the nonprofit sector, organizations rely heavily on relationships created with the community and potential donors, thus necessitating a strong fund-raising strategy and leaders who recognize and fulfill the needs of an organization. Students in this course explore these relationships and learn how to use basic marketing strategies to position a nonprofit organization for success. Gaining a framework for their study, students examine the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. They also learn about the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the context in which organizations use these methods.

**PPPA 8342 - Nonprofit Management**
Students in this course are provided with the basis for understanding nonprofit management issues. Students analyze the strengths and weaknesses of organizations in the nonprofit sector to gain an understanding of managerial responsibilities in promoting growth and stability. Students engage in practical assignments and discussions on issues related to nonprofit organizational management, including mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. They learn about the components of nonprofit mission statements and strategic plans, and they use critical-thinking and creative skills in the practice of developing these elements. Through this course, students have the opportunity to further their basic leadership skills to prepare for the professional responsibilities of management in the nonprofit sector.

**PPPA 8350 - Historical and Contemporary Issues in Criminal Justice**

(5 cr.) Decision and policy makers must possess a fundamental understanding of crime theory, including the history of crime development, to be able to address knowledgeably and effectively modern issues of crime. In this course, students explore the evolution of crime and punishment, from lone criminals to worldwide syndicates, using the scientific rigor built into selected readings, peer discussions, and practical assignments. They examine the philosophy of community and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Employing quantitative and qualitative research methods, students continue their assessment of contemporary issues of crime. They also learn to use existing information to consider new methods of addressing crime. This course provides students who are current leaders or those hoping to enter a leadership role with a framework upon which to build the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**PPPA 8351 - Policy Analysis in the Criminal Justice System**

(5 cr.) Criminal justice professionals must understand the various factors that influence the development of criminal justice policy, and how to evaluate whether existing policy meets its objectives. In this course, students will examine the principles of policy analysis and the role that scientific information plays in the development of criminal justice policy. Topics explored include policing, corrections, and sentencing; juvenile justice; the relationship among drugs, race, and crime; deterrence as a crime control policy; and the use of public registries. Through further analysis of criminal justice policies, students determine how these policies have changed over time, gaining insight into possible future trends of policy development and analysis.

**PPPA 8352 - Leadership: Putting Theory Into Practice in Criminal Justice Administration**

(5 cr.) There are many challenges plaguing the criminal justice system, from economic hardship to growing threats of terrorism. Leaders in the system must be adept in problem-solving, and they must possess the ability to think critically and proactively. Through this course, students are introduced to the problems that currently confront the criminal justice system administration as well as problems predicted for the future. Students prepare to lead efforts to address these challenges by engaging in practical assignments focusing on powerful models for strategic, critical, and reflective thinking. Students also engage in discussions about the major components of effective justice administration, including organizational thought and theory, leadership,
human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**PPPA 8360 - Public Safety Issues**

(5 cr.) In consideration of technological innovation, terrorism, and other modern factors, threats to the American public are changing, thus requiring professionals who have the ability to identify, plan for, and mitigate crime and disaster incidents. In this course, students examine foundational public safety concepts and investigate issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, fire services, and related organizations. They explore and discuss the ways in which public safety organizations communicate and coordinate and learn why effective interaction is vital to emergency management. They also gain practical experience employing tools used by public safety professionals, such as a public safety constituency matrix, through which students assess competing demands on the various agencies. In this course, students work toward gaining the skills needed to anticipate the needs of various constituents to develop effective public safety initiatives.

**PPPA 8361 - Managing Public Safety Organizations**

(5 cr.) Public safety leaders are responsible for finding solutions to major issues confronting their community and organizational operating systems through research, analysis, planning, and decision making. In this course, students assess these tools and solutions to learn the intricacies of managing public safety organizations. They engage in written assignments and discussions on a variety of topics, such as systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls. Students learn ways to apply classic business management techniques and leadership principles to public safety operations. They also apply concepts presented in the course to the development of solutions and alternatives to varied situations confronting public safety managers.

**PPPA 8362 - Ethics in Preserving Public Safety**

(5 cr.) Students in this course apply conceptual knowledge of management issues and planning solutions to specific cases of leadership and personal responsibility in the field of public safety. Students analyze real-world leadership and ethical issues that public safety officials encounter in their daily work, and they learn to develop effective approaches to instill standards and ethics within public safety organizations. Students also analyze classic case studies, including the federal 9/11 Commission Report, to gain lessons applicable to any public safety agency or situation, including intelligence, planning, operations, command, interagency coordination, communication, and technology.

**PPPA 8380 - Policy and Politics in American Political Institutions**

(5 cr.) Students in this course are introduced to the crafts of policymaking and policy analysis in the U.S. democratic system. Students examine the tasks involved in the policy process, including setting agendas, using policy analysis tools, managing the political process, implementing policy, and providing evaluations and feedback. Though this analysis, students work toward developing skills to conduct policy and economic analyses as well as to determine the political feasibility of
proposed policies. They learn about regulation as a policy choice. They also work toward enhancing their ability to develop alternatives and to assess strategies proposed to achieve certain policy objectives. Students engage in scholarly writing assignments and discussions on policy areas of interest, such as communications, immigration, transportation, housing, labor, arts, and environmental policies.

**PPPA 8381 - Public Policy and Evaluation**

(5 cr.) There are a variety of tools available to policymakers and policy analysts to evaluate the impact of social programs. In this course, students examine these tools and work toward gaining the skills needed to develop plans for evaluation and to assess social programs effectively. Students engage in discussions and assignments designed to provide practical application of content on a variety of topics, such as selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and providing evaluation reports and feedback to decision makers. Using concepts presented in the course, students gain hands-on experience developing an evaluation design for a social program.

**PPPA 8382 - Public Policy and Finance**

(5 cr.) Public policymakers often rely on microeconomic and macroeconomic models to formulate new policies and re-evaluate existing policies. In this course, students examine the use of such models in the public policy setting and assess how public finance influences policy choices as well as implementation alternatives. Through weekly, analytical writing assignments and peer discussions, students explore tax policies and tax incentive models; budgeting, public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare, food stamps, workers’ compensation, Social Security, and outsourcing of public programs. Synthesizing course content and applying critical-thinking skills, students assess a local government jurisdiction, examine the decisions of policymakers, and recommend improvements based on economic models.

**PPPA 8390 - Strategic Context of Public Management and Leadership**

(5 cr.) Students in this course engage in a collaborative study of the changing strategic context of public administration. Students apply a systems perspective to construct a public enterprise “mental” model of a public organization to understand the strategic context for practical action and the stakeholder relations involved. Students demonstrate their knowledge of the interrelated flows of money, knowledge, and influence, as they weave these elements in their model. They engage in readings and practical assignments that emphasize management and leadership in a time of unprecedented and unpredictable change. Students also work toward developing professional-action habits for pragmatic action-learning in the practice of public administration.

**PPPA 8391 - Transformative Change in a Shared-Power World**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of
transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**PPPA 8392 - The Language of Leadership**

(5 cr.) In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. In this course, students examine techniques, such as effective communication, used in dynamic leadership that affect conscious and unconscious influences on human behavior. Through discussions, group assignments, and individual projects, students apply theoretical and practical course content to demonstrate the necessary components for making effective human connections. Students also learn why stories, symbols, and metaphors are essential elements in the language of leadership.

**PPPA 8400 - Nonprofit and Governmental Budgeting and Finance**

(4 cr.) Financial management systems play a vital role in many organizations, and there are many factors contributing to and affecting their success. In this course, students explore the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They examine governmental and nonprofit budgeting policies and practices, and they explore the fiscal climate within which these organizations have to operate. They also assess and discuss a variety of topics, such as issues related to budgeting and planning, generating revenue, controlling expenditures, and serving different constituencies. Students engage in practical exercises, learning how to construct budgets and capital improvement plans, as well as how to generate funds successfully to support nonprofit sector organizations.

**PPPA 8401 - Public Health Leadership and Systems Thinking**

(5 cr.) In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8405 - Ethics and Social Justice**

(5 cr.) Ethics is a foundational element of leadership. In this course, students examine the philosophy of ethics as well as responsibility and social justice—basic tenets of public service. Students explore the complex social, political, and related ethical challenges leaders face as they seek to meet the needs of diverse constituents. They examine ethics and social justice related to economic disparity, power, and privilege. Students also assess demographic data and current
social trends and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community. Applying concepts presented in the course, students engage in an in-depth assessment of an emerging or persistent ethical or social justice issue, through which they demonstrate their ability to make recommendations for improvement or change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8420 - Health Economics**

(5 cr.) Students in this course examine the application of economic principles to healthcare managerial decision making regarding the amount, structure, and distribution of healthcare resources and services. Because of the complexity and uncertainty of the healthcare system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. Students advance their knowledge of economic principles as reflected in the population demand for health; the demand for healthcare and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard, and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and nonprofit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges healthcare organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8431 - Finance and Budgeting for the Public Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in both public and nonprofit operations. Students in this course examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. They assess theories for motivating major fiscal-policy debates, and they explore and discuss auditing practices, tax systems, financial management,budgetary reform, financial technology systems, the use of dashboards for financial reporting, and the impact of globalization on finance and budget. Students read and analyze budgets, financial statements, and reports. They contextualize their learning as they apply knowledge gained from their analysis to develop a new budget and financial plan for either a public or a private organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8432 - Finance and Budgeting for the Nonprofit Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and
financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations plan strategies to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning, including collaboration, cooperation, and coordination. They also examine the benefits, challenges, and pitfalls of strategic planning, in addition to the impact of globalization. Students apply these concepts to real-life scenarios and develop a strategic plan for a nonprofit or a public organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8500 - Organizational Theory and Behavior

(4 cr.) What is groupthink and how does it affect organizations? In this course, students have the opportunity to answer such questions as they learn about behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. They apply current theories and methods to case studies, proposals, and personal experiences on a variety of topics, including motivation, productivity, diversity, group development, team building, decision-making and communication processes, power and politics, leadership, job design, and organizational culture. Through this course, students work toward gaining the skills and abilities essential for effective management in changing organizational contexts.

PPPA 8510 - Theories of Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8520 - Contemporary Research and Issues in Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
PPPA 8530 - Professional Practice Application of Democratic Governance

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8600 - Human Resource Management

(4 cr.) Managing human resources in an age of technology, economic disparity, and an aging workforce presents unique challenges and requires a foundational understanding of the philosophy, approaches, and systems of human resource (HR) management. Students in this course are provided with a survey of these elements, specific to managing individuals in government and nonprofit organizations. Students explore historical developments, personnel management practices and behaviors, and contemporary issues. They also examine functions of recruitment, classification, compensation, training, evaluation, and labor-management relations. Through examination of traditional literature and current resources, including shared experiences through peer discussions, students identify modern challenges and future trends in HR management and develop ideal systems and solutions to problems.

PPPA 8612 - Classical and Emerging Paradigms of Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8622 - Current Research on Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

PPPA 8632 - Professional Practice Application of a Theory of Leadership and Organizational Change

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising
three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**PPPA 8700 - Policy Analysis**

(4 cr.) Public and nonprofit administrators are involved intimately in policy and decision making at the executive and legislative (or board) levels. Students in this course are provided with a broad perspective on the policy process. They assess the roles of public policy administrators at all levels and explore how administrators initiate, research, shape for decision making, choose, implement, and then evaluate policy. Students also examine the dynamics of the policymaking process as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

**PPPA 8710 - Theories in Selected Specialization Topic**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**PPPA 8720 - Current Research in Specialization Topic**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**PPPA 8730 - Professional Practice Application of Specialization Topic**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**PPPA 8740 - Disaster, Crisis, and Trauma**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic
stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate, service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8741 - Psychology of Terrorism♦

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8800 - Strategic Management of Information

(4 cr.) Advancements in information technology are making e-government a reality, but they are also causing administrators to rethink their approach to service delivery. Students in this course conduct an in-depth assessment of information resources and their implications for the public and nonprofit sectors. They assess current practices and challenges and consider new ways of structuring organizations for greater productivity, applying concepts of strategic planning, technology assessment, and operational activities. They also examine the impact of human systems and organizational culture on information technology. Students employ doctoral-level research skills to conduct a formal literature review related to a contemporary problem in information systems management.

PPPA 8810 - Fundamentals of Law and Public Policy♦

(5 cr.) Legal decisions and the law often have a major impact on the creation of public policy. In this course, students explore and discuss the relationship between laws and public policy and the impact that court decisions have on policy and policy leaders. They examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students have the opportunity to sharpen their critical-thinking and research-database skills as they search for real-world examples of how fundamental legal concepts and processes affect the
creation and execution of law and public policy.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8811 - Legal Research for Policy Practitioners**

(5 cr.) There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students explore the many print and electronic resources available for legal research. Students examine how practitioners use the law to inform the creation of public policy. They engage in assignments designed to provide practical application of content to learn how to navigate legal libraries, cite cases, and employ research to support public policy. Students also gain experience in applying legal research to case studies and contemporary issues.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8812 - Contemporary Cases and Issues in the Courts**

(5 cr.) Major issues in the Supreme Court continue to have an impact on public policy at the state and local levels. In this course, students examine major past and current U.S. Supreme Court cases related to abortion, privacy, due process, personal property, and freedom of religion and speech. They also examine major cases related to state powers, government entitlement, and powers of the judicial and federal branches of government. From this assessment, students determine how outcomes of such cases affect public policy. Students also explore and discuss individual rights, property rights, administrative law, immigration law, and foreign policy as well as contemporary issues and case studies, to which they apply legal research and verdicts.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8820 - Elements of Sustainable and Livable Communities**

(5 cr.) Creating and maintaining sustainable and livable communities requires leaders who understand the connections among the natural, built, and social environments, and who can address these connections in a holistic and integrated fashion. Students in this course examine concepts of sustainability and livability and explore popular approaches to creating and maintaining communities that are more environmentally sound, economically prosperous, and socially equitable. They also focus on strategies to halt urban sprawl and to promote alternative modes of transportation. Students define and explore these concepts through case studies and examples drawn from local communities.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PPPA 8821 - Tools for Sustainable Community Development**

(5 cr.) Effective community leaders must be familiar with a wide range of tools, strategies, and skills to create sustainable communities. In this course, students examine these elements to learn how leaders build capacity for community change; assess community needs and resources; create community visions; promote stakeholder interest and participation; analyze community
problems; and carry out practices and interventions to improve sustainability in communities. They also explore sustainability frameworks and models, and they apply these and other concepts presented in the course to develop a proposal for sustainable community development, focusing on community assessment, stakeholder involvement, and development planning.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8822 - Current Issues in Regional and Local Public Policy♦

(5 cr.) Public decisionmakers must understand and address a variety of complex and interrelated issues, such as land use and transportation, energy and environment, housing and schools, and regional economic development. In this course, students learn how leaders attend to these issues in light of existing policies and contemporary social, economic, political, demographic, and technological trends. Students explore and discuss planning processes, tools, approaches, strategies, and policies used to create sustainable and livable communities through collaborative processes involving multiple stakeholders. Through the development of a policy-option written assignment, students assess critical issues and identify problem-solving strategies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8830 - Current Issues in Homeland Security

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, policies, and strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students apply fundamental concepts and principles of homeland security to case studies and current issues.

PPPA 8831 - Critical Incident Leadership and Planning

(5 cr.) Strategic leadership and planning are required to prevent, respond to, and recover effectively from critical incidents that threaten homeland security. Students in this course explore the role and importance of leadership and planning in critical incident management and the application of tools, strategies, and systems to specific critical incidents. Through the evaluation of case students, students examine the impact of critical incidents on individuals and communities as well as roles of government agencies and nongovernment organizations in managing such incidents. Using concepts and theories presented in the course, students develop a critical incident management plan for their community through which they consider new strategies and perspectives in regard to critical incident leadership and planning.

PPPA 8832 - Terrorism: Legislation and Policy♦

(5 cr.) The events of Sept. 11 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related to terrorism.
• Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8840 - Independent Study

(4 cr.) Students in this course are provided with an opportunity to create and conduct an individualized area of study. Students are assigned an instructor to assist and assess their work throughout the course.

PPPA 8841 - Health Policy and Management

(5 cr.) In this course, students examine the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process is addressed, as well as the advocacy role of the public health professional in influencing local, state, and federal policy. The impact of global trends on public health practice, policy, and systems is also considered.

PPPA 8842 - Leadership, Professionalism, and Ethics in Public Health Practice

(5 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the well-being of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the assurance of public health through legislation and regulation. Students investigate contemporary legal and regulatory issues arising in public health practice and emergencies, and they assess public health security and preparedness in response to bioterrorism and disasters. They also discuss the impact of cost, benefits, legal factors, and other considerations on ethical research and practice. Through the application of theories and concepts assessed in the course, students propose potential solutions to current public health issues.

PPPA 8843 - Legal and Regulatory Aspects of Public Health

(5 cr.) In this course, students examine the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

• Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8850 - Introduction to the Nonprofit Sector

(5 cr.) Nonprofit organizations (NPOs) can serve to affect people’s lives positively through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply
marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8851 - Board Governance and Volunteer Management♦

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8852 - Resource Development♦

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PPPA 8920 - Health Services Financial Management

(5 cr.) The focus of this course is on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision making. Topics include financial reporting statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management.

PPPA 9000 - Dissertation

(20 cr.) The final dissertation demonstrates students’ scholarly ability to examine, critique, and synthesize knowledge and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. Doctoral students have the opportunity to integrate their program of study into an in-depth exploration of an interest area, culminating in the completion their dissertation research study in
this course. Students complete the dissertation independently, with the guidance of a supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and a final oral presentation and written dissertation. Ultimately, every dissertation should make a fresh contribution to the field of public policy and administration. (Prerequisite(s): Core KAMs, RSCH 8100P, RSCH 8200P, and RSCH 8300P.)

**Note:** When students register for PPPA 9000, they will be registered automatically each term until successful completion of the dissertation.

**PREL 3001 - Principles of Public Relations**

(5 cr.) How is communication conducted between a community and private entities, and in what ways can this communication affect decision making and outcome of actions? Preparing students to answer such questions and to understand, appreciate, and apply the fundamentals of public relations (PR) is a goal of this course. Students learn about the relationships that practitioners have with both internal and external communities who are affected by and who affect an organization’s actions or planning. Students also build their command of the basic principles and practices of PR, while applying these concepts to real-world scenarios and a written plan that includes the various phases of the PR process. (Prerequisite(s): COMM 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PREL 4101 - Publicity and Public Relations**

(5 cr.) Public relations (PR) professionals play an important role in promoting a positive image for a wide variety of organizations, such as corporations and schools, and influential individuals, such as celebrities and politicians. In this course, students build on PR proficiencies to apply the principles and concepts of PR, specifically targeting positive publicity of persons, places, and purposes. Students assess the risks and benefits of PR tools to inform and influence the community and assess the use of social media in PR efforts. Through the extensive use of case studies, students also have the opportunity to develop expertise in promoting constructive publicity in PR through analyzing both successes and failures in the real world. (Prerequisite(s): PREL 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PREL 4102 - Applied Public Relations**

(5 cr.) Building brand relationships, fostering interactions between marketers and customers, and reaching consumers through new means of cost-effective technology now often rely on the combined efforts of advertising through marketing and the guidance of public relations (PR) professionals. Students in this course learn to apply the principles and practices of PR using the medium of advertising to achieve desired end results. Outlining the process of a PR plan, students draw upon the combined knowledge and skills in media relations, effective communications, market awareness, and integrated messaging to practice creating leverage and opportunity for organizations, individuals, products, and places. (Prerequisite(s): PREL 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PREL 4103 - Crisis Communications

(5 cr.) Rapid shifts in the economy, changes in political leaders, and negative news reports are just a few of the factors affecting marketing campaigns and public relations (PR) efforts. In this course, students can learn the value of managing internal and external communications effectively in situations of risk, crisis, and sudden change—a critical competence for PR professionals and organizations. Students examine successful and unsuccessful crisis communication efforts and consider issues of contingency planning, speed, transparency, multiple modalities, stakeholder analysis, and ethics. They engage in assignments designed to provide practical application of content through which they gain experience developing a communication plan to mitigate and solve issues of crisis in PR. (Prerequisite(s): PREL 3001 or HLTH 3115.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 1002 - Global Issues in Politics

(5 cr.) Professionals working in the political science and public administration arena must have a firm understanding of current political, social, economic, and religious issues to engage successfully in decision making, political debates, policymaking, and other responsibilities inherent to the profession. In this course, students develop their understanding of global society through political issues. They identify the major challenges to peace and sustainability in the global environment. They also explore and discuss issues related to energy, trade, human rights, healthcare, sex and drug trafficking, and the disparity between rich nations and poor nations. Through this course, students gain skills needed to stay abreast of global issues in politics, and they consider how these issues can affect their daily personal and professional lives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 1003 - Political Controversies

(5 cr.) The Declaration of Independence asserts that all men are entitled to life, liberty, and the pursuit of happiness; though, society continues to argue over how to guarantee these inalienable rights. In this course, students apply the principles of the U.S. Constitution and examine several modern political controversies, such as same-sex marriage, the role of the media in society, the debate over gun control, and others in light of their relationship to larger enduring political debates. Students employ course concepts to practical applications on a variety of topics, such as critiquing argument, protecting personal privacy, ensuring equal opportunity, predicting debate outcomes, and evaluating profiling, among others.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 2001 - Principles of Public Administration

(5 cr.) Public administrators make daily decisions and implement programs that impact our lives in countless ways. In this course, students explore how public administrators and managers
conduct the business of government, such as implementing public policy. They assess and discuss the issues and challenges these figures encounter while performing their jobs as well as future trends and potential issues they may face in the future. Students engage in short writing assignments through which they apply learning and reflect on how course concepts apply to the real world and their lives. Through this course, students come to understand the variety of jobs that public administrators perform and their crucial role in the successful operation of government.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2002 - The Making of Public Policy**

(5 cr.) What is public policy? Who develops it and how is it made? In this course, students explore how the government makes decisions and the impact these decisions have on people and communities. Students learn how issues become important, how groups exercise power, and how government policies are evaluated and modified. Students also examine whether the public policy process is generally fair to the majority of citizens or whether it provides unfair advantage to certain groups. This course offers students an opportunity to engage in the exploration of many of the questions and issues surrounding the development of public policy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2020 - Complex Organizations**

(5 cr.) Factors of the 21st century present workforce dilemmas and challenges that necessitate organizational leaders who can manage conflict and make decisions for stability and sustainability internally as well as for society. In this course, students examine how organizations lend to problem-solving in the modern world, affecting the lives of individuals. They assess why some organizations perform well, while others rarely succeed. They also learn how the structure of an organization, its culture and climate, and its leadership contribute to its ability to accomplish its mission and goals. Additionally, students identify the main characteristics of organizations in the public and nonprofit sector. Through assignments designed to provide practical application of content, students employ course concepts to assess related topics, such as the impact of employee personality traits on an organization, strengths and limitations of teams, and conflict resolution in organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2030 - Leadership and Volunteerism**

(5 cr.) Volunteers are one of the most important resources for nonprofit organizations. Through this course, students learn the crucial importance of volunteers to organizations and groups striving to build better communities and address important social problems. Students explore how successful leaders recruit qualified volunteers, retain their commitment over time, and empower them to act on behalf of shared goals. They identify the key challenges facing organizations that rely heavily on volunteers and the most effective means of addressing these
challenges. Students also examine and discuss the particular leadership skills required in volunteer organizations and consider how they can develop these proficiencies to lead future volunteer efforts and effect positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 2050 - Social Entrepreneurship**

(5 cr.) Society often associates entrepreneurship with the business world in which creative individuals use their imagination and skills to amass large fortunes. In this course, students explore a new breed of entrepreneur—the social entrepreneur. Students learn how social entrepreneurs help others by combining resources in unique ways to change underlying social structures for the greater good. Students examine social entrepreneurship methods, practices, and values. They also explore and discuss the impact of social entrepreneurship on social change. Students synthesize knowledge and apply course concepts as they work toward developing an original social-entrepreneurial venture.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3001 - Constitutional Law**

(5 cr.) The Constitution is the foundation for all law in the United States. In this course, students examine how the Constitution protects individual rights, legal processes, and historical conceptions. Students use landmark Supreme Court cases to examine enduring constitutional themes, including civil rights/civil liberties, federalism, property rights, the death penalty, the rights of the accused, freedom of religion, and others. Students also explore how people attempt to use the law to promote as well as to inhibit positive social change. Through this course, students gain a fundamental understanding of constitutional law, which provides the framework for informed decision making in the professional arena.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3002 - Ethics in Public Leadership**

(5 cr.) Ethics is a key element of successful government and nonprofit leadership. Ethically, on individual and institutional levels, many things can go wrong in government and nonprofit organizations. Students in this course gain insight into causes, obstacles, and barriers to ethical leadership. They explore how successful public sector leaders build organizations that reflect strong ethical values. Students examine qualities of ethical leaders, ethical organizations, and ethical decision making. They use practical tools for achieving ethical public leadership in case studies and real-life scenarios. (Prerequisite(s): PSPA 1002, PSPA 1003, PSPA 2001, PSPA 2002, and POLI 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3010 - Civil Law**
With the exception of the occasional traffic ticket, most individuals do not have many encounters with the criminal justice system. However, frequent interactions with the U.S. legal system through civil law are not uncommon. Students in this course explore family law, employment law, property rights, malpractice issues, torts, and other aspects of civil law. They learn how civil law is relevant to human resource managers, healthcare professionals, and public administrators. Through written assignments and other application-based activities, students further examine topics related to civil law, such as contracts, negligence analysis, independent contractors versus employees, and commercial leases.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3020 - Principles of Public Personnel Management and Human Resources**

(5 cr.) How do managers most effectively motivate and lead organizations and people to accomplish organizational goals? In this course, students explore many of the tools, techniques, and challenges of modern management, such as leadership, personnel systems, affirmative actions, performance management, and strategic planning. Students learn the tools, techniques, and challenges of managing organizations and people successfully in the public and nonprofit sectors. Through discussions and practical application assignments, students gain an understanding of basic leadership principles, strategic planning, modern personnel systems, and performance management. Students culminate their learning in a final analysis through which they apply course concepts to a current issue related to human resource management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3030 - Social Change in the Community**

(5 cr.) How can we address contemporary challenges resulting from unforeseen market shifts, unemployment, home foreclosures, and other issues confronting a community? In this course, students identify and apply the skills that are needed by individuals and groups to produce positive social change. They explore how positive social change takes place on a community level, and they examine the major obstacles to positive social change efforts. Additionally, students examine the key features of effective strategies, such as organization of people as well as economic and political resources. Using basic principles presented in the course, students develop a social change action plan through which they gain the practical skills and knowledge needed to effect positive social change in their own community.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 3040 - Global Social Justice**

(5 cr.) Globalization has brought with it a shared understanding of human rights and a new set of social problems. Students in this course examine the issues of social justice that are prominent in the new global community. They also explore the role of women, environmental justice, the responsibility of richer nations to poorer nations, the promotion of diversity, the protection of human rights, and other contemporary issues. Students learn about the international
organizations dedicated to promoting social justice and consider the importance of social justice in international relations. Throughout the course, students reflect on and respond to personal questions regarding perspectives, responsibilities, and roles in achieving global social justice. Finally, students consider how their personal ideology on global social justice has changed as a result of course readings, discussions, and applications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 4010 - Contemporary Legal Debates**

(5 cr.) Many of society’s most intractable problems are resolved through the legal system. In this course, students examine issues at the foundation of many legal debates, such as immigration, abortion, reproductive rights, intellectual property, and the separation of church and state. Students engage in contextual and application-based assignments that highlight the legal aspects of several social issues. They share perspectives through peer discussions on topical issues, such as legal views and decisions, right to privacy, race, the death penalty, and the responsibilities of corporations as members of society. Students practice their research, persuasive-writing, and analysis skills through a final project on a contemporary legal debate.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 4020 - New Skills for Leaders in the Public Sector**

(5 cr.) Contemporary public managers use a variety of new tools and strategies to implement public policy and conduct business. Students in this course learn about the new skills required of public administrators to be successful in a rapidly changing environment. They examine a variety of topics, such as team building, contracting, procurement, compliance, grant writing, and outsourcing/insourcing. Through this course, students also have the opportunity to explore job opportunities at the government level as well as in the nonprofit sector.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSPA 4030 - Communication for Social Change**

(5 cr.) In a society influenced by technological innovation and virtual spread of information, we can use technology to rekindle friendships with grade-school acquaintances and we can instantaneously follow every action of our favorite entertainers. But it is also our responsibility to know how to use these same social networking techniques and other more traditional means of communication as catalysts for positive social change. In this course, students learn how to use modern communication tools to promote positive social change and mobilize communities. They analyze the use of electronic tools for public and nonprofit sector organizations. Students also examine the key elements of a communication strategy—message development, target audience identification, selection of communication tools, and obtaining feedback—and apply these to current social issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSPA 4040 - Service in the Global Community

(5 cr.) In this course, students explore how groups and organizations are making a difference by serving the global community. Students examine the function, operation, and relationship between organizations that address global issues, such as disaster relief, HIV, hunger, education, women’s rights, and healthcare; such organizations include intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs). They examine the strategies and techniques that successful organizations use in responding to global challenges. Students also consider current issues that have potential to become global crises, and they discuss the future of public service in the global community. Applying concepts of service and related governance issues, students complete a final research project on a major issue currently affecting the global society.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSPA 4080 - Capstone

(5 cr.) A capstone project provides students with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change. In this capstone course, students examine American democracy, the political system in the United States, and the relationships among special interest groups and political parties. They also assess how the U.S. political system affects public administration or political roles and how these roles can effect positive social change. Students employ knowledge of leadership skills as well as concepts from the course and their program to propose a public policy with implications of social change for a virtual community.

PSYC 1001 - Introduction to Psychology

(5 cr.) Students in this course are introduced to basic concepts, problems, and research methods in the science of psychology. Students identify and examine perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Through this course, students have the opportunity to develop a general aptitude for the field of psychology and explain basic psychological phenomena. Note: For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 1001E - Introduction to Psychology

(5 cr.) This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of psychology and be able to explain basic psychological phenomena. Note: For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003. This course is delivered over a 12-week term, but is equated to
PSYC 1001.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 1002 - Psychology as a Natural Science**

(5 cr.) Psychology as it is known today has its roots in philosophy and in the natural sciences, such as biology and chemistry. In this course, part of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. The focus of this course is on how biological and physiological processes influence behavior. Topics include methods of analysis, brain-behavior relationships, sensation, perception, memory, cognition, learning, motivation, and emotion. **Note:** This course is delivered over a 6-week term but is equated to PSYC 1002E, which is delivered over a 12-week term.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 1002E - Psychology as a Natural Science**

(5 cr.) Psychology as it is known today has its roots in philosophy and in the natural sciences, such as biology and chemistry. In this course, the first of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. They examine methods of analysis, learning, memory, cognitive principles, and brain functioning as they relate to psychology, sensation, perception, evolution, motivation, and emotions. Students engage in practical discussions and application-based assignments to gain an understanding of how biological and physiological processes influence behavior. **Note:** This course is delivered over a 12-week term but is equated to PSYC 1002, which is delivered over a 6-week term.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 1003 - Psychology as a Social Science**

(5 cr.) Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this course, part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects of psychology, including psychological adjustment and social, developmental, cultural, personality, and psychological disorders. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments. **Note:** This course is delivered over a 6-week term, but is equated to PSYC 1003E, which is delivered over a 12-week term.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 1003E - Psychology as a Social Science**

(5 cr.) Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this course, part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects
of psychology, including psychological adjustment and social, developmental, cultural, personality, and psychological disorders. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments. Note: This course is delivered over a 12-week term, but is equated to PSYC 1003, which is delivered over a 6-week term.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2001 - Cross-Cultural Psychology

(5 cr.) Contemporary life requires the ability to relate to people who are different. In this course, students will explore major areas of psychology in light of culture’s influence, challenging their own world views and unconscious biases in order to develop greater sensitivity to the impact of cultural differences on interactions in a variety of settings. Topics include definitions and approaches to understanding culture; the role of psychology in understanding bias; cultural aspects of cognition and intelligence; emotion; motivation; development and socialization; disorders; and applications of cross-cultural psychology. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2002 - Human Development: Childhood and Adolescence

(5 cr.) Humans experience many developmental changes throughout the lifespan, but those of greatest significance occur from conception to young adulthood. In this course, students examine key theories related to various aspects of development in infants, children, and adolescents. Students apply social, biological, and cognitive maturation processes and perspectives to understand their own development and personal experiences better. They also discuss related topics, such as cross-cultural issues, attachment and temperament, language and personality development, and puberty and sexual development. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 2003 - Human Development: Adulthood

(5 cr.) Adulthood represents a rich developmental experience including many significant life transitions. In this course, students explore the key theories, transitions, and applications of adult development. They examine the social, biological, and cognitive maturation processes that define development of adulthood into older age. Students engage in assignments designed to provide practical application of theories to specific transitions and topical issues, such as career changes, attachment and marital satisfaction, personality, retirement, and cognition. Applying concepts presented in the course, students discuss cross-cultural issues in development, emotional development, adult roles, memory, and physical aging. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**PSYC 2004 - Motivation and Emotion**

(5 cr.) What drives people to do what they do? In this course students have the opportunity to answer this question as they explore basic theories of motivation and emotion. They also explore bodily needs, such as hunger, thirst, and sex, that drive people to action; concepts in motivation, such as achievement, altruism, and conflict; and concepts related to emotion, including happiness, hormonal influences, and mood. Students assess content and share different perspectives through peer discussions on related topics, such as sources of motivation, hunger and eating, need for power, extraversion, goals, and decision making. *(Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 2005 - Social Influences on Behavior**

(5 cr.) Individuals are often influenced by others and by the social situations in which they find themselves. Students in this course examine the basic concepts and applications of social psychology, including attitudes, beliefs, and behavior; stereotyping; prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stress on behavior. They also learn how bias can sway objective conclusions as well as how ethical factors influence research in social psychology. Students apply principles and theories presented in the course to case studies and situations in daily life, including instances of stereotyping and discrimination. They also use these theories to understand strategies for helping others and reducing aggressive behavior. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 2006 - Introduction to Addiction**

(5 cr.) Students in this course are introduced to the nature of addiction and the impairment in individuals who suffer from addictions. It includes a review of theories on substance disorders and approaches to identification, prevention, and treatment. Topics include historical perspectives, diagnoses, types of addictive behaviors, treatment, and current research.

**PSYC 2007 - Adjustment in the 21st Century**

(5 cr.) The ability to adjust to the challenges and stresses of change is an important consideration for physical and psychological health. In this course, students learn how to approach the overall issue of psychological adjustment in consideration of individual and relationship factors. Students explore the issues of stress management, physical and psychological health, relationships, communication, sexual behavior, professional adjustments, and issues in development. They also evaluate clinical disorders in relation to psychological adjustment. Students apply psychological concepts and theories to enhancing their psychological well-being to prepare for workplace change and challenges as well as difficult situations in daily life. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*
PSYC 2008 - Learning

(5 cr.) How do people learn, and what strategies maximize learning? This course provides students with an introduction to the behavioral and cognitive bases of learning and memory. Students engage in contextual and application-based assignments, such as simulation lab work, focusing on classical and operant conditioning, cognitive theories of learning, and introductory concepts of memory. Students apply learning principles and concepts, such as social learning theory and locus of control, to real-world behavior and performance. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

PSYC 2009 - Theories of Personality

(5 cr.) This course is an introduction to the theoretical approaches to understanding personality. Students examine key theorists and theories including psychoanalytic, neopsychoanalytic, trait, biological, humanistic, cognitive, behavioral, and social-cognitive approaches. Perspectives on personality are applied to personal and social issues. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

PSYC 2010 - Introduction to Human Services

(5 cr.) Human services is a field that provides rewarding as well as challenging situations as professionals support a diverse range of clients in solving problems and working through difficult situations. Students in this course explore the historical development of the human services field, human services theories, the systems approach to human services, and the role of the human service professional. They examine a range of roles and areas of specialization available to those in the profession as well as related challenges, such as ethical and diversity issues when working with people in different populations. Applying foundational concepts, students also investigate trends in the field of human services, such as medical and mental health breakthroughs and changes in client populations. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

PSYC 3001 - Addiction Assessment

(5 cr.) The focus of this course is learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

PSYC 3002 - Data Analysis and Presentation
A hallmark of science is the use of numbers to convey research findings; understanding these numbers has both practical and academic value. In this course, students examine basic statistical principles and vocabulary, differentiating methods of data analysis, and interpreting statistical results. The goal of the course is for students to understand the importance of statistics in research better. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 3003 - Methods in Psychological Inquiry**

(5 cr.) In this course, students learn about research methods that psychologists use to test hypotheses in an objective and systematic manner to minimize biases, providing a framework for more accurate conclusions. Students examine experimental and non-experimental methods, issues related to the validity and reliability of measurement, dependent and independent variables, sampling, and ethical concerns related to psychological research. (Prerequisite(s): PSYC 1001 or PSYC 1002 or PSYC 1003, and PSYC 3002 or STAT 3001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 3004 - Psychological Disorders**

(5 cr.) Psychological disorders form the basis of diagnosis in psychology. In this course, students examine a wide variety of common psychological disorders, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students also explore underlying causes, symptoms, diagnoses, and treatments. They examine concepts of normal and abnormal as related to psychology, methods used in the process of diagnosis, and the measurement of psychological functioning. Students also differentiate among disorders and learn limits to effective diagnosis. Applying concepts and theories learned in the course, students demonstrate their understanding through practical application and case study assignments. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 3005 - Racial and Ethnic Identities**

(5 cr.) Most people recognize and appreciate the individuality of human beings, including race and ethnicity as related to self-perception and to the perception of others. In this course, students explore their own racial and ethnic identities in the context of contemporary psychological knowledge as well as contemporary issues and challenges related to race and ethnicity. Students explore and discuss a variety of topics, including the development of racial and ethnic identities; social classification; privilege and stigma; perceptions of racial and ethnic identities; assimilation; inequalities in race and ethnicity; and the relationship of race and ethnicity to social change. Students apply psychological concepts to understand their own sense of ethnic and racial identities better and how these identities shape their experiences in the world. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 3006 - Psychology of Gender*

(5 cr.) Researchers have demonstrated that there are few psychological differences between men and women. Yet history and conventional thinking indicate otherwise. This course introduces students to the basic theories, principles, and applications of gender and gender differences. Students explore distinctions between sex and gender, masculinity and femininity, and sexuality and sexual orientation; gender differences in social behavior, perception, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussions and applications, students debunk myths surrounding sex and gender similarities and differences, and they apply theories to case examples and individual experiences. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 3007 - Influence and Persuasion*

(5 cr.) Understanding the factors that drive us and others is a vital component in making positive decisions about relationships, careers, and challenges in daily life. Students in this course examine major concepts related to influence and persuasion as well as the relationship between attitudes, beliefs, and behavior. They analyze and discuss the psychology of attitudes, the link between attitudes and behavior, cognitive dissonance, media and consumer behavior, and politics and leadership influence. They also examine how behavioral psychologists develop and test hypotheses of influence and persuasion processes. Students apply principles of influence and persuasion to case studies and to real-life experiences. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 3009 - Psychology of Leadership*

(5 cr.) Are leaders made or born? This question has been debated for decades. Building on requisite comprehension of psychology, such as understanding development and behavior, mental processes, and how people interact, students apply this knowledge in consideration of what makes a leader. They examine theories and principles of leadership and leader development. Students engage in coursework focused on leadership styles, characteristics and qualities of effective leaders, cultural issues, empowerment and development, ethics and values, and global leadership. They apply leadership concepts and principles to personal experiences to contextualize theory and further examine the leadership role. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 3010 - Crisis and Intervention*

(5 cr.) In this course, students examine situational procedures and techniques necessary in defusing situations identified as crises. Students work toward gaining skills to evaluate crisis
experiences by combining active listening with an understanding of crisis patterns. Through class activities, such as case studies and comparative analyses, they learn how to work through difficult emotional, social, and health crises. Students also assess concepts and share perspectives through peer discussion on related topics, such as intervention models and strategies; system crisis intervention; collaboration; countertransference; secondary traumatic stress disorder and vicarious trauma; burnout prevention; and referral resources. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 3011 - Addictions Assessment**

*(5 cr.)* The focus of this course is learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

**PSYC 3012 - Prevention and Treatment of Addictions♦**

*(5 cr.)* Models and theories of addiction are covered, as well as various treatment approaches. Prevention in various settings is addressed, including the etiology, patterns, and risk factors of addiction, as well as strategies for prevention. Treatment methodology, treatment planning, goal setting, and evaluation are also addressed. The multicultural context of addiction and client diversity are included.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 4001 - Cultural Perspectives in Health Psychology♦**

*(5 cr.)* How does one’s culture influence health-related behavior and how does culture impact an individual’s response to stress, pain, and illness? In this course, students learn how biological, psychological, sociological, and cognitive factors affect individual health behaviors. Students engage in discussions and practical, application-based assignments on a variety of topics, including cultural responses to health, stress management, and coping mechanisms; pain theory and management techniques; health psychology theories and models; and strategies for helping people achieve health psychology goals when faced with illness. Students apply principles of health psychology to case studies and real-life examples related to promoting, achieving, and maintaining optimal health as well as psychological adjustment to illness in different cultures. *(Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 4002 - Brain and Behavior♦**

*(5 cr.)* The study of the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Students
explore specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. They apply concepts and theories about the brain to psychological health and well-being. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4003 - Case Management and Addictions

(5 cr.) Students in this course explore the definitions and methodologies of case management services. The course is designed to provide students with the most up-to-date research and clinical applications of services management in the practice of addiction counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4003 - Case Management and Addictions

(5 cr.) The focus of this course is learning a systematic, multidisciplinary approach to the assessment and interpretation of data collected from clients with addictions. The most current screening, assessment, and documentation approaches will be reviewed.

PSYC 4006 - Global Perspectives in Psychology

(5 cr.) While traditional psychology in the United States has been Western in focus, increased globalization has promoted an examination into human behavior from a broader perspective that includes the influence of cultural and global trends on individual and group behavior. In this course, students explore a variety of global perspectives in psychology as well as some of the issues and controversies facilitated by differing cultures. They explore and discuss trends and research methods in global psychology, indigenous psychology, psychotherapy in a global world, and the role of psychologists internationally. Students critically evaluate psychological issues from a global rather than a domestic perspective. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 4007 - Judgment, Choice, and Decision Making

(5 cr.) How do our memory, thought processes, and interactions with others affect the decisions we make? In this course, students learn the basic principles of decision making. They explore heuristics (mental shortcuts to decision making), biases in thinking that influence decisions, such as confirmatory and hindsight biases, and the role of expectations on decision making. Engaging in practical applications, students use course concepts and theories to assess clinical and actuarial judgment, employ heuristics to make decisions, and analyze a case study scenario using decision-making models. Students also apply concepts in decision making to understand their own choices better and to prepare for effective decision making in their current or future profession. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4008 - Intergroup Conflict and Peace Building**

(5 cr.) In a world encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students assess theories and principles of conflict management and resolution. They examine and employ theories and applications of intergroup dynamics; principles and underlying philosophies of nonviolence; and social science principles to understand conflict and promote peace. Students gain practical experience applying principles of peace building to proposing solutions for contemporary, individual, and social issues. (Prerequisite(s): PSYC 1001, PSYC 1002, or PSYC 1003.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 4010 - Capstone: Professional Issues and Ethics in Psychology**

(5 cr.) In this course, students integrate knowledge and skills attained through their psychology coursework to create a final capstone paper that examines one area of psychology through a professional lens. In addition, students engage in scholarly discourse about key issues and theories, including ethics, learned throughout the program. Finally, students reflect on their experience in the program and consider career possibilities that might utilize their learning while considering ways to contribute to positive social change. (Prerequisite(s): PSYC 1002, PSYC 1003, PSYC 2001, PSYC 3002, and PSYC 3003.)

**PSYC 5005 - Business Concepts for the Organizational Development Professional**

(5 cr.) Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. **Note:** To register for this course, please contact the Academic Advising Team.

**PSYC 5205 - History and Systems of Psychology**

(5 cr.) In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider
themes of diversity and multiculturalism in psychology and counseling within each of the perspectives. **Note:** To register for this course, please contact the Academic Advising Team.

**PSYC 5211 - Contemporary Issues in Psychology**

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

**PSYC 5212 - Principles of Organizational Psychology and Development**

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts. **Note:** To register for this course, please contact the Academic Advising Team.

**PSYC 5215 - Lifespan Development**

(5 cr.) This course provides students with an advanced overview of development through the lifespan, including prenatal, childhood, adolescent, adult, and late adult phases. Basic developmental processes and theories are examined and applied to developmental milestones that occur within these phases of development. Themes of diversity are highlighted throughout the course. Additional topics include ethics, research, global perspectives, and social change.

**PSYC 5220 - Psychology of Personality**

(5 cr.) This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

**PSYC 5235 - Cognitive Psychology**

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue
with an examination of the fundamentals of cognition. They examine various domains of
cognitive psychology, including how information is acquired (i.e., basic learning processes,
perception, and attention); fundamental issues of memory and representations of knowledge;
language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity,
and judgment and decision making); and emotions. Additionally, students explore individual and
cultural differences across domains. Students apply theories and concepts to analyze and report
on the impact of cognitive psychological research on a contemporary issue of interest. Note: To
register for this course, please contact the Academic Advising Team.

**PSYC 5240 - Human Motivation**

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in
the study of motivation and includes an exploration of historical and contemporary theories and
perspectives. The course emphasizes both conceptual understanding of theories associated with
motivation and their applications to personal, professional, and social issues. Major topics
include physiological, learned, cognitive, and emotional aspects of motivation. Themes of
diversity are threaded throughout the course. Note: To register for this course, please contact the
Academic Advising Team.

**PSYC 5245 - Social Psychology**

(5 cr.) In this course, students will use the lens of social psychology to examine both social
cognitions and social behavior—nearly all phenomena that pertain to the individual in society.
Students will explore the topics of perceptions, attitudes, relationships and attraction, the
motivation to help others, prejudice and aggression, conformity and obedience, group behavior,
and the influence of culture, and they will consider how knowledge of these topics can be used to
effect positive social change. Students’ application of what they learn in this course culminates
in a final project in which they develop a plan for using social psychology research to address a
significant social problem. Moreover, students’ learning in this course will extend to their
personal and professional life and truly enable them to effect positive social change as scholar-
practitioners committed to doing so.

**PSYC 5305 - Statistics 1**

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as
creating studies to assess human behavior or deciding which treatment approaches are most
effective for a specific client. Students in this course are provided with a thorough analysis of
basic descriptive and inferential statistical methods commonly used in the social sciences.
Students work toward developing the skills with which to write, analyze, and critique social
science research. They learn various methods, including computation and analysis of frequency
distributions, measures of central tendency, and statistical hypothesis testing. Students also
examine statistical tests (and underlying assumptions), including z-score; single-sample,
independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and
chi-square tests. This course also provides students with an introduction to the SPSS statistical
software package. Note: To register for this course, please contact the Academic Advising Team.

**PSYC 5310 - Research Design**
In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection. (Prerequisite(s): PSYC 4305.)

**PSYC 5315 - Tests and Measurement**

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Prerequisite(s): PSYC 5305.) Note: To register for this course, please contact the Academic Advising Team.

**PSYC 5480 - Psychology of Organizational Behavior**

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

**PSYC 5701 - Culture and Psychology**

(5 cr.) This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

**PSYC 5740 - Disaster, Crisis, and Trauma**

(5 cr.) This course examines disaster, crisis, and trauma, and their psychological impact on individuals, families, and communities. Students apply assessment and intervention strategies to a broad range of topics, including terrorism and genocide, combat and war, natural disasters, school crises, childhood trauma, and sexual assault and partner violence. The course emphasizes
the importance of culturally appropriate service delivery programs and interventions for individuals, families, and communities affected by disaster, crisis, and trauma.

**PSYC 5741 - Psychology of Terrorism**

(5 cr.) This course explores terrorism from a psychological perspective. Topics include types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies, laws, and regulations; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students examine the threat of terrorism in their own community; evaluate the potential impact; and apply prevention, intervention, and postvention strategies to promote resiliency among individual and families within the community.

**PSYC 5745 - Health Psychology**

(5 cr.) This course reviews the field of health psychology with a focus on the biopsychosocial model; behavioral and biomedical theories are also discussed. Topics include the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

**PSYC 5760 - Psychology and the Media**

(5 cr.) This course examines different types of media and how each affects individuals, groups, and cultures. Topics include the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. Students also examine ethical and legal issues related to psychology, the media, and the impact of the media on social change.

**PSYC 5765 - Educational Psychology**

(5 cr.) In this course, students examine the variables related to teaching and learning to understand how educational psychologists contribute to teacher effectiveness, student motivation, and overall academic achievement. They assess teaching methods, learning environments, curriculum development, educational achievement, and characteristics of teachers and learners. They also explore educational assessment, environmental issues, and educational research techniques. Students complete an article summary through which they explain the rationale, methods, findings, and implications of a current research issue. Sharing their topical summaries with the class, students gain multiple perspectives and make connections within the field of educational psychology.

**PSYC 5781 - Psychopathology From a Clinical Perspective**

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health
are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

**PSYC 6001 - Foundations for Graduate Study in Psychology**

*(2 cr.)* Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PSYC 6005 - Business Concepts for the Organizational Development Professional**

*(5 cr.)* Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. **Note:** To register for this course, please contact the Academic Advising Team.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6131 - Theories of Learning**

*(5 cr.)* An in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments are provided to students in this course. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information processing, constructivism, and humanism, will be covered. The course will also include a review of current theories of cognitive processes such as language, memory, and intelligence and examine how differences in cognitive levels throughout the lifespan mediate learning of educational subject matters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6145 - Crisis Management**

*(5 cr.)* This course is designed to introduce students to the fundamentals of crisis management and crisis leadership principles and models, strategies, and tactics. In addition, students will demonstrate an understanding of the theories and principles of practice related to crisis, disasters, and other trauma-causing events and the ethical and legal considerations in crisis and trauma
response. At the end of this course, students will know models for training and supporting other counselors the area of crisis response for community, national, and international crises.

**PSYC 6201 - Social Cognition**

(5 cr.) This course will orient the student to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6202 - Survey Research Methods**

(5 cr.) The course will provide an in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and the Internet. Topics will include survey design, administration, analysis, and addressing sources of bias. The course will also review theoretical and empirical research on question and questionnaire effects. The course prepares students in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6203 - Attitudes/Attitude Change**

(5 cr.) This course will cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance will also be examined.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6204 - Intergroup Relations**

(5 cr.) This course will provide an in-depth study of basic and applied research and theory on both group processes and group relations and could include some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6205 - History and Systems of Psychology**
In this course, students focus on the historical and philosophical roots of psychology and counseling. Through conceptual and application-based assignments, students learn about structuralism, functionalism, behaviorism, psychoanalysis, gestaltism, and existentialism as well as contemporary perspectives, including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Students demonstrate and apply their knowledge through an integrative writing assignment in which they address the developmental history of a major area of study within a subdivision of psychology. Students also explore and consider themes of diversity and multiculturalism in psychology and counseling within each of the perspectives.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6211 - Contemporary Issues in Psychology**

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6212 - Principles of Organizational Psychology and Development**

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6213 - Strategic Talent Management and Development**

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication,
leadership, and performance management. Students apply concepts as they prepare a strategic
talent management and development audit as well as an overall talent management and
development strategy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6214 - Consulting for Organizational Change♦

(5 cr.) Organizational and professional development (OPD) professionals promote and
implement organizational change by using fundamental techniques of change management.
Students in this course examine and apply these tools, including consulting competencies,
approaches, and organizational change models to learn the skills of an OPD consultant. Students
explore methods for accelerating individual, group, and organizational performance through
consulting, coaching, and change management. They also explore related topics, such as
organizational assessment; team development; strategic planning; group dynamics; power,
politics, and influence; leadership; and conflict management. Students apply course concepts to
the assessment of an organization and the development of strategies to address identified needs
for change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6215 - Lifespan Development♦

(5 cr.) Students in this course are provided with an advanced overview of human development
through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases.
Students examine and apply basic processes and theories to developmental milestones that occur
within these phases of development. They explore factors of heredity and environmental
elements on human development, and they consider ethical issues, research considerations, and
global perspectives as they assess strategies to promote optimal development. Students also
engage in coursework and discussions that highlight themes of diversity and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6216 - Dynamics of Contemporary, International, and Virtual Organizations♦

(5 cr.) Globalization, technological innovation, and market factors continually change the context
of business, requiring professionals who understand how organizations function to work through
challenges and harness opportunities for change. In this course, students explore the implications
of the changing nature of organizations as well as the emergence of international and virtual
organizations in a global economy. Through contextual and application-based assignments,
students address the unique opportunities and challenges for government, for-profit, nonprofit,
international, and virtual organizations. Applying acquired knowledge and skills, students
provide a diagnosis and recommendations for a specific organization’s development efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6220 - Psychology of Personality♦
(5 cr.) Professionals study personality in a variety of contexts to better understand the factors that compose an individual’s psychological framework, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6225 - Biopsychology**

(5 cr.) An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they synthesize biopsychology concepts, critically analyze related research, and demonstrate APA-writing ability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6235 - Cognitive Psychology**

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6238 - Cognitive and Affective Bases of Behavior**

(5 cr.) This course reviews core theories of cognition and affect and their roles in human functioning. The course will review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions.
There is also a focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning, such as emotional regulation, construction of reality, motivation, psychopathology, and health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6240 - Human Motivation♦

(5 cr.) This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6242 - Changing Health Behavior♦

(5 cr.) This course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. It will provide coverage of health-related issues, including dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, it will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6245 - Social Psychology♦

(5 cr.) In this course, students will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. Students will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Students’ application of what they learn in this course culminates in a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students’ learning in this course will extend to their personal and professional life and truly enable them to effect positive social change as a scholar-practitioner committed to doing so.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6250 - Group Process and Dynamics
Group work is an increasingly popular, effective counseling method that allows group members to share perspectives and provide useful feedback and information in a structured setting. Students are provided with a comprehensive review of counseling approaches to group therapy in this course. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. They engage in a variety of practical application assignments and discussions, focusing on counseling of different types of groups, the efficacy of using group therapy as the treatment method with multicultural and diverse populations, and the stages of group development.

**PSYC 6290 - Independent Readings**

(1–5 cr.) Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to replace one that currently exists in the catalog. *(Prerequisite(s): Approved petition to academic advising.)*

**PSYC 6301 - Philosophical Foundations in Psychological Research**

(5 cr.) Students are introduced to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular in this course. Students explore the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the progress of science (the “paradigm”). They also examine philosophical movements that influence research and research priorities, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies). Students apply concepts involving scholarly inquiry and research to various written assignments designed to provide practical application of content.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6304 - Statistics 2**

(5 cr.) In this course, students review and expand on statistical techniques mastered in Statistics 1, such as the t-test, correlation analysis, ANOVA, and chi-square tests. Students explore underlying assumptions and applications of factorial, repeated measures (within groups), mixed-design ANOVA, multiple regression, and logistic regression. They learn statistical and analytical applications as well as how to read critically and write about psychological research—skills and techniques needed to complete the doctoral dissertation. Students also engage in analyses involving the use of the SPSS statistical software package. *(Prerequisite(s): PSYC 6305.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6305 - Statistics 1**
Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6306 - Statistics 3**

(5 cr.) Students in this course are provided with an introduction to multivariate statistics and their uses in the social sciences. Students explore a variety of topics, including data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Through contextual and application-based assignments, students focus on understanding theory and using SPSS to solve problems. (Prerequisite(s): PSYC 6304.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6310 - Research Design**

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection. (Prerequisite(s): PSYC 6305.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6311 - Qualitative Analysis**

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of...
quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. *(Prerequisite(s): PSYC 6305 and PSYC 6310.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6314 - Program Evaluation**

*(5 cr.)* The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. *(Prerequisite(s): PSYC 6305 and PSYC 6310.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6315 - Tests and Measurement**

*(5 cr.)* Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. *(Prerequisite(s): RSCH 6200.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6320 - Advanced Methods in Mixed Qualitative-Quantitative Research Designs**

*(5 cr.)* Students in this course are provided with the opportunity to gain an in-depth understanding of the use of qualitative and quantitative research designs in psychological research. Students assess a broad overview of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. Students review methods common to each tradition and engage in a comprehensive exploration of mixed-method approaches, including strategies for collecting, analyzing, and disseminating data as well as for incorporating both methods at all stages of the research project. Students engage in a variety of conceptual and application-based exercises to gain practical experience designing a mixed-method research project that could serve as the
foundation for their dissertation. (Prerequisite(s): PSYC 6305, PSYC 6310, and PSYC 6311.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6331 - Interviewing and Observational Strategies**

(5 cr.) Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to influence their counseling approaches positively. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. **Note:** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

**PSYC 6333 - Crisis Vicarious Trauma and Compassion Fatigue**

(5 cr.) Through this course, students gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals. They examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

**PSYC 6341 - Psychological Assessment: Cognitive**

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. (Prerequisite(s): Matriculation into the Counseling Psychology, Clinical Psychology, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.)

**PSYC 6342 - Psychotherapy Interventions I**

(5 cr.) In this course, students have the opportunity to acquire and demonstrate clinical and counseling skills in the context of empirically supported modes of intervention. Students explore and display intervention techniques related to the beginning, middle, and ending phase of
therapy, focusing on a stage-of-change model and universal techniques. They apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions. **Note:** Students must film and submit videos of mock therapy sessions; therefore, they must have access to a digital camcorder for this course.

**PSYC 6351 - Psychological Assessment: Personality**

(5 cr.) Students are introduced to basic skills related to the assessment of personality. Students examine historical and theoretical foundations of personality tests, including the MMPI-2, BSI, NEO PI-R, and the Rorschach in this course. They learn to administer, record, score, and interpret specific measures of personality. Students also engage in practical assignments, focusing on applied aspects of psychological testing. Through a final project, students synthesize assessment data from cognitive and personality assessments into a formal written report. Students also engage in a skill-based, face-to-face residency requirement. **(Prerequisite(s):** Matriculation into the Counseling, Clinical, or School Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315/PSYC 8316 or in another graduate course in tests and measurements. Students must take the assessment courses sequentially: PSYC 6341/PSYC 8341 Psychological Assessment: Cognitive prior to PSYC 6351/PSYC 8351 Psychological Assessment: Personality.) **Note:** This course requires students to submit a videotape of a mock assessment session; therefore, students must have access to a digital camcorder.

**PSYC 6390 - Thesis**

(12 cr. minimum—6 cr. per term for minimum 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. **(Prerequisite(s):** Completion of all coursework; may be concurrently enrolled with last term of coursework.)

**PSYC 6391 - Capstone I**

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical, integrative project designed to promote positive social change in a capstone project. In this course, students begin their final capstone project. They work with the leaders of a chosen organization to assess a topical issue or need and formulate an original research question. Students then create and implement a data collection and analysis strategy to develop an organizational diagnosis. **(Prerequisite(s):** All courses; PSYC 6216 taken concurrently with first quarter of the capstone.)

**PSYC 6392 - Capstone II**

(5 cr.) This course is a continuation of PSYC 6391 - Capstone, in which students began their final capstone organizational change project. This portion of the project provides students the opportunity to present their organizational diagnosis as well as proposed recommendations.
through a written paper and PowerPoint presentation to the organization of interest.

(Prerequisite(s): All courses; PSYC 6216 taken concurrently with first quarter of capstone.)

**PSYC 6393 - M.S. in Psychology Capstone**

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

**PSYC 6400 - Diversity in Child/Adolescent Development and Learning**

(5 cr.) Diversity can have a profound influence on children’s and adolescents’ development and learning. Students in this course explore areas of diversity, such as gender, culture, language, disability, and sexual orientation and how they influence developmental and learning needs of this particular population. Applying core concepts and theories of development and learning, psychology students engage in practical approaches through which they reflect on their own perspectives and preconceptions and learn the complex ways diversity influences development and learning of the children and teenagers. Moreover, using the latest research and resources, students work toward gaining knowledge and skills for improving developmental and learning outcomes for children and adolescents.

**PSYC 6401 - Principles/Conceptual Foundations of Behavior Analysis for Children and Adolescents**

(5 cr.) Applied behavior analysis is a set of skills used in the assessment and treatment of individuals with a variety of behavioral problems and developmental delays, including autism spectrum disorders. Students in this course explore the concepts and principles of applied behavior analysis and gain an understanding and treatment of behavior problems of children and adolescents in applied settings. Students apply these concepts and principles in the development and implementation of data-based decision making using functional behavioral assessments and the creation of intervention procedures. Techniques in observation, use of reinforcement, and repeated measures are explored. These techniques are applied to develop intervention plans and to assess treatment effectiveness.

**PSYC 6465 - Foundations of Industrial/Organizational Psychology**

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**PSYC 6480 - Psychology of Organizational Behavior**

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6510 - Career Counseling**

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6551 - I/O Testing and Measurement**

(5 cr.) This course provides students with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6552 - Psychology of Motivation at Work**

(5 cr.) The course will provide an in-depth study of major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6573 - Child and Adolescent Health**
(5 cr.) This course covers diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6574 – Women’s Health

(5 cr.) This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging. Note: This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6579 - Job Attitudes, Measurement, and Change

(5 cr.) The course will provide an in-depth study of major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied attitude survey research project assignment.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6700 - Psychology and Social Change

(5 cr.) In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6701 - Culture and Psychology

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This course explores the cultural components, research, and theory of cross-cultural psychology. In addition to the previously listed goals, this course focuses on the impact that culture has on the field of psychology around the world. The scope of this course is broad, with the core theme being cross-cultural psychology (focusing on cultures representing different parts of the world) and comparing cultural influence on human psychology. Many of the topics addressed in the course are related to human development. Additionally, interactions between culture and social behaviors, health, mental health, and mental illnesses are emphasized throughout the duration of this course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6704 - Ethics and Standards of Psychology**

(5 cr.) This course examines the psychologist’s principles of conduct, code of ethics, and standards of practice. The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. The course also addresses issues of professional development, such as supervision, peer consultation, and continuing education.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6705 - Ethics and Standards of Professional Practice**

(5 cr.) What constitutes fraudulent practice, and how can psychologists avoid it? In this course, students have the opportunity to answer questions such as this as they examine the psychologists’ principles of conduct, code of ethics, and standards of practice. They identify and analyze the guidelines for practice in specific psychological services and with identified populations, and they assess the ethical decision-making process. Students engage in weekly discussions on topical issues, including informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. They also consider the function of professional development, such as supervision, peer consultation, and continuing education, in reaching career goals and acquiring more diverse skill sets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6706 - Advanced Social Psychology**

(5 cr.) Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in
their own community for which they propose an intervention to ameliorate the problem.  
(Prerequisite(s): PSYC 6245, PSYC 6305, and PSYC 6310.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.  
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6710 - Clinical Neuropsychology**

(5 cr.) Students in this course are provided with an introduction to the field of clinical neuropsychology—a subfield of psychology that deals with the treatment of patients with injuries to the brain or neurocognitive disorders. Students explore and discuss cortical organization, including functions, anatomy, and neuropsychology, and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. They also examine neuropsychological approaches, including cognitive neuropsychology. Students share with their peers assessments of current articles relevant to contemporary issues in neuropsychology. They also apply course concepts through a literature review and final paper on a topic of choice in the field. (Prerequisite(s): PSYC 6225.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.  
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6712 - Clinical Child Neuropsychology**

(5 cr.) Neuropsychology is a vast field evolving at a rapid pace. Clinicians working with children must understand the underlying science and core theories, but they must also keep abreast of new research. Students in this course are introduced to foundations and current literature in clinical child neuropsychology. Students explore and discuss scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral disorders. They also engage in assignments focused on multidimensional, ecological, and sociopsychological perspectives relative to prevention, diversity, identification, and intervention with children. (Prerequisite(s): PSYC 6215 and PSYC 6225.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.  
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6718 - Psychology of the Exceptional Individual**

(5 cr.) Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

**PSYC 6719 - Developmental Psychopathology**

(5 cr.) In this course, students explore formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students
examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual’s outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology. *(Prerequisite(s): PSYC 6220.)*

**PSYC 6720 - Diagnosis and Assessment**

*(5 cr.)* Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6721 - Advanced Psychopathology**

*(5 cr.)* In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health. Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s): PSYC 6220.)*

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 6722 - Counseling and Psychotherapy Theories**

*(5 cr.)* There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program.**
*Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*
PSYC 6723 - Multicultural Counseling

(5 cr.) Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability. (Prerequisite(s): Counseling Residency I.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6724 - Child Psychotherapy

(5 cr.) What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings, and issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy. (Prerequisite(s): PSYC 6215.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6725 - Group Therapy

(5 cr.) Students in this course are provided with a comprehensive review of clinical and counseling approaches to group therapy. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy. Through an in-depth literature review as well as weekly discussions and written assignments, students focus on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, the stages of group development, and related professional and ethical considerations.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6726 - Couples and Family Counseling

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic,
cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6727 - Religion and Spirituality in Counseling and Therapy**

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6728 - Substance Abuse Counseling**

(5 cr.) The impact of substance abuse on the lives of people with addictions, and the lives of their families, makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6729 - Grief Therapy**

(5 cr.) Students in this course examine grief theory and related processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. They explore coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with the loss of children. Students also consider how to address diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion. Students engage in practical assignments that emphasize research-based intervention techniques.
PSYC 6730 - Advanced Grief Therapy

(5 cr.) In this course, students explore grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and human-caused). Students complete multiple assignments, focusing on acute stress and post-traumatic stress disorder (PTSD) as well as cultural factors in the assessment and treatment of those diagnosed with PTSD. They further explore content and share perspectives through discussions on related topics, such as homeostasis, prevention interventions, PTSD conceptualizations, character development and attachment theory, memory and information processing, legal and ethical considerations, and additional insights and reflections. (Prerequisite(s): PSYC 6729.)

PSYC 6732 - Medical Crisis Counseling

(5 cr.) Patients and families coping with life-threatening illness often present with acute and chronic stress and psychological issues. In this course, students assess these issues to learn the fundamentals of providing therapy in medical crisis situations. Students explore points of access in the disease process as well as characteristics and treatments of diseases, focusing on appropriate interventions. Additionally, students examine preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality. Students apply concepts learned in the course to the review of recent, professional research articles related to counseling patients with medical conditions.

PSYC 6740 - Disaster, Crisis, and Trauma

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate service-delivery programs and interventions for individuals affected and traumatized by disasters.

PSYC 6741 - Psychology of Terrorism

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terroristic acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6742 - Conflict, Conflict Resolution, and Peace♦

Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing it, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6743 - Psychopharmacology♦

Psychologists working in psychopharmacotherapy are responsible for having in-depth knowledge of psychiatric disorders and psychotropic medications prescribed to treat these disorders. Students in this course are provided with an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Students explore the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. They also engage in discussions focused on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; and other psychological disorders as described in the DSM-IV-TR. Students practice scholarly-writing skills in APA style through a final research paper on a topic of interest related to psychopharmacology. (Prerequisite(s): PSYC 6225.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6744 - Psychopathology♦
This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6745 - Health Psychology♦**

(5 cr.) Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of task force papers, a health brochure, and a final essay.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6746 - Behavioral Nutrition♦**

(5 cr.) Providing patients with positive support and information about nutritional choices can often alleviate symptoms of disease as well as mitigate the need for further therapeutic or medicinal treatment. Students in this course explore the interaction between behavior and nutrition. They examine the fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Applying these principles, students critically examine and discuss current trends in behavioral nutrition and conduct nutritional assessments. *(Prerequisite(s): PSYC 6225.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6747 - Psychoneuroimmunology♦**

(5 cr.) In this course, students examine the current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness. *(Prerequisite(s):*
PSYC 6225 or 8226 and PSYC 6748 or 8748.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6748 - Stress and Coping**

(5 cr.) Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts. *(Prerequisite(s): PSYC 6225.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6749 - Foundations of Industrial/Organizational Psychology**

(5 cr.) This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6750 - Leadership Development**

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6751 - Leadership Coaching: Process and Practice**

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for
implementing effective coaching in a real-world setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6752 - Leadership Coaching: Application

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6753 - Career Counseling

(5 cr.) This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 6754 - Personnel Psychology in the Workplace

(5 cr.) In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6755 - Leadership and the Process of Change

(5 cr.) Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6756 - International/Cross-Cultural Issues in Organizations

(5 cr.) International and cross-cultural factors often influence organizational, group, and team processes and functions. Students in this course examine workplace issues arising from diverse cultural contexts. Students explore international and cultural comparisons of work motivation, communication, leadership, and decision making as well as organizational structures and characteristics. They examine sources, management of conflict, and conflict resolution strategies. Students also have the opportunity to gain practical insight as they assess and present to the class an international or cross-cultural issue in an organization.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6758 - Psychology of Organizational Behavior

(5 cr.) This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. (Prerequisite(s): PSYC 6749.)

PSYC 6760 - Psychology and the Media

(5 cr.) In an age of technological innovation and virtual spread of knowledge, there are many different types of media, which often affect individuals, groups, and cultures. Students in this course explore the psychological impact of the media as it relates to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. They also examine legal and ethical issues related to psychology and the media as well as the impact of the media on social change. Students engage in assignments designed to provide practical application of content on media psychology, the effects of media violence and pornography, the impact of advertising, news manipulation, global disasters, and other applicable topics.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6761 - The Psychological Impact of Film and Television

(5 cr.) Film and television can have a major impact on society as they help us understand our history, current culture, social norms, and personal interactions. In this course, students examine this impact on cognitions, attitudes, emotions, physiology, and behaviors. They explore and discuss the psychological impact of creative production elements, including cinematography, music, editing, timing, and sequencing; agenda setting, priming, and framing; propaganda; celebrities; the televising of sports; and portrayals and representations of various cultural groups and professions. Students also examine techniques used to develop media literacy, and they
consider how film and television can elicit social action.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6762 - The Psychological Impact of the Internet and Mobile Technologies**

(5 cr.) The Internet and mobile technologies have increased the immediacy and accessibility of information and have provided a global platform for the expression of creativity and new ideas. Students in this course explore how the Internet and mobile technologies affect how people think, view the world, gain information, and record and interpret history. They examine and discuss the use of the Internet and mobile technologies for socialization, entertainment, news and information, terrorism, politics, commerce and advertising, health, education, and work. Applying course concepts and theories, students demonstrate knowledge through a final paper or presentation in which they examine how the Internet and mobile technologies psychologically impact their personal lives and the lives of their family and friends.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6763 - Principles of Instructional Design**

(5 cr.) Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects. (Prerequisite(s): PSYC 6235 and PSYC 6765.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6764 - Instructional Design for Online Course Development**

(5 cr.) In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. (Prerequisite(s): PSYC 6763.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6765 - Educational Psychology**
PSYC 6766 - Teaching of Psychology

(5 cr.) In this course, students examine the variables related to teaching and learning to understand how educational psychologists contribute to teacher effectiveness, student motivation, and overall academic achievement. They assess teaching methods, learning environments, curriculum development, educational achievement, and characteristics of teachers and learners. They also explore educational assessment, environmental issues, and educational research techniques. Students complete an article summary through which they explain the rationale, methods, findings, and implications of a current research issue. Sharing their topical summaries with the class, students gain multiple perspectives and make connections within the field of educational psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 6770 - Public Policy Implications of Terrorism Legislation and Policies

(5 cr.) Students in this course are provided with the opportunity to develop a broad perspective on the history of the U.S. Patriot Act, terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. Students gain a foundation to build the skills that public administrators and public policy analysts use to draft and implement public policy and enforce and/or respond to potential terroristic threats while simultaneously upholding and protecting constitutional freedoms. Students examine topics through a wide variety of resources, including contemporary texts, websites, case studies, and material representing international, national, and local governments and organizations. They critically review and analyze the U.S. Patriot Act and similar terroristic 297 legislation and policies, and they participate in discussions about these laws and their implications on U.S. constitutional freedoms.

PSYC 6771 - Terrorism: A Systemic Approach for Emergency Preparedness

(5 cr.) Terrorism continues to be a constant threat to the American public, facilitating the need for accurate information, organized resources, and established approaches to respond to emergencies and keep the public informed. Students in this course examine terrorism and related public policy on a local, national, and international level. They also assess the need and function of systemic approaches for emergency preparedness. Students explore and discuss topical issues, such as terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment,
implications for public health, and components of a systemic preparedness infrastructure. Using analytic skills and tools, students assess recommendations that policymakers use in decisions to prevent or respond to terrorism. They also gain hands-on experience initiating the development and/or analysis of a terrorism-preparedness infrastructure.

**PSYC 6772 - Critical Incident Planning and Leadership**

(5 cr.) Who is responsible for emergency management, and what elements should be included in an emergency management plan? Students in this course have the opportunity to answer such questions as they examine the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. Students analyze case studies, identifying weaknesses in current methods as well as potential solutions. Through this analysis, students develop new strategies and perspectives in regard to responding to and planning for critical incidents. This course provides a basic foundation for public administrators or students planning to enter the field of public administration to develop a critical incident plan and gain a thorough understanding of leadership models and methods.

**PSYC 6775 - Strategic Context of Public Management and Leadership**

(5 cr.) Public policy implementation can take place in a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

**PSYC 6776 - Transformative Change in a Shared-Power World**

(5 cr.) Students in this course are engaged in a collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students explore and employ a pragmatic-action-learning process for studying the experience of transformative change in complex systems. They examine the dynamics of complex adaptive systems to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Students explore and apply appreciative inquiry and other selected methods of transformative change to a positive organizational-change situation of personal interest. They also have the opportunity to develop professional-action habits for pragmatic action-learning in the practice of public administration.

**PSYC 6777 - Essentials of Public Health: A Case Study Approach**

(5 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address
global issues and views of public health on a global level.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6778 - Social, Behavioral, and Cultural Factors in Public Health**

(5 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6780 - Seminar in School Psychology**

(5 cr.) Prospective school psychologists are introduced to the field of school psychology in this course. Students explore a variety of related topics, including the role and function of the school psychologist; legal, ethical, and professional issues; fieldwork experiences; research methods; and emerging technologies. They apply concepts learned in the course to a personal plan to prepare for certification in school psychology. Sharpening creative and critical-thinking skills, students also develop fact sheets on topics relevant to the psychological well-being of children and adolescents.

**PSYC 6781 - Psychopathology From a Clinical Perspective**

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6784 - Psychological Consultation**

(5 cr.) What is the role of consultation in the delivery of psychological services and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future
professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6785 - Prevention: Research and Practice**

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to address a contemporary mental health issue through the context of prevention, intervention, or consultation.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6790 - Introduction to the Nonprofit Sector**

(5 cr.) Nonprofit organizations (NPOs) can serve to affect people’s lives positively through social change, but they require leaders who have a fundamental understanding of the nonprofit sector, including related ethical, legal, and global perspectives. Students in this course explore these viewpoints as well as the history, foundations, and types of NPOs. They also examine the diverse political, social, and economic contexts within which NPOs exist. Students explore and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Gaining practical insight, students also apply theories presented in the course to the development of a concept paper guiding the development of a nonprofit organization.

**PSYC 6791 - Organizational Management and Leadership**

(5 cr.) Public and nonprofit leaders in all areas of public administration require a thorough understanding of the expectations of their roles as leaders and managers of diverse and complex organizations. Students use theoretical and applied perspectives from which they study the intricacies of these roles, including the distinction between leadership and management, organizational culture, change management, systems theories, and organizational development. Students gain a practical understanding of these topics through the application of principles and concepts to public, private, and nonprofit organizational settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6792 - Finance and Budgeting for the Nonprofit Sector**

(5 cr.) Sound financial practices are crucial to managing scarce funds in the nonprofit sector. In this course, students examine finance and budgeting concepts, policies, and practices related to
organizations as well as the fiscal climate within which they operate. Students learn about the theories underlying fiscal policy, and they read and analyze budgets, financial statements, and financial reports. They also explore and discuss related topics, such as auditing practices; financial relationships with government, donors, and other sources of revenue; financial management; budgetary reform; and financial technology systems. Students apply theories and concepts presented in the course to the development of budget and financial projects relevant to nonprofit organizations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6793 - Board Governance and Volunteer Management**

(5 cr.) The success of nonprofit organizations (NPOs) is largely dependent on the effective management of program volunteers and board members—individuals who often serve as the lifeblood of NPOs. Students in this course explore the volunteer management process, including volunteer recruitment, orientation, training, supervision, and evaluation. They focus on methods that organizations use to create and maintain an effective board of directors to ensure that the board governs and guides the organization toward their mission. Students design a board development or volunteer management plan based on processes presented in the course and fundamental concepts acquired earlier in the program.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6794 - Resource Development**

(5 cr.) All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students in this course explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, and solicitation and appreciation strategies. They focus on processes and strategies for creating an organizational philanthropic culture based on ethics and donor relationships. Using these strategies and other concepts presented in the course, students create a resource development plan for a nonprofit organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6805 - Holistic Psychology**

(5 cr.) Holistic psychologists provide therapy to patients by incorporating all aspects of the individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.
PSYC 6810 - Community Psychology

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

PSYC 6815 - Contemporary Gerontology/Geriatric Psychology

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of task force reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

PSYC 6820 - Successful Practice Management

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research, legal, and ethical issues. Students also address practice demographics and systematic intake procedures. Through the design of a business plan or strategic analysis, students research and explicate a specific issue or topic presented in the course. (Prerequisite(s): PSYC 6705.)

PSYC 6825 - Psychology of Gender

(5 cr.) Gender has been the focus of many stereotypes developed over time, but how much does the biological sex of an individual actually influence one’s behavior, development, or emotions?
Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6830 - Psychology of Sexuality**

(5 cr.) In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 6831 - Current Issues in Homeland Security**

(5 cr.) Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. Students are provided with an in-depth analysis of homeland security, including history, concepts, policies, and strategies of prevention and response. Students examine and discuss current, relevant topics, including ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students hone their critical-thinking and analytic skills through the application of fundamental concepts and principles of homeland security to case studies and current issues.

**PSYC 6832 - Terrorism: Legislation and Policy**

(5 cr.) The events of September 11, 2001, resulted in a new and intense focus on the issue of terrorism in the United States and abroad. Through traditional literature and a wealth of contemporary journal articles and media sources, students explore the history of terrorism, the evolution and international context of terrorist groups, and the causes of and motivations for terrorist acts. They learn about the laws, regulations, and legislation related to terrorism. They also analyze possible future trends in terrorism as well as the current role of the media, governmental agencies, and entities in the prevention of and response to terrorism. Students use concepts presented in the course and additional research to develop a proposal to change and improve an existing counterterrorism policy.
PSYC 6900 - Advanced Seminar in Psychology

(1–5 cr.) This course is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. (Prerequisite(s): Vary by topic.)

PSYC 6901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development

(5 cr.) Psychology students are provided with a foundation in reading and literacy, and they respond to the challenge of promoting higher levels of literacy achievement for all students in this course. Students explore historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. They also examine and discuss topics related to assessments in reading, links between assessment and intervention, the three-tiered model, and the response to intervention (RTI) model.

PSYC 6902 - Advanced Seminar in Psychology: Curriculum Theory and Design

(5 cr.) Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. Through this course, students can acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Students apply theoretical foundations of curriculum to solve curricular problems with an emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 6912 - Mental Health Law♦

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8000 - Foundations for Graduate Study in Psychology

(6 cr.) Students in this course are introduced to Walden University and to the requirements for successful participation in an online curriculum. Students work toward building a foundation for academic and professional success as scholar-practitioners and social-change agents. They assess the relationship of mission and vision to professional goals, and they develop a program of study, a professional development plan, and strategies for online success. Students also explore resources used throughout the program, such as the online Walden University Library. They
engage in course assignments focused on the practical application of professional writing, critical-thinking skills, and the promotion of professional and academic excellence.

**PSYC 8002 - Foundations for Graduate Study in Clinical Psychology**

(5 cr.) Students in this course are introduced to Walden University and to the profession of clinical psychology. A foundation for success in online education and for academic and professional success as a scholar-practitioner and social-change agent is provided. Students have an overview of the mission and vision of Walden, the student’s program of study, and tools for success in the online program in the beginning of the course. The remainder of the course is a systematic introduction to clinical psychology as a profession. Topics include varieties of clinical practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and clinical psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

**PSYC 8002L - Foundations for Graduate Study in Clinical Psychology**

(5 cr.) This course introduces students to Walden University and to the profession of clinical psychology. It provides a foundation for success in online education and for academic and professional success as a scholar-practitioner and social-change agent. The beginning of the course provides an overview of the mission and vision of Walden, the student’s program of study, and tools for success in the online program. The remainder of the course provides a systematic introduction to clinical psychology as a profession. Topics include varieties of clinical practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and clinical psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

**PSYC 8003 - Foundations for Graduate Study in Counseling Psychology**

(5 cr.) Students in this course are introduced to Walden University and to the profession of counseling psychology. A foundation for success in online education and for academic and professional success as a scholar-practitioner and social-change agent is provided. Students have an overview of the mission and vision of Walden, the student’s program of study, and tools for success in the online program at the beginning of the course. The remainder of the course is a systematic introduction to counseling psychology as a profession. Topics include varieties of counseling practice, professional competencies, ethical and multicultural competencies, emerging issues, and organizations within the profession and counseling psychology. Course assignments focus on practical application of writing and critical-thinking skills, self-reflection, and promotion of professional and academic excellence.

**PSYC 8005 - Business Concepts for the Organizational Development Professional**

(5 cr.) Organizational success depends on many aspects, such as human and market factors. In this course, students explore these factors as well as the language of work, business, and management structures and processes. They also examine related topics, such as finance, marketing, accounting, strategic planning, organizational design, and quality and process
improvement. Students apply concepts and theories to case study scenarios and real-life situations. They also demonstrate their knowledge through a health audit of an actual organization, for which they provide a synopsis of a variety of organization aspects, such as ethical and legal issues, organizational architecture, group relations, human factors, and accounting and financial factors, among others. **Note:** To register for this course, please contact the Academic Advising Team.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8101 - Introduction to Forensic Psychology**

(5 cr.) Students in this course are provided with an expansive overview forensic psychology, including basic tenets, practices, and procedures. Students explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues. They learn how forensic psychology links to the criminal justice system as they explore related topics, including criminal profiling, police psychology, psychology in the criminal courts, and correctional psychology. Through this course, students acquire a broad understanding of forensic psychology theories and concepts, which they apply to the analysis of controversial issues and contemporary challenges within the field.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8113 - Ethical Issues and Professional Responsibilities in Forensic Psychology**

(5 cr.) This course provides students with the contemporary knowledge needed to apply ethical practice and professional responsibilities while working as a forensic psychologist. The American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* as well as the American Psychology-Law Society’s *Specialty Guidelines for Forensic Psychology* are mainstays in this course. Additionally, the various roles and responsibilities of a forensic psychologist are covered.

**PSYC 8115 - Writing a Quality Prospectus**

(5 cr.) The focus of this course is specifically on the process of writing the dissertation prospectus. Students will develop a problem statement to be used in the dissertation. They will further refine the problem statement and carry out the planning and library research that will culminate in the formulation of a dissertation prospectus. The prospectus is a brief paper, typically between 6 and 10 pages in length, which helps students articulate, organize, and begin to align the key steps in the academic argument for their proposed research. Students will create a prospectus to establish the background for the problem statement; the problem statement itself; a survey of the relevant literature; and a research, implementation, and evaluation plan for the solution of the problem. The goal for the prospectus is to create a plan for developing the dissertation proposal. (Prerequisite(s): RSCH 8100, RSCH 8200, and RSCH 8300.) **Note:** Submission of the prospectus in this course does not satisfy the prospectus submission and approval process required as the next step in the dissertation process. Students will be working with their selected chair and committee member to continue to refine and finalize the prospectus.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8116 - Understanding Forensic Psychology Research**

(5 cr.) This course aims to help the student better understand how to be an astute consumer of forensic psychology research. Basic principles of statistics, such as reliability and validity, are covered. At the same time, this course places emphasis on teaching the student how to read forensic psychology research critically and how best to apply research results to forensic clinical settings.

**PSYC 8117 - Writing a Quality Prospectus in Psychology**

(5 cr.) This five-credit course is focused specifically on the process of writing the dissertation prospectus. Students can use their preliminary research plan, developed previously, and develop a problem statement to be used in the dissertation. They can further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYC 8125 - Assessment in Forensic Psychology Settings**

(5 cr.) This course covers the varied assessment techniques and instruments used in the forensic psychology arena. Some of the assessment areas covered include risk assessment, juvenile evaluations, lie detection, custody evaluations, and many of the psychological tests and instruments that are used in these assessments. The course will provide a solid foundation of the knowledge of forensic psychology techniques and assessment rather than specific skills in administering and interpreting psychological tests.

**PSYC 8131 - Theories of Learning**

(5 cr.) The course will provide an in-depth study of modern learning theory, its historical context, theoretical ideas, research, and applications in various learning environments. The theoretical ideas of the major paradigms of learning, such as behaviorism, gestalt, cognitivism, information-processing, constructivism, and humanism, will be covered. The course will also include of a review of current theories of cognitive processes, such as language, memory, and intelligence, and how differences in cognitive level throughout the lifespan mediate learning of educational subject matters. *(Prerequisite(s): PSYC 8760.)*

**PSYC 8135 - Criminal Behavior**

(5 cr.) This course provides students with contemporary views and theories of maladaptive and criminal behavior. A broad conceptualization of criminal behavior, such as that which comes from the sociological and anthropological perspectives, is discussed. Theories and application of criminal profiling will be discussed. Additionally, more specific views of criminal behavior
germane to groups such as psychopaths, serial offenders, and sexually violent predators will be addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8201 - Social Cognition**

(5 cr.) In this course, the student is oriented to key elements in social cognitive processing as a subspecialty of social psychology, including attribution theory, schema theory, social cognition relative to self, the role of attention/consciousness in social cognition, errors and biases in social thought, heuristics, person memory, affect and cognition, attitudes, social influence, and behavior relative to social cognition. (Prerequisite(s): PSYC 8247.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8202 - Survey Research Methods**

(5 cr.) An in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration is introduced in this course. Topics will include survey design, administration, analysis, and addressing sources of bias. The course will also review theoretical and empirical research on question and questionnaire effects. The course prepares students in the practice of writing questions and designing questionnaires, both in general and in light of existing research. (Prerequisite(s): RSCH 8100 and RSCH 8200.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8203 - Attitudes/Attitude Change**

(5 cr.) This course will cover classic and contemporary models of attitudes, their functions, and how they are formed and maintained. The connection between attitudes and behavior and how attitudes are changed through the process of persuasion and cognitive dissonance will also be examined. (Prerequisite(s): PSYC 8247.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8204 - Intergroup Relations**

(5 cr.) This course will provide an in-depth study of basic and applied research and theory on both group processes and group relations and could include some of the following topics: prejudice, discrimination, stereotyping, social categorization, minority and majority influence, group decision making, leadership, group structure, group socialization, bargaining and negotiation, intergroup conflict and cooperation, collective action and cognition, collective self and identity, social identity, language and identity, ethnic and cultural relations, and social dilemmas. (Prerequisite(s): PSYC 8247.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 8207 - History and Systems of Psychology

(5 cr.) This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8208 - Career Assessment and Intervention

(5 cr.) Students in this course are provided with practical skills in career and vocational assessment. Students can administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Major sources of career and work information available on the Internet and through printed materials and computer-based guidance systems will be examined. Emphasis is placed on helping students gain functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. Students will learn how to integrate career development theory and assessment results with career counseling interventions. Current issues in career counseling and assessment will be discussed, with particular attention paid to computer-based applications and multicultural implications. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

PSYC 8211 - Contemporary Issues in Psychology

(5 cr.) Students in this course are provided with an advanced-level overview of the core areas, topics, and concepts in psychology as well as considerations for related contemporary issues. They engage in a variety of conceptual and application-based assignments on the biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students practice and develop critical-reading and analysis skills through reviews of journal articles and media publications. Through these reviews, students focus specifically on distinguishing facts and opinions, identifying bias in writing, and discovering the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. They also assess and incorporate themes of diversity in their study and assignments.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8212 - Principles of Organizational Psychology and Development

(5 cr.) Students in this course are provided with the theoretical foundation for organizational inquiry. Students build on their knowledge of the contemporary business environment to gain a deeper understanding of how organizations function as well as how strategic design can affect efficiency and productivity. Students explore change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Sharpening critical-thinking and creative skills, students employ course concepts to identify organizational
development opportunities based on an in-depth analysis of an organization. Through this project, students gain awareness of practical strategies for organizational development efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8213 - Strategic Talent Management and Development**

(5 cr.) Successful organizations and businesses know that an effective way to achieve goals is to align business strategies with workforce talent. Students in this course learn how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. They explore and discuss a variety of topics, including talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Students apply concepts as they prepare a strategic talent management and development audit as well as an overall talent management and development strategy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8214 - Consulting for Organizational Change**

(5 cr.) Organizational and professional development (OPD) professionals promote and implement organizational change by using fundamental techniques of change management. Students in this course examine and apply these tools, including consulting competencies, approaches, and organizational change models to learn the skills of an OPD consultant. Students explore methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. They also explore related topics, such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Students apply course concepts to the assessment of an organization and the development of strategies to address identified needs for change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8215 - Lifespan Development**

(5 cr.) Students in this course are provided with an advanced overview of human development through the lifespan, including prenatal, childhood, adolescent, adult, and late-adult phases. Students examine and apply basic processes and theories to developmental milestones that occur within these phases of development. They explore factors of heredity and environmental elements on human development, and they consider ethical issues, research considerations, and global perspectives as they assess strategies to promote optimal development. Students also engage in coursework and discussions that highlight themes of diversity and social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8216 - Dynamics of Contemporary, International, and Virtual Organizations**
Globalization, technological innovation, and market factors continually change the context of business, requiring professionals who understand how organizations function to work through challenges and harness opportunities for change. In this course, students explore the implications of the changing nature of organizations as well as the emergence of international and virtual organizations in a global economy. Through contextual and application-based assignments, students address the unique opportunities and challenges for government, for-profit, nonprofit, international, and virtual organizations. Applying acquired knowledge and skills, students provide a diagnosis and recommendations for a specific organization’s development efforts.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8221 - Psychology of Personality**

(5 cr.) Professionals study personality in a variety of contexts to understand the factors that compose an individual’s psychological framework better, including feelings, thoughts, and motivations. Students in this course are introduced to the major theories of personality and personality assessment approaches. Students examine research that supports multiple theories as well as basic concepts and principles of the various schools of thought. They also explore and discuss related topics, such as various aspects of psychology, including psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential, in addition to individual, cultural, and gender differences in personality. Students consider themes of diversity throughout the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8224 - Psychology of Work**

(5 cr.) This course examines work and career development from a theoretical perspective. Major theories of vocational psychology are explored and integrated as students examine the critical role of work and vocation from a developmental perspective, spanning from childhood through late adulthood, and from a multicultural and global perspective. The meaning of work for individuals, groups, families, and societies is explored. Work will be also be explored in its interrelationship with family and other lifestyle roles and factors.

**PSYC 8226 - Biopsychology**

(5 cr.) An important branch of psychology, known as biopsychology, combines neuroscience with basic psychological models for the purpose of understanding how the brain and neurotransmitters influence human behavior. In this course, students examine the structure and functions of the central and peripheral nervous systems and explore the impact of neurobiology, endocrinology, and physiology on human behavior. They learn about brain functioning, including exploration of neural conduction; effects of neurotransmitters; sensory systems; and mechanisms of attention, memory, perception, and language. Students also explore literature addressing issues related to neuroplasticity, lateralization, and regeneration. Applying knowledge and skills gained throughout the course, students develop a final research paper through which they synthesize biopsychology concepts, critically analyze related research, and demonstrate
APA-writing ability.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8229 - Psychopathology**

(5 cr.) This course provides an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

**PSYC 8232 - Consultation and Supervision in Psychology**

(5 cr.) Students in this course examine the history, theory, process, and methods in the fields of psychological consultation and clinical supervision. Students can gain theoretical and empirical knowledge as well as the relevant practical skills needed to function as consultants and supervisors. Ethical and legal issues in providing consultation and supervision will be addressed. This course is provided in-residence, which means that students will be dividing their time between online assignments and assignments completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. This format will allow students the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

**PSYC 8237 - Cognitive Psychology**

(5 cr.) The course has a basis in cognitive neuroscience and begins by providing students with an overview of the history of the field and approaches used to study the mind. Students continue with an examination of the fundamentals of cognition. They examine various domains of cognitive psychology, including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision making); and emotions. Additionally, students explore individual and cultural differences across domains. Students apply theories and concepts to analyze and report on the impact of cognitive psychological research on a contemporary issue of interest.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8238 - Cognitive and Affective Bases of Behavior**

(5 cr.) This course reviews core theories of cognition and affect and their roles in human functioning. The course will review basic components of cognition, including knowledge acquisition, knowledge representation, language and various aspects of thinking, and emotions. There is also a focus on the multidimensional and interactive characteristics of human cognitive and affective functioning. A specific emphasis is placed on theories and research bearing on how cognition and affect interact in important areas of human functioning such as emotional regulation, construction of reality, motivation, psychopathology, and health.
PSYC 8241 - Human Motivation

(5 cr.) What are the factors that drive human behavior, and in what ways can professionals harness this information to help individuals achieve their goals? Through the exploration of historical and contemporary theories and perspectives, students in this course have the opportunity to answer such questions and gain foundational knowledge of the study of human motivation. Students examine the physiological, psychological, learned, social, cognitive, and emotional aspects of motivation. They work toward developing a conceptual understanding of theories associated with motivation, which they apply to personal, professional, and contemporary social issues. Students engage in readings and assignments that incorporate themes of diversity as they relate to human motivation.

PSYC 8242 - Changing Health Behavior: Theory and Practice

(5 cr.) Students in this course will review past and current models of health behavior change, disease prevention, disease management, and relapse prevention. Coverage of health-related issues includes dietary needs, tobacco and drug use, safer sexual practices, and stress management. In addition, students will examine the analysis of behavior change within specific populations (young, elderly, cognitively impaired, etc.) and factors that predict or serve as obstacles to lifestyle change and adherence. (Prerequisite(s): PSYC 8745.)

PSYC 8247 - Social Psychology

(5 cr.) Factors of cognitions and social behavior are at the root of nearly all experiences pertaining to individuals in society. In this course, students use the lens of social psychology to examine perceptions, attitudes, relationships and attraction, motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture. Students apply knowledge and skills gained in the course to a final project in which they develop a plan for using social psychology research to address a significant social problem. Moreover, students consider ways to extend lessons learned to their personal and professional lives to effect positive social change as scholar-practitioners.

PSYC 8281 - Counseling Psychology Practicum I

(3 cr.) This course is the first of the four-course, year-long practicum sequence. Students are able to engage in a supervised experience that integrates theory and research with practice. As students work in collaboration with their site supervisor and course instructor, their practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal

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growth; development of cultural competence; and effective use of supervision. (Prerequisite(s): Successful completion of AYR.)

**PSYC 8283 - Counseling Psychology Practicum II**

(3 cr.) This course is the second of the four-course, year-long practicum sequence. Students continue their practicum applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Working in collaboration with their site supervisor and course instructor, the practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

**PSYC 8284 - Counseling Psychology Practicum III**

(3 cr.) This course is the third of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**PSYC 8285 - Counseling Psychology Practicum IV**

(3 cr.) This course is the fourth of the four-course, year-long practicum sequence. Students continue their practicum, applying the principles and methods of empirically supported treatments and approaches learned from their coursework. Students bring closure to their work on real-world problems that they developed with their preceptors. Students evaluate and complete their practicum project and present their project in the workplace and in the online classroom.

**PSYC 8286 - Counseling Psychology Internship I**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

**PSYC 8287 - Counseling Psychology Internship II**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

**PSYC 8288 - Counseling Psychology Internship III**
The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

**PSYC 8289 - Counseling Psychology Internship IV**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare counseling psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas.

**PSYC 8290 - Clinical Psychology Practicum I**

(3 cr.) This course is the first of the two-course practicum sequence. This course enables students to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students’ practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

**PSYC 8291 - Clinical Psychology Practicum II**

(3 cr.) This course is the second of the two-course practicum sequence. This course enables students to engage in a supervised experience that integrates theory and research with practice. Working in collaboration with their site supervisor and course instructor, the students’ practicum experience includes guided development of intermediate conceptual, assessment, intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and effective use of supervision.

**PSYC 8292 - Clinical Psychology Internship I**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8293 - Clinical Psychology Internship II**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.
**PSYC 8294 - Clinical Psychology Internship III**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8295 - Clinical Psychology Internship IV**

(3 cr.) The internship course is taken in conjunction with a supervised clinical experience and is intended to prepare clinical psychology students for readiness to enter practice. This course follows completion of the practicum sequence and is designed to develop intermediate intervention and assessment skills, integrate professional knowledge and skills with evidence-based practices, and continue focused development in specialization areas. A minimum of 2,000 clock hours with at least 900 clock hours of direct client contact must be documented.

**PSYC 8300 - Philosophical Foundations in Psychological Research**

(5 cr.) Students are introduced to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular in this course. Students explore the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the progress of science (the “paradigm”). They also examine philosophical movements that influence research and research priorities, including positivism, constructivism, and other postmodern research paradigms (including feminist, race, and gay/lesbian psychologies). Students apply concepts involving scholarly inquiry and research to various written assignments designed to provide practical application of content.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8304 - Statistics 1**

(5 cr.) Psychology practitioners use statistics in a variety of professional undertakings, such as creating studies to assess human behavior or deciding which treatment approaches are most effective for a specific client. Students in this course are provided with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Students work toward developing the skills with which to write, analyze, and critique social science research. They learn various methods, including computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Students also examine statistical tests (and underlying assumptions), including z-score; single-sample, independent-sample, and related-sample t-tests; analysis of variance; correlation, regression; and chi-square tests. This course also provides students with an introduction to the SPSS statistical software package.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 8305 - Statistics 2

(5 cr.) In this course, students review and expand on statistical techniques mastered in Statistics 1, such as the t-test, correlation analysis, ANOVA, and chi-square tests. Students explore underlying assumptions and applications of factorial, repeated measures (within groups), mixed-design ANOVA, multiple regression, and logistic regression. They learn statistical and analytical applications as well as how to read and write about psychological research critically—skills and techniques needed to complete the doctoral dissertation. Students also engage in analyses involving the use of the SPSS statistical software package. (Prerequisite(s): PSYC 8304.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8306 - Statistics 3

(5 cr.) Students in this course are provided with an introduction to multivariate statistics and their uses in the social sciences. Students explore a variety of topics, including data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path analysis, factor and principle components analysis, and structural equation modeling. Through contextual and application-based assignments, students focus on understanding theory and using SPSS to solve problems. (Prerequisite(s): PSYC 8305.)

PSYC 8310 - Qualitative Analysis

(5 cr.) There are five major traditions of qualitative research methodology commonly used in psychology practice: phenomenology, grounded theory, ethnography, biography, and case study. Through the context of each of these traditions, students in this course examine varying approaches to proposal planning, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report. Students work toward gaining the knowledge and skills to design a qualitative research project that could serve as the foundation for thesis or dissertation work. (Prerequisite(s): PSYC 8304 and PSYC 8311.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8311 - Research Design

(5 cr.) In this course, students have the opportunity to build a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. They also learn the importance of scholarly writing as well as how to identify a topic for research and how to conduct a literature search. Students gain hands-on practice developing a research proposal through which they address key elements, such as collecting and analyzing data, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, and defining the significance of the study. Additionally, students consider the legal and ethical issues associated with human subjects’ protection. (Prerequisite(s): PSYC 8304.)
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**PSYC 8315 - Program Evaluation**

(5 cr.) The skills required to assess research and work effectively with stakeholders are among the many proficiencies required of professionals who evaluate and develop programs. In this course, students examine these skill sets as well as the history, theory, and major approaches underlying program evaluation. Students learn how to select appropriate quantitative and/or qualitative models and techniques to perform evaluations, demonstrate program effectiveness, and disseminate results. Additionally, students explore the procedures and techniques involved in offering their evaluation services to a specific group or organization. They also examine strategies to gain stakeholder interest in developing appropriate standards, research progress, and evaluation outcomes. Students acquire practical experience evaluating a program of interest through which they outline organizational structure, identify stakeholders, employ evaluation models, explain steps in planning, and predict possible challenges or stakeholder fears, for which they recommend solutions. (Prerequisite(s): PSYC 8304 and PSYC 8311.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8316 - Tests and Measurement**

(5 cr.) Students in this course are provided with an overview of the different types of tests used in clinical, educational, and organizational settings. Students engage in a comprehensive examination of psychometric properties used to develop and evaluate these instruments. They examine normative sampling and standardization, reliability and validity, test score interpretation, and test development. Students also consider related ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Prerequisite(s): PSYC 8304.)

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8320 - Advanced Methods in Mixed Qualitative-Quantitative Research Designs**

(5 cr.) Students in this course are provided with the opportunity to gain an in-depth understanding of the use of qualitative and quantitative research designs in psychological research. Students assess a broad overview of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. Students review methods common to each tradition and engage in a comprehensive exploration of mixed-method approaches, including strategies for collecting, analyzing, and disseminating data as well as for incorporating both methods at all stages of the research project. Students engage in a variety of conceptual and application-based exercises to gain practical experience designing a mixed-method research project that could serve as the foundation for their dissertation. (Prerequisite(s): PSYC 8304, PSYC 8310, and PSYC 8311.)

**PSYC 8331 - Interviewing and Observational Strategies**
Personal attitudes, values, and beliefs often affect a counselor’s ability to establish an appropriate relationship and rapport with clients. In this course, students learn to evaluate their personal attitudes and beliefs to positively influence their counseling approaches. They explore principles and skills related to interviewing and observation, and they examine related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. Synthesizing concepts, skills, and personal reflections, students demonstrate their ability to engage in a counseling session using techniques learned throughout the course. **Note:** This course also requires that students have access to a video recording device, a tripod, and an audio recording device, which they will begin using the first week of class.

*Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8340 - Cognitive Assessment**

(5 cr.) Students in this course are introduced to historical and current theories of intellectual functioning. Students can critically analyze issues related to cognitive ability and achievement and develop competency in the administration, scoring, and interpretation of various standardized instruments designed to assess cognitive and intellectual functioning. Students will review and prepare written reports that summarize, interpret, and integrate assessment results with recommendations for prevention and intervention. There is an emphasis on ethical test use in a diverse society and linking assessment results to appropriate interventions and practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYC 8341 - Psychological Assessment: Cognitive**

(5 cr.) Students in this course are introduced to basic skills related to cognitive and academic achievement testing. Students examine the theoretical basis, skill sets, and examples of psychological assessment. They learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. Students also engage in practical assignments, focusing on applied aspects of psychological testing. (Prerequisite(s): Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 8316 or in another graduate course in tests and measurements.)

**PSYC 8343 - Psychotherapy Interventions 2**

(5 cr.) Students in this course learn methods of applying empirically supported treatment and interventions to client issues ranging from living problems to severe mental disorders in selected populations. Students gain hands-on experience implementing intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy. They engage in topical readings and course assignments that emphasize culturally competent interventions within an ethical framework for clinical practice. (Prerequisite(s): PSYC 8344.)
PSYC 8344 - Interventions I

(5 cr.) The focus of this course is on the acquisition and demonstration of clinical and counseling skills in the context of empirically supported modes of intervention. Students apply skills in treatment-planning exercises, clinical vignettes, and face-to-face simulations of psychotherapy sessions.

PSYC 8345 - Interventions II

(5 cr.) Students in this course explore the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy, in the online and face-to-face classrooms. Culturally competent interventions are emphasized within an ethical framework for clinical or counseling practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

PSYC 8346 - Clinical Psychopharmacology

(5 cr.) Students in this course survey basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. Basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems are covered. Students also learn the actions of specific drugs, their effects on behavior, and their uses in biological psychiatry. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

PSYC 8350 - Personality Assessment

(5 cr.) This course is designed to introduce students to the theory and concepts relevant to objective personality assessment as well as to build the skills needed to administer, score, and interpret specific measures of personality and social-emotional functioning in a professionally and ethically responsible manner. The course is also designed to develop students’ skills in selection of assessment methods, integration of all assessment data, case formulation, psychodiagnosis, report writing, and treatment planning based on assessment findings. This course has a skill-based, face-to-face required in-residence component, which is designed to be hands-on, intensive, and cumulative to promote learning and skill building that will generalize to “real-world” practice. Students can gain experience in integrative report writing and begin to develop evidence-based consultation and test-interpretation feedback skills. Satisfactory completion of this demanding course is seen as an essential component of the core Professional Psychology curriculum. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes) at the required in-residence. This course is provided in-
residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYC 8351 - Psychological Assessment: Personality**

(5 cr.) Students are introduced to basic skills related to the assessment of personality. Students examine historical and theoretical foundations of personality tests, including the MMPI-2, BSI, NEO PI-R, and the Rorschach in this course. They learn to administer, record, score, and interpret specific measures of personality. Students also engage in practical assignments, focusing on applied aspects of psychological testing. Through a final project, students synthesize assessment data from cognitive and personality assessments into a formal written report. Students also engage in a skill-based, face-to-face residency requirement. *(Prerequisite(s): Matriculation into the Counseling Psychology or Clinical Psychology specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315/PSYC 8316 or in another graduate course in tests and measurements. Students must take the assessment courses sequentially: PSYC 6341/PSYC 8341 Psychological Assessment: Cognitive prior to PSYC 6351/PSYC 8351 Psychological Assessment: Personality.) Note: This course requires students to submit a videotape of a mock assessment session; therefore, students must have access to a digital camcorder.*

**PSYC 8356 - Marriage, Couple, and Family Therapy**

(5 cr.) This course provides a foundation in the theoretical perspectives and empirical framework necessary for marriage, couple, and family therapy. The theoretical perspective includes general systems theory and its applications, as well as psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Students learn to conceptualize presenting issues within a systemic perspective and context. Empirically based techniques for assessment and intervention of marriages, couples, and families are reviewed and analyzed.

**PSYC 8390 - Thesis**

(12 cr. minimum—6 cr. per term for minimum 2 terms) Students in this course are provided with the tools to integrate their program of study logically and comprehensively into an in-depth exploration of a topic of research interest. Students may choose either a critical literature review with a proposed research design or an empirical study. They engage in an online course that requires weekly participation in readings, discussions, and other assignments designed to help them complete each component of the thesis. Students complete their final thesis independently under the mentorship of a thesis chair. *(Prerequisite(s): Completion of all coursework; may be concurrently enrolled with last term of coursework.) Note: Students are registered for PSYC 8390 until successful completion of the thesis.*

**PSYC 8393 - M.S. in Psychology Capstone**

(5 cr.) Students are provided with the opportunity to synthesize knowledge and skills acquired throughout their program into a practical project designed to promote positive social change in a capstone project. During this course, students work on a capstone project in which they complete a major integrative paper on a topic related to their specialization, incorporating theoretical and
practical knowledge as well as social scientific research skills acquired throughout the program. The instructor may approve other capstone projects presented by students.

**PSYC 8421 - Multicultural Psychology**

(5 cr.) This course is designed to provide a foundation in the theory and skills necessary for multicultural counseling and the delivery of psychological services to diverse populations. Students explore cross-cultural issues and their impact on the therapeutic relationship. Specific populations include those related to race, ethnicity, sex, gender, sexual orientation, social class, economic status, age, religion, and disability. The effects of oppression and its prevention are also discussed in terms of social justice. This course is designed to be provided in-residence, which means that students will be dividing their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. With this format, the student has the opportunity to integrate the online didactic learning experience with hands-on skills demonstration. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYC 8503 - Behavioral Assessment and Intervention**

(5 cr.) Through this course, students explore the basic principles of applied behavior analysis, which they apply to the implementation of behavioral procedures and development of behavioral programs. Specifically, students discover techniques and best practices used to conduct functional assessments and functional analyses; develop intervention procedures based on the outcome of assessments and analyses; implement procedures; train others to implement procedures; manage implementation; and make data-based decisions. They also examine and discuss ethical issues in functional assessment, functional analysis, and function-relevant treatment or delivery. *(Prerequisite(s): PSYC 8316 and PSYC 8341 with a grade of B or better.)*

**PSYC 8504 - Academic Assessment and Intervention**

(5 cr.) This course is an introduction to the major approaches and techniques for individual assessment and intervention with students experiencing academic difficulties. Students identify and evaluate classroom instructional factors and learn how to conduct comprehensive psychoeducational evaluations that are technically sound and lead to effective intervention strategies. They also practice assessment procedures in general academic achievement, reading, mathematics, written language, spelling, oral language, listening comprehension, and adaptive behavior, and they consider the use of these procedures with culturally diverse backgrounds. Through this course, students learn the importance of assessing classroom ecology and using curriculum-based measures while linking assessment and intervention as well as effectively communicating results to parents, teachers, and other professionals. *(Prerequisite(s): PSYC 8316 and PSYC 8341 with a grade of B or better.)*

**PSYC 8511 - Treatment of Forensic Populations**

(5 cr.) This course provides students with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations such as sex
offenders, substance abusers, victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8521 - Police Psychology**

(5 cr.) The focus of this course is directed at the various roles a psychologist might have when working within a police department. Issues such as officer selection and training, stress management, critical incident stress debriefing, and upper-management consultation are mainstays of the police psychologist and will be covered. Additionally, less-well-known roles such as training in hostage negotiations and the selection of special operations officers (S.W.A.T., snipers, tactical commanders) will be reviewed.

**PSYC 8522 - Psychology in the Courts**

(5 cr.) This course covers the major roles that a forensic psychologist could have within the court system. Issues such as expert testimony, jury selection, eyewitness testimony, and consultation with attorneys will be covered. Additionally, practical skills such as documentation and report writing will be addressed.

**PSYC 8551 - I/O Tests and Measurement**

(5 cr.) Students in this course are provided with an in-depth study of measurement theory and the tests used in organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments, including classical test theory, item response theory (IRT), and item forensics approaches to testing. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues, including cultural bias and fairness. Professional standards for testing provide a foundation for the course.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8552 - Psychology of Motivation at Work**

(5 cr.) The course will provide an in-depth study of major topics in micro-level organizational behavior. Accountability, organization citizenship behaviors, forms of organizational attachment, motivation, goal theory, and issues of equity and justice will be covered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8573 - Child and Adolescent Health**

(5 cr.) This course covers diseases and disorders in children and adolescents. Topics include diabetes, anorexia, headaches, epilepsy, burn injuries, cystic fibrosis, asthma, addiction, and adolescent obesity. Health promotion for children and adolescents is discussed, including
cardiovascular health, nutrition, and exercise. Also covered are insights into special issues such as post-traumatic stress disorder, daily stress, sexually transmitted diseases, sleep disorders, and ethical and legal issues in pediatric and adolescent health psychology. *(Prerequisite(s): PSYC 8745.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8574 - Women’s Health**

*(5 cr.)* This course examines healthcare issues in women and girls. Topics include healthy development, trauma, coping, self-esteem, resilience, self-care, well-being, sexual health, relationships, roles, family, schooling, careers, motherhood, transitions, violence, security, bereavement, and positive aging. *(Prerequisite(s): PSYC 8745.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8576 - Advanced Personnel Psychology**

*(5 cr.)* Students explore advanced selection validation models and techniques, performance measurement approaches, and talent management systems as well as underlying legal implications and policy issues. In this course, students prepare as future scholar-practitioners to conduct and apply research in the field of personnel psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8579 - Job Attitudes, Measurement, and Change**

*(5 cr.)* The course will provide an in-depth study of major theories of job attitudes, as well as their antecedents, correlates, and consequences. Topics will include job satisfaction, organizational commitment, organizational citizenship behavior, withdrawal behavior, and counterproductive organizational behavior. Application of learning will be demonstrated through an applied-attitude survey research project.

**PSYC 8660 - Leadership, Advocacy, and Change**

*(5 cr.)* This course is designed to enhance students’ understanding of the responsibility of counselor educators to foster social change, provide leadership, service the counseling professional, and advocate for their community, clients, students, and profession. Students will use current research to examine the trends and issues of the profession and identify how community, national, and international issues affect the counseling profession. Students will also understand the processes of advocacy and social change. Students will continue to enhance their professional development plans by identifying specific goals for professional involvement and service.

**PSYC 8700 - Psychology and Social Change**

*(5 cr.)* In this course, students analyze and evaluate theories of social and personal change. Students engage in a variety of conceptual and application assignments focused on power and
social inequalities, ethnic inequalities, global environment, and issues related to gender and sexism, such as homophobia. In addition, students examine the impact of social change theories on children, families, and societies. They explore the concepts of change agent and change advocate as well as the role of the psychologist as change agent. Students also engage in an integrative written assignment to synthesize theories and analyze a current social problem in their community, for which they propose an action to address the issue and drive positive social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8701 - Culture and Psychology♦

(5 cr.) Culture often has a profound influence on individual beliefs, personality development, and social behavior. Therefore, mental health professionals must have a fundamental understanding of the impact and psychological implications of culture. In this course, students focus on core themes of cross-cultural psychology—specifically, cultures representing different parts of the world and cultural influences on human psychology. Students explore the cultural components, research, and theory of cross-cultural psychology, and they assess the overall impact of culture on the field of psychology around the world. Additionally, they engage in readings and practical assignments to gain a better understanding of human development and the interactions between culture and social behaviors, health, mental health, and mental illnesses.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8703 - Ethics and Standards of Psychology♦

(5 cr.) This course examines the origins of professional codes of ethics and standards of scientific psychology. Topics include ethical issues in academics (research, teaching, supervision), various work settings (assessment, consulting), and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and ethical issues related to the legal system. The course also explores how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 8704 - Ethics and Standards of Psychological Practice

(5 cr.) The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. Students in the course also address issues of professional development such as supervision, peer consultation, and continuing education. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

PSYC 8705 - Ethics and Standards of Professional Practice♦
What constitutes fraudulent practice, and how can psychologists avoid it? In this course, students have the opportunity to answer questions such as this as they examine the psychologists’ principles of conduct, code of ethics, and standards of practice. They identify and analyze the guidelines for practice in specific psychological services and with identified populations, and they assess the ethical decision-making process. Students engage in weekly discussions on topical issues, including informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. They also consider the function of professional development, such as supervision, peer consultation, and continuing education, in reaching career goals and acquiring more diverse skill sets.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8706 - Advanced Social Psychology**

(5 cr.) Students in this course are provided with an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Students devote special attention to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. They explore and discuss topics related to small-group processes and dynamics, shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. Students demonstrate their understanding of theories and concepts through a final analysis of a social problem occurring in their own community for which they propose an intervention to ameliorate the problem. (Prerequisite(s): PSYC 8247.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8710 - Clinical Neuropsychology**

(5 cr.) Students in this course are provided with an introduction to the field of clinical neuropsychology—a subfield of psychology that deals with the treatment of patients with injuries to the brain or neurocognitive disorders. Students explore and discuss cortical organization, including functions, anatomy, and neuropathology, and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. They also examine neuropsychological approaches, including cognitive neuropsychology. Students share with their peers assessments of current articles relevant to contemporary issues in neuropsychology. They also apply course concepts through a literature review and final paper on a topic of choice in the field. (Prerequisite(s): PSYC 8226.)

**PSYC 8712 - Clinical Child Neuropsychology**

(5 cr.) Neuropsychology is a vast field evolving at a rapid pace. Clinicians working with children must understand the underlying science and core theories, but they must also keep abreast of new research. Students in this course are introduced to foundations and current literature in clinical child neuropsychology. Students explore and discuss scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning, and/or behavioral...
disorders. They also engage in assignments focused on multidimensional, ecological, and sociopsychological perspectives relative to prevention, diversity, identification, and intervention with children. (Prerequisite(s): PSYC 8215 and PSYC 8226.)

**PSYC 8718 - Psychology of the Exceptional Individual**

(5 cr.) Students in this course examine the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. They learn ways to understand and work with individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Students explore topical issues, including inclusion, transition to adulthood, and multicultural diversity. Through this course, students work toward gaining the knowledge and skills for developing research-based educational and therapeutic interventions.

**PSYC 8719 - Developmental Psychopathology**

(5 cr.) In this course, students learn about formal psychopathology, including emotional and behavioral disorders and classification systems of infants, children, and adolescents. Students examine contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual’s outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. They examine and discuss literature and topics related to assessment, diagnosis, and treatment; a wide range of disorders and disruptive behaviors; and abuse and neglect. Applying course concepts, students assess case studies of diagnostic issues for a contemporary and practical understanding of psychopathology. (Prerequisite(s): PSYC 8221 and PSYC 8226.)

**PSYC 8720 - Diagnosis and Assessment♦**

(5 cr.) Students are provided with an overview of what is commonly referred to as abnormal psychology; however, students also consider factors constituting normalcy from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Using the scholar-practitioner model, students consider environmental and biological factors contributing to behavioral disorders. Students also examine techniques commonly used for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as for psychophysiological and psychosocial problems. Through coursework and discussions, students consider multicultural factors that complicate diagnosis as well as current trends and contemporary issues in clinical assessment and diagnosis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8721 - Advanced Psychopathology♦**

(5 cr.) In this course, students engage in an in-depth examination of current theory and research associated with major psychological disorders and their diagnoses. Students explore the primary classification systems in terms of their applicability and limitations as well as the factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health.
Students engage in practical assignments, focusing on applications of the diagnostic criteria in terms of case conceptualization. *(Prerequisite(s): PSYC 8221.)*

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8722 - Counseling and Psychotherapy Theories**

*(5 cr.)* There are hundreds of therapeutic theories and techniques available to frame the practice of counseling and psychotherapy. An important skill for mental health counselors is to understand the strengths and limitations of these theories to determine which are most appropriate and work best in their own personal practice. In this course, students explore the history of counseling and psychotherapy theories. They examine the major approaches to counseling and psychotherapy in current use, including empirical foundations, advantages, and limitations. Students assess examples of theory-based applications and develop a personal theory of counseling based on theories and techniques assessed in the course. *(Prerequisite(s): PSYC 8221.)*

**PSYC 8723 - Multicultural Counseling**

*(5 cr.)* Students are provided with the opportunity to increase their knowledge of multicultural counseling and the delivery of psychological services as well as related skills needed in professional practice. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. They examine the application of traditional theoretical orientations and current multicultural theories to culturally diverse groups. Through a variety of assignments designed to provide practical application of content, students also investigate counseling concepts related to race and ethnicity, sex and gender, sexual orientation, social class, age, and ability.

♦ *Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.*

**PSYC 8724 - Child Psychotherapy**

*(5 cr.)* What are some of the special considerations of therapeutic treatment approaches in children? In this course, students have the opportunity to answer this question as they explore the psychological treatment of children from an array of theories and techniques, including play therapy. Students examine and discuss fundamentals and contemporary issues related to playroom organization, intake interviews, psychological assessment, treatment, evaluation, and intervention. They also explore typical play behaviors of children at various levels of development, cross-cultural aspects of play and their meanings as well as issues of cultural sensitivity and ethical practice. Students complete a final written assignment to synthesize course concepts and demonstrate their understanding of child psychotherapy. *(Prerequisite(s): PSYC 8215.)*

**PSYC 8725 - Group Therapy**

*(5 cr.)* Students in this course are provided with a comprehensive review of clinical and counseling approaches to group therapy. Students examine the theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt,
transactional, behavioral, rational-emotive, and reality therapy. Through an in-depth literature review as well as weekly discussions and written assignments, students focus on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, the stages of group development, and related professional and ethical considerations.

**PSYC 8726 - Couples and Family Counseling**

(5 cr.) An important skill for clinicians is to have a fundamental understanding of the dynamics and functioning of couples and families. Students in this course are introduced to concepts and applications in theoretical perspectives and techniques, classical schools of thought, and recent developments in couples and family therapy. Students explore culture, gender, and ethnicity factors in family development. They also review and compare theoretical frameworks in couples and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models. Additionally, students assess the roles of culture, spirituality, and values in understanding families.

**PSYC 8727 - Religion and Spirituality in Counseling and Therapy**

(5 cr.) Religious and spiritual movements as well as the interactions and divergences between religion and spirituality are topics that can emerge in counseling or therapy. Professionals must be prepared to discuss these issues and incorporate them into therapy with their clients. In this course, students explore and discuss religious and spiritual values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, methods to handle religious/spiritual materials and themes presented by clients, and cultural considerations that may intersect with religion and spirituality related to race, ethnicity, and nationality. Other topics that students consider include sex and gender roles, sexual orientation, and treatment techniques. Employing critical-thinking and scholarly-writing skills, students apply concepts to weekly journal assignments and synthesize knowledge into a final paper. Students also reflect on course material to identify their own attitudes toward religion, and they consider how they can address issues of religion and spirituality in a professional context.

**PSYC 8728 - Substance Abuse Counseling**

(5 cr.) The impact of substance abuse on the lives of people with addictions and the lives of their families makes for a highly complex and challenging area of mental health counseling. Counselors working with these individuals must possess a comprehensive understanding of the background, controversies, and current approaches in regard to the treatment of substance abuse. In this course, students examine psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. They also examine current research in the field of dependency and addiction. Students engage in a variety of conceptual and application-based assignments on diagnosing patients, choosing among models of treatment, planning treatment, using group and family treatment plans, and ensuring treatment efficacy. They also consider strategies to promote change, including the transtheoretical model of behavior change.

**PSYC 8729 - Grief Therapy**
(5 cr.) Students in this course examine grief theory and related processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. They explore coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with the loss of children. Students also consider how to address diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion. Students engage in practical assignments that emphasize research-based intervention techniques.

**PSYC 8730 - Advanced Grief Therapy**

(5 cr.) In this course, students explore grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and human-caused). Students complete multiple assignments, focusing on acute stress and post-traumatic stress disorder (PTSD) as well as cultural factors in the assessment and treatment of those diagnosed with PTSD. They further explore content and share perspectives through discussions on related topics, such as homeostasis, prevention interventions, PTSD conceptualizations, character development and attachment theory, memory and information processing, legal and ethical considerations, and additional insights and reflections. *(Prerequisite(s): PSYC 8729.)*

**PSYC 8732 - Medical Crisis Counseling**

(5 cr.) Patients and families coping with life-threatening illness often present with acute and chronic stress and psychological issues. In this course, students assess these issues to learn the fundamentals of providing therapy in medical crisis situations. Students explore points of access in the disease process as well as characteristics and treatments of diseases, focusing on appropriate interventions. Additionally, students examine preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation, and religion/spirituality. Students apply concepts learned in the course to the review of recent, professional research articles related to counseling patients with medical conditions.

**PSYC 8740 - Disaster, Crisis, and Trauma**

(5 cr.) There is no shortage of natural and human-made disasters, such as war, violence, genocide, and terrorist activities. Individuals and communities impacted by such disasters often need assistance from professionals who understand the social, cultural, and psychological complexities of crisis and trauma. Students in this course investigate how these incidents impact the psychology of individuals and groups. They assess traditional and current literature and complete practical exercises to learn about theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (e.g., post-traumatic stress disorder); and available resources to deal with trauma. Considering the various ways crisis professionals can promote positive social change, students devote special attention to the importance and development of culturally appropriate service-delivery programs and interventions for individuals affected and traumatized by disasters.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8741 - Psychopharmacology**
Psychopharmacology is the study of how drugs affect the mind and behavior. This course is designed to provide a foundation in psychopharmacology for health psychology students. Students will cover pharmacokinetics, pharmacodynamics, structure of the nervous system, and neurotransmitters. The focus will be on medications used in the treatment of mental illness and on illicit drug use. Special populations will include age-based groups as well as those with pre-existing conditions. (Prerequisite(s): PSYC 8226.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8742 - Conflict, Conflict Resolution, and Peace**

(5 cr.) Through this course, students engage in a study of conflict, conflict resolution, and peace from psychological and social psychological perspectives. Students examine the concept of conflict and methods of addressing conflict, including management, resolution, and transformation; theories related to conflict resolution; approaches to conflict resolution, including negotiation and third-party interventions; and social psychological factors that influence conflict and conflict resolution. They also consider the influence of culture in conflict and conflict resolution; the role of ethics; intractable and international conflicts; the concept of peace; and how third-party approaches can contribute to the peace process. Students apply conflict resolution approaches to conflicts at all levels, from interpersonal to those involving whole nations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8743 - Psychology of Terrorism**

(5 cr.) Many sources define terrorism as a type of psychological warfare, as it induces fear and feelings of vulnerability. Therefore, professionals need to understand all aspects of terrorism to help prevent further terrorist acts and respond to victims who have been affected psychologically. Students in this course explore terrorism from a psychological perspective. They examine types of terrorism; contributing factors related to the development of terrorists and terrorist organizations; counterterrorism agencies and laws; the impact of terrorist events on individuals, families, and communities; prevention, intervention, and postvention with survivors; media coverage of terrorist events; human rights and ethical issues; and future trends related to the psychology of terrorism. Students also examine the threat of terrorism in their own community and evaluate the potential impact. Using concepts presented in the course, they consider applications for preventative measures as well as strategies to promote resiliency among individual and families who may become victims of terrorism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8745 - Health Psychology**

(5 cr.) Health psychologists work toward positive change in healthcare and health behavior through the study of relationships between patients and providers, how individuals and groups adapt to illness, damaging health behaviors, health cognitions, and many other related issues. In this course students explore the field of health psychology with a focus on the biopsychosocial
model. They discuss behavioral and biomedical theories as well as the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. Through the examination of current literature and peer discussions, students explore and address issues related to cardiovascular and immune health, including heart disease, stroke, cancer, and HIV/AIDS. They demonstrate their understanding of course material and consider how topics apply to their personal and professional life through the development of task force papers, a health brochure, and a final essay.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8746 - Behavioral Nutrition**

(5 cr.) Providing patients with positive support and information about nutritional choices can often alleviate symptoms of disease as well as mitigate the need for further therapeutic or medicinal treatment. Students in this course explore the interaction between behavior and nutrition. They examine the fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Applying these principles, students critically examine and discuss current trends in behavioral nutrition and conduct nutritional assessments. *(Prerequisite(s): PSYC 8226.)*

**PSYC 8747 - Psychoneuroimmunology**

(5 cr.) In this course, students examine the current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Students explore recent advances in medical science that have contributed to the knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness. *(Prerequisite(s): PSYC 6225 or PSYC 8226 and PSYC 6748 or PSYC 8748.)*

**PSYC 8748 - Stress and Coping**

(5 cr.) Students in this course examine contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. They explore topical issues, including psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. Students engage in discussions designed to provide practical application of course content. Demonstrating breadth and depth of knowledge and critical-thinking skills, students explore a topic of interest through a final research proposal and paper on a current issue related to course concepts. *(Prerequisite(s): PSYC 8226.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8749 - Leadership Development**
An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8750 - Foundations of Industrial/Organizational Psychology**

(5 cr.) An understanding of the psychological principles of leader development often enhances leadership skills and ability to influence others to work toward common goals. In this course, students examine the psychology of leadership and leader development through cross-cultural, social, psychological, and political contexts. They identify and assess the psychological theories of leadership, leadership styles, qualities of great leaders, global leadership competencies, and instruments used to assess leadership and leadership potential. Students apply these psychological theories to assess and develop their own capacity for leadership.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8751 - Leadership Coaching: Process and Practice**

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8752 - Psychology of Organizational Behavior**

(5 cr.) Effective leadership coaches must be fully capable of working with clients immersed in different organizational cultures that present unique challenges. In this course, students apply models, approaches, and frameworks; individual and team coaching strategies; and ethical guidelines to multiple case studies related to coaching for leadership development. Students gain practical insight on the characteristics, factors, and conditions that influence coaching efficacy, assessment, and evaluation. In addition, students consider diversity, ethics, and professional issues and challenges in the context of leadership coaching. *(Prerequisite(s): PSYC 8750.)*

**PSYC 8753 - Career Counseling**

(5 cr.) Students in this course are provided with the opportunity to develop practical skills in career and vocational assessment as well as functional knowledge of how career assessment can
assist in the exploration and understanding of the interrelationship among work, family, and life roles. They examine major sources of career and work information available on the Internet as well as through printed material and computer-based guidance systems. Gaining practical career counseling experience, students administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Students learn how to integrate career development theory and assessment results with career clinical interventions. They also examine clinical and assessment issues, devoting attention to computer-based applications and multicultural implications.

**PSYC 8754 - Personnel Psychology in the Workplace**

(5 cr.) In this course, students explore the application of psychological theory and practice to human resources activities in organizations. They examine related topics, including job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. Through a group project case study, students research, assess, and share critical issues in personnel psychology. They also demonstrate their ability to conduct effective research and review literature through a final research paper on a topic of interest related to course content and theory. *(Prerequisite(s): PSYC 8745.)*

**PSYC 8755 - Leadership and the Process of Change**

(5 cr.) Effective leadership requires the ability to facilitate positive change, lead others in efforts to effect similar change, and work through challenges when met with resistance to change. Students in this course are provided with an extensive overview of leadership theories. Students explore definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership and change. Students also examine various perspectives on leadership and the role of leadership in the achievement of organizational, group, and team goals. Students engage in practical assignments and discussions, focusing on effective leadership issues and practices during the process of organizational change. *(Prerequisite(s): PSYC 8750 or PSYC 8752.)*

**PSYC 8756 - International/Cross-Cultural Issues in Organizations**

(5 cr.) International and cross-cultural factors often influence organizational, group, and team processes and functions. Students in this course examine workplace issues arising from diverse cultural contexts. Students explore international and cultural comparisons of work motivation, communication, leadership, and decision making as well as organizational structures and characteristics. They examine sources, management of conflict, and conflict resolution strategies. Students also have the opportunity to gain practical insight as they assess and present to the class an international or cross-cultural issue in an organization.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8757 - Leadership Coaching: Application**

(5 cr.) The intent of leadership coaching is to facilitate psychological change that leads to goal attainment and enhanced performance. In this course, students apply evidence-based
psychological approaches to coaching case studies. They assess coaching roles and settings; skills and competencies; models and frameworks; and current issues and future trends. Students employ critical-thinking skills and synthesize concepts learned in the course to develop a plan for implementing effective coaching in a real-world setting.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8759 - Psychology and the Media**

*(5 cr.)* In an age of technological innovation and virtual spread of knowledge, there are many different types of media, which often affect individuals, groups, and cultures. Students in this course explore the psychological impact of the media as related to violence, prosocial behaviors, sex and pornography, advertising, news and politics, special populations, and culture and the global community. They also examine legal and ethical issues related to psychology and the media as well as the impact of the media on social change. Students engage in assignments designed to provide practical application of content on media psychology, the effects of media violence and pornography, the impact of advertising, news manipulation, global disasters, and other applicable topics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8760 - Educational Psychology**

*(5 cr.)* This course examines the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8761 - The Psychological Impact of Film and Television**

*(5 cr.)* Film and television can have a major impact on society as they help us understand our history, current culture, social norms, and personal interactions. In this course, students examine this impact on cognition, attitudes, emotions, physiology, and behaviors. They explore and discuss the psychological impact of creative production elements, including cinematography, music, editing, timing, and sequencing; agenda setting, priming, and framing; propaganda; celebrities; the televising of sports; and portrayals and representations of various cultural groups and professions. Students also examine techniques used to develop media literacy, and they consider how film and television can elicit social action.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8762 - Teaching of Psychology**

*(5 cr.)* Students in this course examine theories, techniques, and issues related to teaching psychology at the college/university level, both online and in person. They focus primarily on
teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both faculty and students are also covered.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8763 - Principles of Instructional Design**

(5 cr.) Students in this course are presented with an overview and critical analysis of various instructional methods and techniques, including their historical, psychological, and social foundations. Students analyze specific instructional applications in various settings and through multiple theories of learning, such as behavioral, cognitive, humanistic, and social-situational. They apply prior knowledge of learning, development, and cognition to understand these applications. Students also consider and discuss the major challenges affecting curriculum design as well as potential future trends. Demonstrating understanding of course concepts, students critically analyze and present current issues in instructional design through collaborative projects. (Prerequisite(s): PSYC 6235 and PSYC 8760.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8764 - Instructional Design for Online Course Development**

(5 cr.) In this course, students explore instructional design and delivery of online courses, issues related to assessment, evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Addressing course objectives and discussion questions, students explore and assess issues related to learning styles and instructional strategies in the online environment as well as alternatives to the online lecture. Students gain hands-on experience developing components for online instruction using course concepts and best practices in the field. (Prerequisite(s): PSYC 8763.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8765 - The Psychological Impact of the Internet and Mobile Technologies**

(5 cr.) The Internet and mobile technologies have increased the immediacy and accessibility of information and have provided a global platform for the expression of creativity and new ideas. Students in this course explore how the Internet and mobile technologies affect how people think, view the world, gain information, and record and interpret history. They examine and discuss the use of the Internet and mobile technologies for socialization, entertainment, news and information, terrorism, politics, commerce and advertising, health, education, and work. Applying course concepts and theories, students demonstrate knowledge through a final paper or presentation in which they examine how the Internet and mobile technologies psychologically impact their personal lives and the lives of their family and friends.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PSYC 8780 - Seminar in School Psychology

(5 cr.) Prospective school psychologists are introduced to the field of school psychology in this course. Students explore a variety of related topics, including the role and function of the school psychologist; legal, ethical, and professional issues; fieldwork experiences; research methods; and emerging technologies. They apply concepts learned in the course to a personal plan to prepare for certification in school psychology. Sharpening creative and critical-thinking skills, students also develop fact sheets on topics relevant to the psychological well-being of children and adolescents.

PSYC 8781 - Psychopathology From a Clinical Perspective

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

PSYC 8782 - Psychopathology From a Counseling Perspective

(5 cr.) Students in this course are provided with an in-depth examination of current theory and research associated with major psychological disorders and their diagnosis. The primary classification systems are explored in terms of their applicability and limitations. The factors that impact the assessment, diagnosis, and treatment of disorders along a continuum of mental health are explored. Application of the diagnostic criteria in terms of case conceptualization is emphasized.

PSYC 8784 - Psychological Consultation

(5 cr.) What is the role of consultation in the delivery of psychological services, and how does it differ from therapy or counseling? Students in this course have the opportunity to answer such questions as they examine the history, theory, process, and methods in the field of psychological consultation. They explore the qualifications and techniques required of psychologists who consult in various settings, including the courtroom; business and industry; and educational, mental health, and medical situations. Students apply concepts and theories learned in the course to a consultation action plan based on personal experience or one anticipated in a future professional situation. Through this project, students consider multiple factors, such as setting, clients, data collection, professional challenges, multicultural considerations, and ethical issues.

PSYC 8785 - Prevention: Research and Practice

(5 cr.) In this course, students prepare for their roles as counselors in areas of prevention, intervention, and consultation with specific populations in different settings. Students assess these three areas of mental health counseling, including the relationships among them, methodological applications, and related ethical and legal considerations. They also discuss a variety of topics with their peers, such as applications for social change, needs of specific populations, iatrogenic harm, professional approaches and challenges, program evaluation, and future trends. Using an action-research model, students develop a blueprint for a project to
address a contemporary mental health issue through the context of prevention, intervention, or consultation.

**PSYC 8805 - Holistic Psychology**

(5 cr.) Holistic psychologists provide therapy to patients by incorporating all aspects of the individual, including mental, physical, and spiritual. Students in this course are provided with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. While focusing on the integration of various perspectives, students also examine states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. They share perspectives and assess current issues through discussions, and they demonstrate knowledge through a final written assignment on a major topic of choice related to holistic psychology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8810 - Community Psychology**

(5 cr.) Through collaborative research and action, community psychologists work to enhance the well-being of individuals and community by understanding how communities function on many different levels. Students in this course explore the fundamental concepts and practice of community psychology. They examine guiding values and assumptions of the field, basic ecological concepts, and models of intervention. Evaluating traditional and topical research, students explore diversity in community psychology, strategies for social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency. They also have the opportunity to assess and discuss their personal and professional experiences, values, and cultural background and consider how these factors are likely to influence their work as community psychologists.

**PSYC 8815 - Contemporary Gerontology/Geriatric Psychology**

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of task force reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**PSYC 8820 - Successful Practice Management**

(5 cr.) Students in this course examine management principles and practices for applied and consulting psychologists. They explore various professional tasks, such as setting client goals; developing treatment/intervention plans; coordinating treatment and assessing progress; scheduling and billing; managing risk; supervising staff; and keeping abreast of current research,
legal, and ethical issues. Students also address practice demographics and systematic intake procedures. Through the design of a business plan or strategic analysis, students research and explicate a specific issue or topic presented in the course. (Prerequisite(s): PSYC 8705.)

**PSYC 8825 - Psychology of Gender**

(5 cr.) Gender has been the focus of many stereotypes developed over time, but how much does the biological sex of an individual actually influence one’s behavior, development, or emotions? Students in this course are introduced to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Students apply current gender research to understanding achievement, work, relationships, sexuality, violence, and physical health and illness. They also engage in readings and assignments that emphasize the responses of women and men to life stresses, women as clients in psychotherapy, and the increasing role of gender research in the mental health professions.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8830 - Psychology of Sexuality**

(5 cr.) In this course, students explore sexuality through a variety of frameworks, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. Using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity, students examine traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response; variations across the lifespan; sexual communication; love and interpersonal attraction; and sexual disorders. They also explore and discuss different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality as well as different expressions of gender identity from cross-cultural and interdisciplinary viewpoints. Students complete an integrative final paper incorporating research, ideas, and peer feedback from discussions on a topic related to the psychology of sexuality.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8860 - Independent Reading**

(1–5 cr.) Students in this course are provided with an opportunity to examine a topic area of interest in greater depth than that which is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. Students may only select this course once during their program of study and cannot use this course to replace one that currently exists in the catalog. (Prerequisite(s): Approved petition to academic advising.)

**PSYC 8871 - Practicum**

(6 cr. minimum—3 cr. per term for minimum 2 terms) The practicum is the opportunity for students to engage in a supervised experience that integrates theory and research with practice. Through the practicum, students work toward developing intermediate conceptual, assessment,
intervention, and evaluation skills; awareness of professional and ethical issues; professional and interpersonal growth; development of cultural competence; and the ability to use supervision and feedback effectively. Students must secure a practicum appropriate to their specialization, and the practicum must meet the current requirements of the state psychology board to which students intend to apply. Students design the Ph.D. in Psychology practicum for a period of no fewer than 750 hours, which they must complete over a minimum of two terms. Students also participate in an online classroom experience. (Prerequisite(s): Completion of the practicum application and approval of the field placement coordinator and completion of the Academic Year in Residence.) **Note:** Post-doctoral certificate students may complete the practicum in one term, but may register for an additional term if they need more time.

**PSYC 8882 - Internship**

**(12—3 cr. per term for 4 terms cr.)** The internship is a supervised training experience that prepares students to function successfully in the role of a professional psychologist and/or counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Supervising psychologists mentor interns through a professional relationship. Students learn how to use effectively and understand a supervisory relationship, engage in critical thinking, conduct assessments, implement evidence-based interventions, evaluate intervention efficacy, engage in professional consultation, and function within professional ethical standards. Interns also participate in didactic training. Internship is the final component of advanced applied professional training for students in licensure specializations prior to graduation. Students must secure internships appropriate to their specialization, and the internship must meet the current requirements of the state psychology board to which the student intends to apply. A total of 2,000 hours is required. Internships may be designed as a part-time or a full-time experience (minimum of 15 hours per week) but must be completed within a 2-year time frame. Students also participate in an online classroom experience. (Prerequisite(s): PSYC 8871, completion of the internship application, and approval of the field training coordinator.)

**PSYC 8900 - Advanced Seminar in Psychology♦**

**(1–5 cr.)** This course is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. (Prerequisite(s): Vary by topic.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PSYC 8901 - Advanced Seminar in Psychology: Foundations of Reading and Literacy Development**

**(5 cr.)** Psychology students are provided with a foundation in reading and literacy, and they respond to the challenge of promoting higher levels of literacy achievement for all students in this course. Students explore historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. They also examine and discuss topics related to assessments in reading, links between assessment and intervention, the three-tiered model, and the response to intervention (RTI) model.
PSYC 8902 - Advanced Seminar in Psychology: Curriculum Theory and Design

(5 cr.) Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. Through this course, students can acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Students apply theoretical foundations of curriculum to solve curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work.

PSYC 8912 - Mental Health Law

(5 cr.) Mental health counseling professionals in all areas, especially criminal forensic psychological practice, may encounter various conflicts regarding psychological and legal approaches to treatment. Therefore, it is important for counselors to have a firm understanding of mental health law to avoid conflicts, such as issues of liability and malpractice. Students in this course are provided with the opportunity to examine several different aspects of the law related to mental health issues, including those constituting forensic psychological practice, such as civil matters (personal injury and civil competency issues) and criminal matters (competency to stand trial, criminal responsibility, diminished capacity, and death-penalty issues). Students employ recent court decisions and laws, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA), to examine how mental health law influences the practice of psychology and mental health counseling.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PSYC 9000 - Dissertation

(20 cr. minimum—5 cr. per term for minimum of 4 terms) Doctoral students are provided with the opportunity to integrate their program of study into a research study through which they explore a specific area of interest in this course. Students complete the dissertation with the guidance of a chair and committee members through a learning platform classroom in which weekly participation is required. Students work with their dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for Institutional Review Board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for PSYC 9000, they are registered each term until successful completion of the dissertation for a minimum of four terms. (Prerequisite(s): Foundation and core courses and designation of an approved dissertation committee chairperson. Students engaging in a qualitative or mixed-methods dissertation study must also complete PSYC 8310. Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320.)

PSYR 8117 - Writing a Quality Prospectus in Psychology

(5 cr.) This course is focused specifically on the process of writing the dissertation prospectus. Students can use their preliminary research plan, developed previously, and develop a problem statement to be used in the dissertation. They can further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation
prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement, the problem statement itself, a survey of the relevant literature, typically 25–75 references, and a research, implementation, and evaluation plan for the solution of the problem. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8208 - Career Assessment and Intervention**

(5 cr.) Students in this course are provided with practical skills in career and vocational assessment. Students can administer, score, and interpret printed and computer-based assessments of career interests, beliefs, and values. Major sources of career and work information available on the Internet and through printed materials and computer-based guidance systems will be examined. Emphasis is placed on helping students gain functional knowledge of how career assessment can assist in the exploration and understanding of the interrelationship among work, family, and life roles. Students will learn how to integrate career development theory and assessment results with career counseling interventions. Current issues in career counseling and assessment will be discussed, with particular attention paid to computer-based applications and multicultural implications. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8232 - Consultation and Supervision in Psychology**

(5 cr.) Students in this course examine the history, theory, process, and methods in the fields of psychological consultation and clinical supervision. Students can gain theoretical and empirical knowledge as well as the relevant practical skills needed to function as consultants and supervisors. Ethical and legal issues in providing consultation and supervision will be addressed. This course is provided in-residence, which means that students will be dividing their time between online assignments and assignments completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. This format will allow students the opportunity to integrate the online didactic learning experience with hands-on skills demonstration.

**PSYR 8340 - Cognitive Assessment**

(5 cr.) Students in this course are introduced to historical and current theories of intellectual functioning. Students can critically analyze issues related to cognitive ability and achievement and develop competency in the administration, scoring, and interpretation of various standardized instruments designed to assess cognitive and intellectual functioning. Students review and prepare written reports that summarize, interpret, and integrate assessment results with recommendations for prevention and intervention. There is an emphasis on ethical test use in a diverse society and linking assessment results to appropriate interventions and practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8345 - Interventions II**
(5 cr.) Students in this course explore the application of empirically supported treatment and interventions to client problems ranging from problems in living to severe mental disorders in selected populations. Students demonstrate the implementation of intervention models, including cognitive-behavioral therapy, person-centered therapy, short-term dynamic psychotherapy, and integrative psychotherapy, in the online and face-to-face classrooms. Culturally competent interventions are emphasized within an ethical framework for clinical or counseling practice. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8346 - Clinical Psychopharmacology**

(5 cr.) Students in this course survey basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders. Basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems are covered. Students also learn the actions of specific drugs, their effects on behavior, and their uses in biological psychiatry. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8350 - Personality Assessment**

(5 cr.) This course is designed to introduce students to the theory and concepts relevant to objective personality assessment as well as to build the skills needed to administer, score, and interpret specific measures of personality and social-emotional functioning in a professionally and ethically responsible manner. The course is also designed to develop students’ skills in selection of assessment methods, integration of all assessment data, case formulation, psychodiagnosis, report writing, and treatment planning based on assessment findings. This course has a skill-based, face-to-face required in-residence component, which is designed to be hands-on, intensive, and cumulative to promote learning and skill building that will generalize to “real-world” practice. Students can gain experience in integrative report writing and begin to develop evidence-based consultation and test-interpretation feedback skills. Satisfactory completion of this demanding course is seen as an essential component of the core Professional Psychology curriculum. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes) at the required in-residence. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8421 - Multicultural Psychology**

(5 cr.) This course is designed to provide a foundation in the theory and skills necessary for multicultural counseling and the delivery of psychological services to diverse populations. Students explore cross-cultural issues and their impact on the therapeutic relationship. Specific populations include those related to race, ethnicity, sex, gender, sexual orientation, social class,
economic status, age, religion, and disability. The effects of oppression and its prevention are also discussed in terms of social justice. This course is designed to be provided in-residence, which means that students will be dividing their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings. With this format, the student has the opportunity to integrate the online didactic learning experience with hands-on skills demonstration. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PSYR 8704 - Ethics and Standards of Psychological Practice**

(5 cr.) The guidelines for practice in specific psychological services and with identified populations are explored. The ethical decision-making process is studied in depth. Topics include informed consent, confidentiality, duty to warn, mandated reporting, record keeping, the limits of competency, and dual relationships. Students in the course also address issues of professional development such as supervision, peer consultation, and continuing education. This course is provided in-residence, which means that students divide their time between online activities and activities completed in-residence, with the majority of the instruction occurring face-to-face during the in-residence class meetings.

**PUBH 1000 - Foundations of Public Health**

(5 cr.) This course offers an introduction to the principles and practice of safeguarding and improving the health of populations. Students examine the philosophies, goals, history, and organization of the field of public health. They discuss the role of the government in improving the health and well-being of its citizens. The course explores key concepts of public health, including morbidity and mortality, infectious and chronic disease, social determinants of health, and health disparities within populations.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 3000 - Environmental Health**

(5 cr.) Human interaction has a major influence on the natural world, resulting in outcomes that can impact human and environmental health. In this course, students learn the principles of environmental health and examine the short- and long-term effects of environmental hazards on human health. Students consider their own interactions with natural and human-made environments to assess the impact of chemical, physical, biological, and social elements on their health. They also explore the potential impact of climate change on population health, emerging global health threats related to the environment, and environmental factors involved in the etiology and transmission of both communicable and non-infectious disease. Using concepts and methods presented in the course, students conduct an environmental risk assessment to determine the health of home environments. They also conduct a written analysis to report their findings, identifying actions to improve inspection results.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PUBH 3100 - Human Disease and Prevention

(5 cr.) Through this course, students explore the historical milestones concerning human disease and prevention, morbidity and mortality rates associated with various diseases, and the biological effects of infectious and chronic disease on the human body. Students discuss the general characteristics of disease transmission, symptoms, treatment, prevention, and control among various populations. They also examine psychosocial and behavioral factors that influence human disease.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4000 - Public Health Education and Communication

(5 cr.) Effective delivery of health education and communication often leads to improved health literacy and positive changes in behavior among populations. This course provides students with an overview of health education and its role in improving the health of individuals as well as populations. Students review the philosophical, historical, ethical, and theoretical foundations of health education as well as effective principles for the delivery of healthcare. They also examine the primary responsibilities and competencies of health educators, trends in the field, professional organizations, national certification, and the code of ethics.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4030 - Planning Public Health Programs

(5 cr.) Planning culturally relevant and effective public health programs is essential to improving the health of populations. This course provides an introduction to public health program planning and design, including the process of needs assessment. Students examine and apply various models and theoretical frameworks of program planning. They also explore fundamental competencies relating to planning, such as writing goals and objectives, selecting strategies, developing budgets, and planning for specific populations. The course introduces concepts related to program implementation, management, and evaluation as they relate to the planning process. (Prerequisite(s): HLTH 3115.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 4100 - Evaluating Public Health Programs

(5 cr.) How do public health professionals know when a program is working? This course provides an introduction to evaluating public health programs. It examines various types of program evaluations, including formative, process, outcome, and impact evaluations. Students learn how to design and conduct practical and effective program evaluations that determine whether program goals are achieved. Students also practice implementing a program evaluation plan to evaluate the effectiveness of a program, and they use the results of the evaluation to improve performance. (Prerequisite(s): PUBH 4030.)
PUBH 4200 - Public Health Policy for Social Change

(5 cr.) This course examines one of the most influential factors shaping the health of populations: public policy. Public health policy impacts the public’s health at the local, state, and federal levels. This course explores the institutional, economic, social, ethical, and political factors that impact public policy. Students examine how public policy is developed and discuss issues relating to health advocacy within the framework of social justice. (Prerequisite(s): HLTTH 3115.)

PUBH 4900 - Capstone in Public Health

(5 cr.) This capstone course gives students the opportunity to examine contemporary global public health issues, as well as to evaluate and synthesize the key concepts and skills they have gained from this program of study. Students complete a final capstone project based on service learning, field observations, or a review of literature. (Prerequisite(s): All required core and concentration courses, if applicable, within the B.S. in Public Health.)

PUBH 5002 - Essentials of Public Health: A Case Study Approach

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level. Note: It is recommended that this course be taken concurrently with PUBH 6101.

PUBH 5003 - Data Analysis and Presentation

(5 cr.) One of the hallmarks of science, and of advertisers, is the use of numbers to convince people that a particular point of view is correct. In this course, students are introduced to basic statistical principles. Topics include creating and presenting descriptive statistics, introduction to hypothesis testing, two-group inferential tests, correlation, and the chi-square test. The goal of the course is for students to be comfortable using statistics and to understand better the importance of statistics to research. (Prerequisite(s): PSYC 1001, or PSYC 1002, or PSYC 1003, or special permission.)

PUBH 5101 - Principles of Communication in Public Health

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication,
communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research.

**PUBH 5115 - Social, Behavioral, and Cultural Factors in Public Health**

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

**PUBH 5125 - Biostatistics**

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

**PUBH 5145 - Epidemiology**

(4 cr.) Public health officials frequently use epidemiological research to develop educational strategies and intervention programs to improve the overall health of communities. Using an epidemiological approach, students in this course examine the incidence, prevalence, and patterns of disease and injury in populations and learn how to apply these concepts to the control of public health problems. Students identify key sources of data for epidemiological purposes and address principles and limitations of public health screening programs. They also learn to calculate basic epidemiological measures and draw appropriate inferences from epidemiological data and reports. Through this course, students gain a deeper understanding of the various research designs and methodologies professionals use in public health research. *(Prerequisite(s): PUBH 5125.)*

**PUBH 5165 - Environmental Health**

(5 cr.) Students in this course have a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.
**PUBH 5175 - Health Policy and Management**

(5 cr.) This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy are addressed. The impact of global trends on public health practice, policy, and systems is also considered.

**PUBH 5235 - Program Design, Planning, and Evaluation**

(4 cr.) This course focuses on increasing students’ knowledge and awareness of key contextual and environmental factors affecting the practice of healthcare administration, including the importance of culture, communication, and diversity. It introduces students to stakeholders in the healthcare field in a variety of settings. Key health and medical terms are covered, including basic health, wellness, and disease information. Students develop critical-thinking, as well as written, verbal, and interpersonal communication skills. The professional behaviors, attitudes, goal-setting, and motivation required for success as a healthcare manager are considered. In addition, this course helps students develop the competencies they need for success within an online environment. Students begin developing a portfolio.

**PUBH 6002 - Essentials of Public Health: A Case Study Approach**

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level. **Note:** It is recommended that this course be taken concurrently with PUBH 6101.

◊ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6005 - Perspectives on Health and the Developing Scholar-Practitioner**

(5 cr.) This course covers the origins and evolution of the concept of health, including some of the important health problems that face the world today and emerging concerns for the future. This foundational course introduces learners to key events in history as well as some of the health systems and issues that a modern health practitioner may encounter. Strategies for success as a graduate level scholar and a health practitioner are integrated in a way that provides meaningful context to learners. Students discuss key concepts with peers and the course culminates with a reflection paper designed to help learners evaluate their professional goals and how to progress as a scholar-practitioner and social-change agent. Students explore careers in
various public health and health education settings and experience a virtual health department in order to learn about various functions and personnel. **Note about required first courses:** Students in the MPH program must receive a grade of *B* or better in this course.

**PUBH 6030 - Socioecological Perspectives on Health♦**

**(5 cr.)** In this course, students identify and discuss social and ecological perspectives of public health including individual, interpersonal, organizational, community, societal, and public policy factors. Students explore and apply the socioecological model (SEM) and other theoretical frameworks that aim to address current public health problems and reduce health disparities, morbidity, and mortality. Students demonstrate understanding of course concepts through peer discussion and through researching and describing a specific health issue in a community, discussing the contributing factors, and proposing an appropriate intervention.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**PUBH 6031 - Public Health Administration and Leadership♦**

**(5 cr.)** In this course, students are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, public health financing, human resource management, public health informatics, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**

**PUBH 6032 - SPSS Revealed**

**(1 cr.)** This is a laboratory-type course in which students learn the skills needed to use the statistical computer package SPSS in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS.

**PUBH 6033 - Interpretation and Application of Public Health Data♦**

**(5 cr.)** Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of concepts rather than statistical calculations. Major topics include identification of types of data, creation and interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of common nonparametric tests, analysis of variance, and simple linear regression models. Students are required to use the statistical computer package SPSS.

♦ **Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.**
PUBH 6034 - Environmental Health: Local to Global

(5 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6035 - Epidemiology: Decoding the Science of Public Health

(5 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6101 - Principles of Communication in Public Health

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research. **Note:** It is recommended that this course be taken concurrently with PUBH 6002.

PUBH 6115 - Social, Behavioral, and Cultural Factors in Public Health

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities.
Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6125 - Biostatistics**

*(4 cr.)* Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6127 - Public Health Policy, Politics, and Progress**

*(5 cr.)* In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law, and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy analysis.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6128 - Biological Foundations of Public Health**

*(5 cr.)* A foundation in basic science and critical thinking informs the core areas of public health. Students explore the biological and physical underpinnings of the human body in health and disease states, and they investigate the microbiological, physical, behavioral, and environmental causes of common diseases from a public health perspective.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6129 - Global Perspectives on Health**

*(5 cr.)* Students are introduced to current public health issues and challenges affecting vulnerable populations around the globe. Particular emphasis is given to the social and economic determinants of health and possible intervention strategies for addressing the global burden of diseases. Students can learn about organizations that work to support and advance health locally and internationally and compare health systems around the globe. Students can also analyze global health ethics, examine international health-related goals, and explore health communication and other strategies for social change.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
**PUBH 6135 - Leadership, Professionalism, and Ethics in Public Health Practice**

(4 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6145 - Epidemiology**

(4 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (*Prerequisite(s): PUBH 6125.*)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6155 - Research in Public Health**

(4 cr.) Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. Students in this course engage in an examination of the research that informs public health programs, policy, and practice. Students examine the logic that underlies scientific research; study design; sampling; identification of variables; methods of data collection and analysis; key concepts in measurement, including reliability and validity; program evaluation; and research ethics. Students also explore the methods of participatory research as well as statistical software used to support research. Gaining practical experience, students develop a research manuscript through which they engage in an integrative literature review and analyze and apply various components of research, including data sets; study designs, variables and measurements, participants; data analysis; and strategies and skills for presentation of research. (*Prerequisite(s): PUBH 6125 and PUBH 6145.*)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6165 - Environmental Health**
Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6170 - Public Health Biology

Public health officials are better equipped to plan effective public health programs if they have a fundamental understanding of how people contract disease as well as how their bodies resist disease and toxins. In this course, students explore the implications of advances in biology on approaches to public health practice. Students explore the biological and molecular basis of public health; ethical issues related to public health biology; the effects of genetics and genomics on health and disease; the application of biological principles and behavioral theories to disease prevention, control, and management programs; and the role of the immune system in individual and population health. Students also engage in practical exercises on anatomical and pathophysiological processes, including those involved in the regulation of food intake, energy, homeostasis, and metabolism.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6175 - Health Policy and Management

Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6227 - Health Informatics
Information technology (IT) in public health practice has many functions, one of which is the dissemination of important information about disease and disease prevention, which organizations use in the management of critical issues in public health. Students in this course examine the various applications of IT in public health practice to access, interpret, and evaluate data that support decision making and effective communication. They examine legal and ethical principles in the dissemination of information in public health settings as well as the use of informatics methods and resources as strategic tools to promote public health. Students also explore the collaborative approach to the design, implementation, and evaluation of informatics programs. Through the analysis of various case studies, students sharpen their critical-thinking and decision-making skills while gaining an understanding of the various phases of informatics project development, information architecture, and immunization registry. They also engage in practical exercises on information systems evaluation, IT personnel management, and procurement and requests for proposals (RFPs).

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6235 - Program Design, Planning, and Evaluation

(4 cr.) The focus of this is on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment and the social, behavioral, environmental, biological, and economic factors that contribute to health outcomes. Strategic approaches to planning, implementation, and evaluation including cost-benefit analysis are addressed. Health behavior theories are considered in the development of educational programs, the application of evaluation findings, and prioritization of community concerns and resources.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6245 - Applied Research in Public Health

(5 cr.) The goal of this course is to provide participants with an understanding of theories, principles, strategies and alternative methods of applied research (quantitative, qualitative, and/or mixed-method designs) in public health focusing on culturally sensitive, appropriate literacy level and appropriate community engagement through participatory action research and collaborative inquiry of community-based participatory research, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 6260 - Legal and Regulatory Aspects of Public Health

(2 cr.) A major responsibility of public health professionals is to maintain balance between individual rights and the well-being of communities. To do this, they must understand the ethical, social, and legal issues surrounding the public health arena. Students in this course explore these concepts while examining the role of federal, state, and local government in the
assurance of public health through legislation and regulation. Students investigate contemporary
legal and regulatory issues arising in public health practice and emergencies, and they assess
public health security and preparedness in response to bioterrorism and disasters. They also
discuss the impact of cost, benefits, legal factors, and other considerations on ethical research
and practice. Through the application of theories and concepts assessed in the course, students
propose potential solutions to current public health issues.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6475 - Program Planning, Implementation, and Evaluation**

(5 cr.) This course promotes competency in strategic planning, program planning and design,
implementation, and evaluation. It provides an overview of public health program planning and
development, as well as needs and assets assessment. It focuses on the methods required to
develop a strategic plan, linking it to implementing programs and evaluating their efficacy.
Students discuss the administration and coordination of public health program interventions and
activities, and explore the variety of methods used to facilitate public health research
(quantitative, qualitative, and/or mixed methods) in practice settings.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program.
Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 6635 - Practicum I: Field Experience in Public Health**

(4 cr.) Students in the practicum are provided with the opportunity to apply and integrate the
knowledge and skills acquired throughout their program of study and to develop key professional
competencies further. Students engage in a field experience in a select public health setting,
which they align to their academic and professional goals. Supervision by an on-site preceptor is
a critical component of the practicum. The on-site supervisor and the course instructor monitor
and evaluate students’ performance throughout the entire practicum experience. This course
requires students to complete 240 hours of practicum work. They must also participate in an
accompanying online seminar course and begin to develop an ePortfolio based on assigned
professional development activities.

**PUBH 6636 - Practicum II: Capstone Experience in Public Health**

(4 cr.) This course is the continuation of PUBH 6635 - Practicum I: Field Experience in Public
Health. The capstone experience is an opportunity for students to demonstrate their mastery of
principles, concepts, and content presented throughout the program and through their practicum
field experience. In this course, students complete their ePortfolio based on their field experience
and develop a substantive written paper or project. Students also engage in group discussions
during which they consider career development plans, reflect on the promotion of social change,
and exchange feedback on final portfolio work and lessons learned.

**PUBH 6638 - Practicum I: Field Experience in Public Health**

(3 cr.) Students in the practicum are provided with the opportunity to apply and integrate the
knowledge and skills acquired throughout their program of study and to develop key professional
competencies further. Students engage in a field experience in an approved public health setting, which they align to their academic and professional goals. Supervision by an on-site preceptor is a critical component of the practicum. The on-site supervisor and the course instructor monitor and evaluate students’ performance throughout the entire practicum experience. In this first course of the two-part practicum, students are required to complete a minimum 100 of the total 200 required hours of practicum work. Students also participate in the accompanying online course and begin to develop an ePortfolio based on assigned professional development activities. (Co-requisites: PUBH 6245.)

**PUBH 6639 - Practicum II: Field Experience and Applied Project in Public Health**

(3 cr.) This course is the continuation and extension of PUBH 6635 - Practicum I: Field Experience in Public Health. Students complete the remainder of their required 200 hours of practicum work, participate in the accompanying online course and complete the ePortfolio of their field experience. Students also develop their applied public health project (see PUBH 6245 course description for further explanation of the project). **Note:** Time spent on developing the project is expected to be above and beyond the 200 hours devoted to actual practicum work.

**PUBH 6640 - Seminar: Applied Project in Public Health**

(2 cr.) As a culminating experience, MPH students are provided the opportunity to demonstrate their ability to synthesize and integrate advanced knowledge and skills acquired throughout the program and to apply theory and principles in a public health project focused on social change. For this project, students write a grant proposal for a public health initiative or create a community health program plan. The project must address the need(s) of a specific population in the student’s field site community. Students are also required to describe how the MPH program competencies/learning outcomes were demonstrated while carrying out the project as well as how their project relates to social change. (Prerequisite(s): PUBH 6638.1) (Co-requisites: PUBH 6639.)

**PUBH 8002 - Essentials of Public Health: A Case Study Approach♦**

(4 cr.) Natural and human-caused disasters continue to affect society, facilitating the need for professionals who possess an overarching understanding of the foundational concepts of public health as well as knowledge of awareness and preparedness. Students in this course evaluate key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. They explore these facets through case studies, hypothetical scenarios, and journal articles. Although the main focus of this course is on the public health system in the United States, students also address global issues and views of public health on a global level.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8003 - Building a Multidisciplinary Approach to Health♦**

(2 cr.) Students in this course are introduced to Walden University and the requirements for successfully participating in an online curriculum, and they are provided with a foundation for academic and professional success as scholar-practitioners and social-change agents. The focus of course assignments is on the practical application of writing and critical-thinking skills and the
integration of professional practice with professional and academic excellence as they relate to practice in public health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8005 - Foundations for Graduate Study**

(1 cr.) Students in this course are introduced to Walden University and the requirements for successfully participating in an online curriculum, and they are provided with a foundation for academic and professional success as scholar-practitioners and social-change agents. The focus of course assignments is on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public health.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8010 - Promoting Population Health**

(5 cr.) This course concentrates on the social foundations for public health and the leadership and research skills needed for effectively organizing and conducting population-based disease prevention and health promotion programs. Topics include the social history of public health; determinants and risk factors for population health; policy analysis and advocacy; building coalitions, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8015 - Administration and Leadership of Public Health Programs**

(5 cr.) Strong, knowledgeable leaders and administrators are important forces behind the policies and programs designed to improve population health. In this course, students examine the administration of population-based health programs and the leadership skills needed to work effectively with diverse workforces and communities under varying political and economic conditions. They explore and discuss a variety of topics, including organizational dynamics, team building, mediation, collaboration, systems thinking and planning, working within political structures, responding to political and economic forces, communicating about public health issues, budgeting, funding proposal development, and grants management. Students engage in an in-depth analysis of leadership, including a self-assessment to determine and reflect on their leadership development, and they apply course concepts and theories to case studies of real-world public health programs and related challenges. They also develop a program evaluation research proposal to assess further the characteristics of effective programs.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8020 - Public Health Informatics**
There are many potential applications, benefits, and opportunities for improving the management of healthcare through the use of information technology (IT). In this course, students focus on the application of information technology to various functions of public health, focusing on decision making. Students explore database design, data storage, architecture, and computer networking for integration of database systems. They also examine the use of medical and financial records for disease surveillance; standards for the collection, recording, and transmission of personal data; use of geographic information systems for mapping disease and risk factors; and methods for the evaluation of public health information systems. Students demonstrate knowledge of course concepts through written assessments and analyses of public health informatics case studies.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8030 - Socioecological Perspectives on Health♦

(5 cr.) In this course, students identify and discuss social and ecological perspectives of public health including individual, interpersonal, organizational, community, societal, and public policy factors. Students explore and apply the socioecological model (SEM) and other theoretical frameworks that aim to address current public health problems and reduce health disparities, morbidity, and mortality. Students demonstrate understanding of course concepts through peer discussion and through researching and describing a specific health issue in a community, discussing the contributing factors, and proposing an appropriate intervention.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8031 - Public Health Administration and Leadership♦

(5 cr.) In this course, students are provided with a foundational understanding of the administrative, managerial, and organizational practices of public health and healthcare delivery systems. Students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8032 - SPSS Revealed

(1 cr.) This is a laboratory-type course in which students learn the skills needed to use the statistical computer package SPSS in public health practice and research. Topics include importation of data, management of various types of data, creation and exportation of tables and graphs, and computation of basic statistical tests using SPSS. Note: Lab.

PUBH 8033 - Interpretation and Application of Public Health Data♦
(5 cr.) Students in this course learn about biostatistical methods and concepts used in public health practice and research. Emphasis is placed on interpretation and application of concepts rather than statistical calculations. Major topics include identification of types of data, creation and interpretation of narrative and graphical descriptive statistics, conceptualization of statistical inference and probability, and interpretation of common nonparametric tests, analysis of variance, and simple linear regression models. Students are required to use the statistical computer package SPSS.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8034 - Environmental Health: Local to Global**

(5 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8035 - Epidemiology: Decoding the Science of Public Health**

(5 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8050 - Global Health and Issues in Disease Prevention**

(5 cr.) An in-depth review of how population-based strategies are used in the prevention of disease and disability is provided to students in this course. Students explore the topics of population health and disease prevention from the perspective of understanding the determinants of health. Using a cross-disciplinary approach, students examine how economics, social factors, health policy, urbanization, globalization, the environment, and other factors influence disease. Students consider how research in disease prevention, health determinants, and population health applies to public and community health efforts.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8101 - Principles of Communication in Public Health**

(2 cr.) Through this course, students work toward developing the written, oral, and online communication skills needed for success as scholar-practitioners and as public health professionals. Students learn theory and strategy-based communication principles for effectively disseminating public health information to varying audiences. They explore risk communication, communication program planning, problem analysis, audience analysis, message strategies, media channels, and the impact of media on public health. Students also engage in a variety of discussion and application-based activities focused on scholarly writing, critical thinking, professional goal setting, and academic integrity in publications and research. **Note:** It is recommended that this course be taken concurrently with PUBH 8002.

**PUBH 8115 - Social, Behavioral, and Cultural Factors in Public Health**

(4 cr.) In this course, students identify and analyze the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, environment, and behavioral risks. Students also explore research, theoretical, and conceptual frameworks from the social and behavioral sciences. They apply these frameworks and other theories presented in the course to intervention strategies or program initiatives that address current public health problems and reduce health disparities. Through a final paper and critique, students demonstrate their understanding of content presented in the course, share ideas and perspectives, and provide feedback to peers.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8125 - Biostatistics**

(4 cr.) Students in this course address the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8130 - Communications, Marketing, and Public Relations for Public Health Leaders**

(5 cr.) An overview of marketing and public relations principles as they relate to public health, highlighting theoretical concepts that are commonly used in health communications research, is provided to students in this course. Topics include using social marketing techniques, promoting health literacy, developing community partnerships, and creating culturally sensitive and appropriate promotional materials. Students focus on using social media to identify and advance public health interests and ethical principles. Through case studies, students examine how they can use marketing practices to translate health research into social action and behavioral change.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PUBH 8135 - Leadership, Professionalism, and Ethics in Public Health Practice♦

(4 cr.) Critical issues, such as infectious diseases, inadequate healthcare access, and an aging population, require leaders who have a diverse skill set as well as the professional and ethical sensibilities needed to lead efforts that improve quality of life for individuals and communities. In this course, students examine theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. They explore ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice. Students learn how to employ collaborative methods for working with and motivating diverse communities and constituencies, and they consider methods and develop new strategies for evaluating and solving current problems in healthcare.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8145 - Epidemiology♦

(4 cr.) Students in this course are provided with an epidemiological approach to the study of the incidence, prevalence, and patterns of disease and injury in populations, and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (Prerequisite(s): PUBH 8125.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8155 - Research in Public Health♦

(4 cr.) Public health professionals use the results of research in many ways, including in the development of programs and interventions designed to enhance the health of communities as well as to demonstrate the efficacy of programs to stakeholders who provide funding. Students in this course engage in an examination of the research that informs public health programs, policy, and practice. Students examine the logic that underlies scientific research; study design; sampling; identification of variables; methods of data collection and analysis; key concepts in measurement, including reliability and validity; program evaluation; and research ethics. Students also explore the methods of participatory research as well as statistical software used to support research. Gaining practical experience, students develop a research manuscript through which they engage in an integrative literature review and analyze and apply various components of research, including data sets; study designs, variables and measurements, participants; data analysis; and strategies and skills for presentation of research. (Prerequisite(s): PUBH 8125 and PUBH 8145.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8165 - Environmental Health♦
(4 cr.) Students in this course are offered a comprehensive overview of environmental factors that affect the health and safety of a community. Students examine causal links between chemical, physical, and biological hazards in the environment and their impact on health. They also explore the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Students investigate environmental risk assessment methods; strategies for effective management and control of environmental exposures; and legal, regulatory, and ethical considerations at the federal, state, and local levels. Using theories and methods presented in the course, students assess current solutions and consider new ways to address environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8175 - Health Policy and Management♦

(4 cr.) Methods for influencing and improving health outcomes of individuals and populations are at the forefront of health policy and management. With this in mind, the Department of Health and Human Services launched a national, comprehensive plan—Healthy People 2010—designed to promote health and prevent disease. Students in this course expand on these goals to develop a solid foundation for understanding the need for effective health policy and management and the role of the public health professional charged with influencing local, state, and federal policy. Students identify and assess components of organization, financing, and delivery of health services and systems in the United States. They engage in a variety of contextual and practical assignments focused on management theories, policy processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. Students also consider the impact of global trends on public health practice, policy, and systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8200 - Organizing Community Action for Health Promotion and Education♦

(5 cr.) There are many task forces, coalitions, and consortiums in place to promote health and prevent disease. But groups such as these require individuals who know how to organize and lead community-based efforts effectively. Students in this course explore the skills and methods leaders use to organize communities, interagency collaborative efforts, and work sites for collective action regarding health promotion and education. Students analyze risk factors at the community, work-site, local, state, national, and international levels. Using qualitative and quantitative methods, students assess the needs and capacities of communities for health-related initiatives. They also synthesize course content to evaluate an existing collaborative community organization strategy and propose new methods and processes for team building in community health programs. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8210 - Public Campaigns for Health Promotion and Education♦
(5 cr.) Healthcare professionals often use communications media and marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. In this course, students explore the persuasive use of these strategies in health promotion and education. They examine a variety of topics, including the design of mass media campaigns; target markets; and working with and responding to media, including broadcast, print, the Internet, and other electronic communication media. Applying course concepts as well as analysis and creative skills, students develop and present a media campaign designed to deliver a specific message about a health problem to a select population. Through this project, students gain practical experience critiquing literature, framing health messages, using media to promote a program or message, conducting formative research, applying theories and models, and developing plans. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8215 - Public Health Policy Design and Implementation♦

(5 cr.) In this course, students examine the application of scientific data in the formulation of policy recommendations as well as the process and function of drafting legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students identify and describe various existing initiatives that promote public health policy formulation. They also learn leadership strategies for effective lobbying of decision makers and community leaders. Through an integrative project, students engage in a critical review of a selected program through which they critique professional journal articles, develop their analysis, and engage in review of peer work. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8220 - Health Promotion and Education Interventions in Diverse Populations♦

(5 cr.) Through this course, students explore the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. Throughout the course, students develop a health promotion project for a specific population, based on the intervention mapping process. Through this project, students analyze and integrate principles of social change and empowerment, summarize research that supports the decision-making process, and critique institutional and social systems. Students also have the opportunity to assess and discuss the future of health promotion, considering projections of needs over the next two decades. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8225 - Design and Analysis of Community Trials♦

(5 cr.) In this course, students investigate randomized, controlled trials of health promotion and education programs as well as disease-prevention interventions, using communities as the units
of analysis. Students engage in an in-depth exploration of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment, publication, and ethics. Through case studies, students assess the univariate, bivariate, and multivariate statistical techniques used in the studies to analyze data. Students also gain practical experience developing a grant proposal for a research project focused on contemporary public health education/promotion. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8235 - Program Design, Planning, and Evaluation♦**

(4 cr.) The focus of this course is on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment and the social, behavioral, environmental, biological, and economic factors that contribute to health outcomes. Strategic approaches to planning, implementation, and evaluation including cost-benefit analysis are addressed. Health behavior theories are considered in the development of educational programs, the application of evaluation findings, and prioritization of community concerns and resources.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8240 - Public Health Policy and Advocacy♦**

(5 cr.) In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. The advocacy, political, and creative process in the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy analysis.

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8245 - Applied Research in Public Health♦**

(5 cr.) The goal of this course is to provide participants with an understanding of theories, principles, strategies, and alternative methods of applied research (quantitative, qualitative, and/or mixed-method designs) in public health focusing on culturally sensitive, appropriate-literacy-level, and appropriate community engagement through participatory action research and collaborative inquiry of community-based participatory research, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
PUBH 8246 - Advanced Application of Practice-Based Research in Public Health

(5 cr.) The goal of this course is to provide participants with an understanding of theories, principles, strategies, and alternative methods of applied research (quantitative, qualitative, and/or mixed-method designs) in public health focusing on culturally sensitive, appropriate-literacy-level and appropriate community engagement through participatory action research and collaborative inquiry of community-based participatory research, an appreciation of advantages and limitations of this approach, and skills necessary for participating effectively in CBPR projects.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8270 - Health Informatics and Surveillance

(5 cr.) By addressing current trends and future applications in public health research, students develop advanced competency in health informatics and surveillance in this course. The key issues of data standards and integration, vocabularies and data transmission protocols, health information technology, surveillance systems, and the application of geographical information systems to situation awareness are addressed. Other topics include information architecture, public health records, electronic medical records, electronic health records, health information exchange, and database design, as well as information storage, security, and privacy.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8300 - Infectious Disease Epidemiology

(5 cr.) A practical understanding of the epidemiological characteristics of major infectious diseases in humans helps healthcare professionals develop strategies to prevent epidemics or transmission of the major infections affecting society today. In this course, students examine the epidemiology of infectious and acute diseases, including the impact of infectious diseases on populations, taxonomy and structure of disease agents, modes of transmission, infectivity, pathogenicity, virulence, incubation, and surveillance methods. They explore a variety of related topics, including diarrheal diseases, viral hepatitis, sexually transmitted diseases, HIV/AIDS, and airborne and vector-borne organisms. Through this course, students gain an understanding of the main epidemiological diseases in humans. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

PUBH 8310 - Social and Behavioral Epidemiology

(5 cr.) Health professionals concerned with the prevention of communicable disease and the promotion of public health often focus their effort on studies and initiatives that benefit as many individuals as possible, which requires an understanding of the relationship between social and behavior issues of individuals and communities. In this course, students explore various works in social, behavioral, and psychiatric epidemiology, including those on the occurrence and distribution of illness. Students engage in various conceptual and practical assignments on the application of basic epidemiologic research designs; the study of social, behavioral, and psychiatric conditions in all age groups; and the relationship between sociocultural factors and
individual or community behavioral issues. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8315 - Economics and Financing of Public Health Systems**

(5 cr.) In this course, students investigate the provision of resources for the delivery of public health services and the application of economic theories to health policy issues. Students explore how organizational characteristics interact with economic forces to produce systems performance outcomes, as well as how fiscal policy can influence the performance of public health systems. Students analyze grant-writing strategies and the advantages and disadvantages of various financing options. Other topics include methods of economic evaluation and their usefulness in determining appropriate financing mechanisms for public health systems.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8320 - Environmental and Occupational Epidemiology**

(5 cr.) Students in this course are provided with an overview of the methods used in evaluating the health effects of physical, biological, and chemical agents in the environment and evidence-based information of such exposures. Students engage in policy questions raised by scientific evidence, and they review and critically analyze current literature on specific environmental and occupational health issues of current interest. They devote special attention to study design, exposure assessment, outcome definition, and sources of bias. Through this course, students learn the focal responsibilities of occupational and environmental epidemiologists as well as their goals, which are to reduce health risks caused by environmental and occupational hazards and to provide guidance to those exposed to contaminants. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8330 - Chronic Disease Epidemiology**

(5 cr.) There are many approaches to advancing public health, one of which is examining and managing chronic disease factors from a research-based approach for effective prevention and intervention. In this course, students investigate the major chronic diseases: cancer, cardiovascular disease, neurological diseases, and diabetes. Students also focus on major risk factors that impact chronic disease. They explore the methods and functions of monitoring chronic diseases and evaluating prevention interventions. Demonstrating understanding of public health principles and other course concepts, students develop a community-based, chronic disease intervention evaluation plan to address a topic relevant to a specific population. (Prerequisite(s): Foundational and core curricula.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8340 - Molecular and Genetic Epidemiology**
Professionals working in the field of molecular and genetic epidemiology investigate how genetic and molecular factors lend to susceptibility of disease, using the information to inform public health prevention and treatment initiatives. Students are acquainted with the fundamentals of molecular and genetic epidemiology. Assessing topical, scholarly literature in the field, students explore molecular markers of environmental exposures, applications to risk assessment, genetic markers of susceptibility, the Human Genome Project, genetic testing, gene-environment interaction, and pharmacogenomics. Sharpening scholarly-writing and research skills, students also engage in a critical analysis of a specific disease or health outcome from a molecular perspective for which they provide their findings and summary in a final, APA-formatted paper. *(Prerequisite(s): Foundational and core curricula.)*

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8350 - Field Methods and Data Analysis in Epidemiology**

*(5 cr.)* Integrating theory and practice, students in this course have the opportunity to conduct epidemiological field studies, gaining a better understanding and appreciation of survey methodology. Students learn techniques and acquire resources needed to design and carry out the field portion of an epidemiological investigation, including staff recruitment and training; counting and listing techniques; enumeration methodologies; subject recruitment, retention, and tracking; data storage and management; and general survey instrument issues. Applying course concepts, students engage in practical discussions and hands-on lab assignments, which emphasize weekly content. *(Prerequisite(s): Foundational and core curricula.)*

**PUBH 8400 - Public Health Leadership and Systems Thinking**

*(5 cr.)* In this course, students explore leadership models and theories, the core principles of public health leadership, and the application of systems thinking to public health. They examine how to create strategies and solutions that efficiently utilize public health and healthcare resources. Students also discuss descriptive and prescriptive systems, focusing on the application of these processes to current public health issues and challenges at the organizational and community levels.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8440 - Application of Public Health and Behavior Change Theories**

*(5 cr.)* This course presents a comprehensive look at public health and behavior change theories that apply to community health education. Students review and assess predominant social and behavioral principles at the individual, interpersonal, and community levels. Students discuss examples of how others have harnessed social marketing and communication technology to effect positive health behavior change in individuals and communities. Students learn to apply theories to public health research and practice.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8450 - Community Health Assessment**

*2014–2015 Walden University Catalog (September 2014)*
This course covers community health assessment and its application to program planning. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, and applying certain methods to maximize community participation. Students synthesize the results of a community health assessment to create a community diagnosis that serves as the basis for program planning and research design.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8475 - Advanced Program Implementation and Evaluation**

(5 cr.) This course promotes competency in program design, implementation, and evaluation. It provides an overview of public health program planning and development, as well as needs and assets assessment. It focuses on the methods required to implement programs and evaluate their efficacy. Students discuss the administration and coordination of public health program interventions and activities, and they explore the variety of methods used to facilitate public health research.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8500 - Advanced Biostatistics**

(5 cr.) This course covers the advanced biostatistics methods that students need to prepare for conducting future research, as well as for critically reviewing the statistical methods incorporated in public health literature. Students learn to use statistical methodologies such as covariance and repeated measures, longitudinal data analysis, life tables and survival analysis, multiple regression, logistic regression, Poisson regression, and the Cox proportional hazards regression model. In this course, students use SPSS statistical software for advanced data management, manipulation, analysis, and the use of graphical techniques.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8520 - Advanced Epidemiology Methods**

(5 cr.) This course integrates the principles of epidemiologic design, analysis, and interpretation at an advanced level. Students discuss data sources, assessment of dependent and independent variables, measurement error, confounding, and bias. Students explore methodological issues in epidemiology, including factors critical to public health research, such as missing data, intermediate variables, confounding, complex study designs, meta-analysis, and questionnaire design. The course covers concepts and applications in survival analysis, analysis of incidence rates, life tables, and parametric and nonparametric approaches.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8540 - Epidemiology Topics Seminar**
Students in this seminar are exposed to current research and special topics of interest in epidemiology. Students choose from a wide range of discussion topics, including infectious disease, non-endemic communicable disease, chronic disease, global health, maternal and child health, social and behavioral concerns, environmental issues, genetic factors, and other emerging topics of interest. Students perform a critical review of the research literature, providing them further insight into topics of epidemiology.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8545 - Advanced Analysis of Community Health Data and Surveillance in Public Health**

(5 cr.) In this course, students cover the application of community health assessment, secondary data analysis, and the use of health informatics and surveillance for program planning. Students learn to identify and prioritize problems, then assess and utilize community resources to address these problems. Topics include measuring selected determinants of community health status and health services use, classifying community assets, identifying data sources, simple and complex sampling designs and applying certain methods to maximize community participation incorporating the use of quantitative, qualitative, and mixed-methods research designs. Students will develop an understanding of statistical and epidemiological methodology to utilize secondary data to synthesize the results of a community health assessment and limitations to create a community diagnosis that serves as the basis for program planning and research design.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8550 - Writing a Quality Prospectus**

(5 cr.) The focus of this course is on the process of writing the doctoral dissertation premise and prospectus. The premise will guide students through their committee selection process. The prospectus will guide students through the stages of writing a dissertation—conducting a literature review, developing a problem statement and research questions, and evaluating research designs, methods, and types of analysis. The premise and prospectus that students write for this course will be for a possible dissertation topic. This exercise is the cornerstone of this course and will prepare students for working with their chosen dissertation topic.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**PUBH 8560 - Advanced Analysis of Secondary Data**

(5 cr.) Through this course, students develop an advanced understanding of statistical methodology and the use of biomedical and secondary data sources. Topics include how researchers work with groups and institutions that provide or create publicly available data sets. Students explore how to design research to make appropriate use of secondary data sources. The course also addresses simple and complex sampling designs and sample weighting, as well as the strengths and limitations of using secondary data.

**PUBH 8900 - Research Forum**
The purpose of this forum is to assist students with making steady progress toward earning a Doctor of Public Health (DrPH) degree. The course offers doctoral students the opportunity to integrate their program of study and demonstrate knowledge of an in-depth exploration of a public health practice, issue, or problem. Students will engage in regular scholarly discussions with a faculty chair and fellow doctoral students, submit Quarterly Plans, and products toward completion of the DrPH degree. Information and resources related to the doctoral study, residencies, research and writing, and doctoral program expectations are provided for guidance.

**PUBH 9000 - Public Health Dissertation**

*(30 cr. minimum—6 credits per term for minimum 5 terms)* Doctoral students are offered the opportunity to integrate their program of study into an in-depth exploration within an interest area through the completion of a research study in this course. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. They must also participate in an accompanying online course and complete a prospectus, proposal, Institutional Review Board application, and final dissertation paper and presentation. Once students register for PUBH 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): Foundational and core curricula; appointment of an approved dissertation committee chair.)*

**PUBH 9001 - Dissertation**

*(20 cr. minimum—5 cr. per term for minimum 4 terms)* This course offers doctoral students the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation.

**PUBH 9100 - Public Health Capstone**

*(5 cr.)* In this capstone course, doctoral students have the opportunity to integrate their program of study and demonstrate their knowledge into an in-depth exploration of a public health practice issue or problem. Students complete an applied practice-based project independently, with the guidance of a capstone supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, Institutional Review Board application, and carry out and analyze a research protocol and project. *(Prerequisite(s): All other courses in the Doctor of Public Health program.)*

**READ 6581 - Reading in the Content Areas, Grades 6–12♦**

*(3 sem. cr.)* Education professionals learn and use research-based strategies to enhance their students’ reading proficiency and develop critical literacy skills while teaching essential content. Strategies are designed to enhance learning in science, mathematics, history, English, and other middle level or secondary content areas.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.
READ 6582 - Writing in the Content Areas, Grades 6–12

(3 sem. cr.) Educators in this course gain practical experience integrating writing into content area curriculum, instruction, and assessment. They learn how to help students use writing to deepen and articulate clearly their understanding of subject matter. Educators examine and apply strategies for using various types of journals and learning logs, writing frameworks, and note-taking tools. They also develop, implement, and evaluate writing tasks to help students focus on the concepts or ideas for a specific unit of study. Additionally, a special emphasis of the course is on teaching the writing process and skills for effective writing in various genres. Educators develop plans for guiding students through prewriting, drafting, revising, editing, and publishing stages of the writing process.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6583 - Technology and Literacy in the Content Areas, Grades 6–12

(3 sem. cr.) In this course, educators integrate technology into research-based instructional models and strategies to develop higher levels of literacy and facilitate more effective content area learning. Educators develop and assess activities designed to expand the learning community across boundaries through the application of information literacy skills, such as Internet searching and critically evaluating online resources. They also collaborate with other educators to develop an Internet workshop to engage students in using information literacy skills. Educators have the opportunity to reflect on theories, concepts, and strategies presented in the course to determine how they can most effectively use this knowledge to benefit their students and further their professional development.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6584 - Supporting Struggling Readers, Grades 6–12

(3 sem. cr.) Educators learn and use strategies to help improve middle level and secondary students’ reading, writing, test-taking, and study skills as a way to increase their learning and achievement in the content areas.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

READ 6601 - Adolescent Literacy and Learning Today

(3 sem. cr.) Adolescents today construct their identity by creating and engaging with multiple texts and media for a variety of purposes. Education professionals in this course explore how literacy inside and outside school can be used to support adolescent learning and prepare students in grades 6–12 for college and career. By considering the research behind literacy policies and practices, education professionals evaluate the role of literacy in content-area classrooms including assessment opportunities and disciplinary approaches. Coursework provides an opportunity to examine what it means to be literate and why literacy is important in all disciplines including English language arts, mathematics, science, and literature.
**READ 6602 - Reading to Learn in the Content Areas, Grades 6–12**

(3 sem. cr.) To learn and achieve in the content areas students must comprehend and engage with grade-appropriate and disciplinary-specific texts. In this course, education professionals examine how text changes across disciplines (including social studies, literature study, mathematics, sciences, and other technical subjects) and explore instructional practices to support close reading of complex text as required by the Common Core State Standards and other state standards. Education professionals apply evidence-based instructional and assessment practices to support all students’ achievement in literacy and learning. Coursework provides opportunities to apply concepts and strategies within specific disciplines to provide a relevant learning experience for a variety of education professionals.

**READ 6603 - Promoting Adolescent Learning Through Writing**

(3 sem. cr.) Writing is a multifaceted process and a powerful tool to support student learning. Through writing, adolescents may demonstrate learning, analyze ideas, or develop arguments based on information from a text. Education professionals in this course explore the importance of writing for college and career readiness and examine the nuances of written communication relative to specific disciplines including mathematics, physical education, literature, and other disciplines. Coursework provides opportunities to engage in discourse modes including informational, literary, and persuasive writing and to use short writing (such as journals) and longer composition processes to enhance disciplinary learning. Education professionals consider the types and purposes of writing, explore writing in digital environments, analyze the relationships between reading and writing, and apply instructional practices to support writing to learn in the content areas for all students.

**READ 6604 - Supporting Struggling Adolescent Readers**

(3 sem. cr.) Adolescents today must engage with increasingly complex texts in the content areas. Education professionals need the knowledge, skills, and dispositions to help all students meet these literacy demands, especially those who struggle with reading and literacy tasks. In this course, education professionals learn formal and informal ways to assess students’ literacy development and learning achievement and use that assessment data to inform instruction. Coursework provides opportunities to examine progress monitoring practices and response to intervention (RTI) implementation. Education professionals explore the role of motivation in literacy and learning and consider the importance of academic language for learning, college, and career.

**READ 6605 - Adolescent Learners and the Digital Literacy Environment**

(3 sem. cr.) Just as adolescents must adapt to ever-changing digital literacy environments, so too must their teachers. In this course, education professionals explore digital tools and texts to support literacy teaching and learning in a digital environment. Through inquiry and research online, education professionals analyze digital environments, evaluate the role of information literacy, and design appropriate and engaging instructional activities using digital and other texts for learning. Course discussions focus on current trends and issues that inform literacy and
learning today including attention to visual and social media and technology as a mediating influence between and within cultures, families, and communities.

**READ 6705 - Reading and Literacy Today**

(3 sem. cr.) To support the reading and literacy development of all students, education professionals need to understand the factors that may influence literacy learning including language development, educational research and policies, and instructional practices to promote the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension. In this course, education professionals explore theoretical and historical perspectives on literacy education and consider the influence of cognitive, linguistic, sociocultural, and psychological development on the literacy learning of PreK–6 students. Education professionals have the opportunity to examine current educational policies and initiatives including the Common Core State Standards (CCSS) and other state standards. Education professionals consider the role of research in informing literacy instruction and apply effective instructional practices including practical approaches for implementing the response to intervention (RTI) model and incorporating new literacies and technology tools to support literacy instruction.

**READ 6706 - Literacy Development PreK–3**

(3 sem. cr.) Building a strong foundation of literacy skills and experiences in young children is critical to their success in school and life. In this course, educators take a developmental approach to reading and literacy instruction and are provided practical research-based approaches to help PreK–3 students achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. The characteristics of emergent and beginning readers are explored, focusing on phonological awareness, phonics, fluency, vocabulary, and comprehension. Education professionals evaluate the role of motivation in learning to read and analyze the use of progress monitoring and response to intervention (RTI) to support all learners. Through their coursework, educators are provided with opportunities to explore writing, close reading, print concepts, and multiple text genres. Education professionals plan and implement developmentally appropriate assessment and instruction, including technology tools, to support the literacy development of all learners in preschool through third grade.

**READ 6707 - Reading and Literacy Growth Grades 4–6**

(3 sem. cr.) The intermediate grades present unique challenges to literacy learning, including complexity of text, students’ use of technology, student motivation to learn, and explicit and implicit gender issues exhibited in the classroom. Education professionals are provided with opportunities to evaluate research-based instructional and assessment practices to help students in grades 4–6 to engage actively in literacy learning and achieve the literacy goals of the Common Core State Standards (CCSS) and other state standards. Education professionals examine the role of literacy in content area learning, explore ways to teach close reading of complex texts, and consider how to incorporate different levels, types, and genres of text to support all students’ learning and literacy development. The focus of the coursework is on effective strategies to support writing about text, content-area specialization vocabulary, listening and speaking, and the effective use of technology tools to support content area reading.

**READ 6708 - Literacy in Culturally and Linguistically Diverse Classrooms**
Today’s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Educators explore how to establish a responsive classroom in which literacy development flourishes for all students, including second-language learners and speakers of nonstandard dialects. Education professionals analyze the reading and literacy challenges experienced by culturally and linguistically diverse learners including text complexity, academic vocabulary, and appropriateness of texts and materials. The focus of the coursework is on ways to scaffold and support all literacy learners, including English-language learners.

**READ 6709 - Literacy in Academically Diverse Classrooms**

Today’s classrooms require teachers to become competent and confident in supporting both students who struggle with reading and writing and those who excel. Education professionals in this course focus on accelerating the literacy development of students with reading difficulties, including students who have specific learning disabilities, and addressing the needs of gifted students. Through their coursework, educators are provided with opportunities to examine informal and formal assessments, the use of data to inform instruction, and practical guidelines for implementing the response to intervention (RTI) model. Education professionals explore concepts and strategies, including collaboration with support resources, methods to differentiate and scaffold instruction, progress monitoring, leveling books, intervention strategies, and the use of motivating texts and technology tools to support student learning.

**READ 6718 - Literacy in Culturally and Linguistically Diverse Classrooms (Self-Directed)**

Today’s classrooms reflect the rich cultural and linguistic diversity of the world outside of school. Educators explore how to establish a responsive classroom where literacy development flourishes for all students, including second-language learners and speakers of nonstandard dialects. Education professionals analyze the reading and literacy challenges experienced by culturally and linguistically diverse learners including text complexity, academic vocabulary, and appropriateness of texts and materials. The focus of the coursework is on ways to scaffold and support all literacy learners, including English-language learners.

**RELG 2001 - World Religions**

In this course, students engage in an exploration of the tenets and sacred texts of the religions of the world. They explore Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Students demonstrate their understanding of course concepts and principles through a final comparative essay in which they make connections among religions and analyze how followers use religion to make sense of the world around them. Through this project and other weekly, applied assignments, students gain the knowledge needed to identify the origins, history, beliefs, and practices of the major world religions. (Prerequisite(s): ENGL 1001.)

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**RESI 6651 - Master of Social Work Residency I**

Students in this clinical residency are provided with the opportunity to gain supervised clinical practice in preparation for the field experience. Throughout this residency, students have
the opportunity to demonstrate their skills in ethical practice, case conceptualization, and oral communication. In addition to socializing students to the Master of Social Work program and the social work profession, faculty members work with students throughout the residency to identify specific clinical development needs for each student to address prior to their first field experience.

**RESI 6652 - Master of Social Work Residency II**

(4 cr.) This residency is designed to complement the advanced curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, case conceptualization, and evidence-based practice. In addition, students have the opportunity to practice their own supervision and consultation skills. Successful completion of this residency will result in an evaluation that indicates students have demonstrated proficiency in the prescribed areas and are ready to interface with the public as clinical social workers in training.

**RSCH 6100L - Research Theory, Design, and Methods**

(4 cr.) This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will apply and synthesize their knowledge and skills by developing elements of simple research plans.

**RSCH 6100Y - Research Theory, Design, and Methods**

(4 cr.) This research course provides students with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Students will apply and synthesize their knowledge and skills by developing elements of simple research plans.

**RSCH 6200Y - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan.
**RSCH 6300Y - Qualitative Reasoning and Analysis**

(4 cr.) This research course provides students with core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. Students use software to code data and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan.

**RSCH 7100D - Research Theory, Design, and Methods**

(4 cr.) Education professionals are provided with core knowledge and skills for understanding, analyzing, and designing research at the doctoral level in this course. They explore the philosophy of science, the importance of theory in research, and research processes. Quantitative, qualitative, and mixed-method research designs and methods are introduced. Ethical and social change implications of conducting research, producing knowledge, and engaging in scholarship are emphasized. Education professionals apply and synthesize their knowledge and skills by developing elements of simple research plans. (Prerequisite(s): Foundation course or first course in a program.)

**RSCH 7200D - Quantitative Reasoning and Analysis**

(4 cr.) Education professionals are provided with core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts in this course. They explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. Education professionals approach statistics from a problem-solving perspective with emphasis on selecting appropriate statistical tests for a research design. They use statistical software to calculate statistics and interpret and present results. Education professionals will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 7100D.)

**RSCH 7250 - Advanced Quantitative Reasoning and Analysis**

(4 cr.) In this research course, educators build on knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and are provided with experience applying them. Educators are provided with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. They explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. Educators approach statistics from a problem-solving perspective, with emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Educators apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 7200D.)
RSCH 8100 - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. (Prerequisite(s): A Foundation course or first course in a program.)

RSCH 8100C - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. (Prerequisite(s): Foundation course or first course in a program.)

RSCH 8100D - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. (Prerequisite(s): Foundation course or first course in a program.)

RSCH 8100H - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. (Prerequisite(s): A Foundation course or first course in a program.)
RSCH 8100P - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s): Foundation course or first course in a program.)*

RSCH 8100X - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s): Foundation course or first course in a program.)*

RSCH 8100Y - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s): Foundation course or first course in a program.)*

RSCH 8100Z - Research Theory, Design, and Methods

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s): For KAM or mixed-model specializations, AMDS 8008 or SBSF 8005; for course-based specializations, MGMT 8010.)*
**RSCH 8101 - Research Theory, Design, and Methods**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies. *(Prerequisite(s): Foundation course or first course in a program.)*

**RSCH 8101Z - Research Theory, Design, and Methods**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for understanding, analyzing, and designing research at the doctoral level. Students explore the philosophy of science, the importance of theory in research, and research processes. The course also introduces students to the quantitative, qualitative, and mixed-method research designs and methods. Students devote special attention to understanding the ethical and social change implications of conducting research and engaging in scholarship. They apply their knowledge and skills by developing elements of simple research plans for quantitative, qualitative, and mixed-methods studies *(Prerequisite(s): For KAM or mixed-model specializations, AMDS 8008 or SBSF 8005; for course-based specializations, MGMT 8010.)*

**RSCH 8200 - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s): RSCH 8100U.)*

**RSCH 8200C - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. *(Prerequisite(s): RSCH 8100C.)*
RSCH 8200D - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8100D.)

RSCH 8200H - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8100H.)

RSCH 8200P - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8100P.)

RSCH 8200X - Quantitative Reasoning and Analysis

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8100X.)
**RSC 8200Y - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8100Y.)

**RSC 8200Z - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): For KAM or mixed-model specializations, SBSF 7100; for course-based specializations, MGMT 8440, MGMT 8540, MGMT 8640 or MGMT 8740 AND MGMT 8990.)

**RSC 8201 - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8101.)

**RSC 8201Z - Quantitative Reasoning and Analysis**

(4 cr.) This research course provides students with the opportunity to develop core knowledge and skills for designing quantitative research at the doctoral level, including understanding data analysis and applying statistical concepts. Students explore classical quantitative research designs and common statistical tests, the importance of quality assurance, and ethical and social change implications of conducting quantitative research and producing knowledge. They approach statistics from a problem-solving perspective with an emphasis on selecting appropriate statistical tests for a research design. Students use statistical software to calculate statistics data and interpret and present results. Students apply their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): For KAM or mixed-model specializations, SBSF 7100;
for course-based specializations, MGMT 8440, MGMT 8540, MGMT 8640 or MGMT 8740 AND MGMT 8990.)

**RSCH 8250 - Advanced Quantitative Reasoning and Analysis**

(*4 cr.*) This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200U or SBSF 7100.)

**RSCH 8250C - Advanced Quantitative Reasoning and Analysis**

(*4 cr.*) This research course builds upon knowledge and skills acquired in RSCH 8200C - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200C.)

**RSCH 8250D - Advanced Quantitative Reasoning and Analysis**

(*4 cr.*) Students build upon the knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and have experience applying them in this course. They develop more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. In this course, students approach statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. They use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200 or EDUC 8800 or EDUC 8900.)
RSCH 8250P - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200P - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests, the importance of quality assurance, and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200P.)

RSCH 8250X - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200X - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200X.)

RSCH 8250Y - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Y - Quantitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills for designing quantitative research at the doctoral level, including understanding multivariate data analysis and applying more advanced statistical concepts. Students explore comprehensive quantitative research designs and suitable statistical tests; the importance of quality assurance; and ethical considerations and social change implications of conducting quantitative research and producing knowledge. This course approaches statistics from a problem-solving perspective with an emphasis on selecting the appropriate research design and statistical tests for more complex research questions or problems. Students use statistical software to perform analyses and interpret and present results. Students will apply and synthesize their knowledge and skills by developing a quantitative research plan. (Prerequisite(s): RSCH 8200Y.)

RSCH 8250Z - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Z - Quantitative Reasoning and Analysis and provides experience applying them. It provides
students with more specialized knowledge and skills for designing quantitative research at the
doctoral level, including understanding multivariate data analysis and applying more advanced
statistical concepts. Students explore comprehensive quantitative research designs and suitable
statistical tests, the importance of quality assurance, and ethical considerations and social change
implications of conducting quantitative research and producing knowledge. This course
approaches statistics from a problem-solving perspective with an emphasis on selecting the
appropriate research design and statistical tests for more complex research questions or
problems. Students use statistical software to perform analyses and interpret and present results.
Students will apply and synthesize their knowledge and skills by developing a quantitative
research plan. (Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427
AND Residency 3.)

RSCH 8251 - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8201 -
Quantitative Reasoning and Analysis and provides experience applying them. It provides
students with more specialized knowledge and skills for designing quantitative research at the
doctoral level, including understanding multivariate data analysis and applying more advanced
statistical concepts. Students explore comprehensive quantitative research designs and suitable
statistical tests; the importance of quality assurance; and ethical considerations and social change
implications of conducting quantitative research and producing knowledge. This course
approaches statistics from a problem-solving perspective with an emphasis on selecting the
appropriate research design and statistical tests for more complex research questions or
problems. Students use statistical software to perform analyses and interpret and present results.
Students will apply and synthesize their knowledge and skills by developing a quantitative
research plan. (Prerequisite(s): RSCH 8201.)

RSCH 8251Z - Advanced Quantitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200Z -
Quantitative Reasoning and Analysis and provides experience applying them. It provides
students with more specialized knowledge and skills for designing quantitative research at the
doctoral level, including understanding multivariate data analysis and applying more advanced
statistical concepts. Students explore comprehensive quantitative research designs and suitable
statistical tests, the importance of quality assurance, and ethical considerations and social change
implications of conducting quantitative research and producing knowledge. This course
approaches statistics from a problem-solving perspective with emphasis on selecting the
appropriate research design and statistical tests for more complex research questions or
problems. Students use statistical software to perform analyses and interpret and present results.
Students will apply and synthesize their knowledge and skills by developing a quantitative
research plan. (Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427
AND Residency 3.)

RSCH 8300 - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop core
knowledge and skills for designing qualitative research at the doctoral level, including
understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork
strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100U.)

**RSCH 8300C - Qualitative Reasoning and Analysis**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100C.)

**RSCH 8300D - Qualitative Reasoning and Analysis**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100D.)

**RSCH 8300H - Qualitative Reasoning and Analysis**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100H.)

**RSCH 8300P - Qualitative Reasoning and Analysis**

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and
interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. \( \text{(Prerequisite(s): RSCH 8100P.)} \)

**RSCH 8300X - Qualitative Reasoning and Analysis**

\( \text{(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100X.)} \)

**RSCH 8300Y - Qualitative Reasoning and Analysis**

\( \text{(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8100Y.)} \)

**RSCH 8300Z - Qualitative Reasoning and Analysis**

\( \text{(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): For KAM or mixed-model specializations, SBSF 7100; for course-based specializations, MGMT 8410 and 8420 OR MGMT 8510 and 8520 OR MGMT 8610 and 8620 OR MGMT 8710 and 8720.)} \)

**RSCH 8301 - Qualitative Reasoning and Analysis**

\( \text{(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8101.)} \)
RSCH 8301Z - Qualitative Reasoning and Analysis

(4 cr.) Students in this research course are provided with the opportunity to develop core knowledge and skills for designing qualitative research at the doctoral level, including understanding data analysis. Students explore the nature of qualitative inquiry; fieldwork strategies and the nature of observation; theoretical approaches to qualitative research; the importance of quality assurance; and the ethical, legal, and social change implications of conducting qualitative research and producing knowledge. They use software to code data and interpret and present results. Students apply their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): For KAM or mixed-model specializations, SBSF 7100; for course-based specializations, MGMT 8410 and 8420 OR MGMT 8510 and 8520 OR MGMT 8610 and 8620 OR MGMT 8710 and 8720.)

RSCH 8350 - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300 - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8300.)

RSCH 8350C - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300C - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8300C.)

RSCH 8350D - Advanced Qualitative Reasoning and Analysis

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing
knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8200D or SBSF 7100.)

**RSCH 8350P - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300P - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8300P.)

**RSCH 8350X - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300X - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8200X or SBSF 7100.)

**RSCH 8350Y - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Y - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8300Y.)

**RSCH 8350Z - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge.
knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

**RSCH 8351 - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8350 - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8350.)

**RSCH 8351Z - Advanced Qualitative Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8300Z - Qualitative Reasoning and Analysis and provides experience applying them. It provides students with more specialized knowledge and skills within each of the common qualitative traditions for designing qualitative research at the doctoral level. Students explore more complex qualitative research designs and analyses; multiple approaches to coding and organizing data; core components of a qualitative write-up; the importance of quality assurance; and the ethical considerations and social change implications of conducting qualitative research and producing knowledge. Students will apply and synthesize their knowledge and skills by developing a qualitative research plan. (Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

**RSCH 8450 - Advanced Mixed-Methods Reasoning and Analysis**

(4 cr.) Students in this research course build upon their established qualitative and quantitative research proficiencies. Students are also provided with the opportunity to develop specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. Students engage in assignments that emphasize the integration of quantitative and qualitative elements into true mixed-methods studies, focusing on reliability and validity in mixed-methods approaches. They also practice data analysis and integration of qualitative and quantitative data within a research write-up leading to proposal development. Students apply their knowledge and skills by developing a mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. (Prerequisite(s): RSCH 8200P and RSCH 8300P.)

**RSCH 8450C - Advanced Mixed Methods Reasoning and Analysis**

(4 cr.) This research course builds upon knowledge and skills acquired in RSCH 8200C - Quantitative Reasoning and Analysis and RSCH 8300C - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods
research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200C and RSCH 8300C.)*

**RSCH 8450D - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200D or SBSF 7100.)*

**RSCH 8450P - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8200P - Quantitative Reasoning and Analysis and RSCH 8300P - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200P and RSCH 8300P.)*

**RSCH 8450X - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8200X - Quantitative Reasoning and Analysis and RSCH 8300X - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research
plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200X or SBSF 7100.)*

**RSCH 8450Y - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8200Y - Quantitative Reasoning and Analysis and RSCH 8300Y - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200Y and RSCH 8300Y.)*

**RSCH 8450Z - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)*

**RSCH 8451 - Advanced Mixed-Methods Reasoning and Analysis**

*(4 cr.)* This research course builds upon knowledge and skills acquired in RSCH 8250 - Quantitative Reasoning and Analysis and RSCH 8350 - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies; practice in data analysis; and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. *(Prerequisite(s): RSCH 8250 and RSCH 8350.)*

**RSCH 8451Z - Advanced Mixed-Methods Reasoning and Analysis**
This research course builds upon knowledge and skills acquired in RSCH 8200 - Quantitative Reasoning and Analysis and RSCH 8300 - Qualitative Reasoning and Analysis. It provides students with more specialized knowledge and skills for designing mixed-methods research at the doctoral level. Students gain an understanding of the types of mixed-methods designs and how to select the most appropriate approach for the research question. The course emphasizes integrating quantitative and qualitative elements into true mixed-methods studies, practice in data analysis, and integration of qualitative and quantitative data within a research write-up. Reliability and validity in mixed-methods approaches will be highlighted. Students will apply and synthesize their knowledge and skills by developing a truly mixed-methods research plan that appropriately incorporates qualitative and quantitative elements. (Prerequisite(s): RSCH 8200Z or AMDS 8437 AND RSCH 8300Z or AMDS 8427 AND Residency 3.)

**SBSF 7100 - Research Forum**

(6 cr.) The purpose of this dissertation companion course is to assist education professionals in making steady progress toward completing their degree. The companion provides a forum for ongoing exchange of ideas, input, and feedback between education professionals and the dissertation chair as education professionals complete coursework for their Ph.D. in Education and prepare to begin their dissertation. The instructor of record for a section of the companion is the chair of the dissertation committee. Section participants are education professionals working with the faculty mentor at the early stages of their dissertation.

**SBSF 8015 - Graduate Writing I: Evaluative Composition Skills (Ed.D. and Ed.S.)**

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to compose course assignments successfully, create discussion board posts, and work to develop an academic voice. **Note:** This course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.

**SBSF 8016 - Graduate Writing II: Persuasive Composition Skills (Ed.D. and Ed.S.)**

(2 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for semester-based students in the Doctor of Education (Ed.D.) and Education Specialist (Ed.S.) programs.
**SBSF 8024 - Graduate Writing: Evaluative and Persuasive Composition Skills (Ph.D. in Education Students)**

(4 cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to compose course assignments successfully, create discussion board posts, and write in a scholarly voice. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments takes practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for Ph.D. in Education students.

**SBSF 8110 - Theories of Social Change**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8111 - Theories of Social Change (Operations Research)**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8120 - Current Research in Social Change**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8125 - Current Research in Social Change and Educational Technology**

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to
develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8130 - Professional Practice and Social Change**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8135 - Professional Practice, Social Change, and Education Technology**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8210 - Theories of Human Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8220 - Current Research in Human Development**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8225 - Current Research in Human Development and Educational Technology**

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.
SBSF 8230 - Professional Practice and Human Development

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8235 - Professional Practice, Human Development, and Educational Technology

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8310 - Theories of Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8320 - Current Research in Organizational and Social Systems

(4 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8325 - Current Research in Social Systems and Educational Technology

(5 cr.) This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

SBSF 8330 - Professional Practice and Organizational and Social Systems
This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SBSF 8335 - Professional Practice, Social Systems, and Educational Technology**

This course for doctoral students has no specific course description due to the flexibility inherent in the Knowledge Area Module (KAM) learning model, which allows students to develop expertise in their area of interest through an individualized program. The number of KAMs required varies by program, but each KAM culminates in a scholarly paper comprising three segments: Breadth, Depth, and Application. Through the KAM process, students will apply what they have learned to meet a need in their profession.

**SCIE 6660 - The Nature of Science**

Education professionals can investigate the nature and history of science and the role science plays in 21st-century life. They can discover unifying themes across all areas of science such as scientific inquiry, systems and energy, models and scale, constancy and change, ecology and the environment, and form and function. Education professionals can explore environmental science and apply the scientific tools of inquiry, discovery, hypothesis, and theory to facilitate their own learning in science and to foster engaging and motivating scientific learning in their students.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCIE 6661 - Exploring the Physical World**

Education professionals can examine various physical phenomena (e.g., light, sound, heat, magnetism, and motion) in this course. They engage in authentic, active learning experiences that advance their knowledge about these phenomena and model creative teaching approaches that can be used to engage their students in powerful learning about the physical sciences. The practical application of theories and concepts will be emphasized.

♦ Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**SCIE 6662 - Investigating the Living World**

Education professionals take a journey of discovery and explore the components of the living world, including plants, animals, fungi, and other organisms as well as their ecology in this course. They can learn about the controversy that persists in the scientific community about what makes an organism alive and discover how organisms interact with each other and their environments. Education professionals use inquiry methods to develop learning experiences to engage their own students in exploring these ideas in the classroom.
SCIE 6663 - Exploring the Earth and Beyond

(3 sem. cr.) Education professionals can investigate timeless questions about how the Earth fits into time and space. Explorations will span from ocean depths to the breadth of the universe in this course. They examine earthly and other-world phenomena, such as weather, climate, volcanoes, earthquakes, planetary systems, and supernovae, and explore the similarities and differences between this world and other worlds. Transferring this scientific knowledge to classroom instruction will be emphasized.

SCIE 6664 - Looking Into the Future of Science and Education

(3 sem. cr.) Education professionals take a future-focused view of science while developing their skills in science education during this course. Trends, issues, challenges, and opportunities related to science and its role in schools, society, and the workplace will be explored. Topics include genetic engineering, biotechnologies, environmental issues such as climate change and global warming, and the call for education in STEM (science, technology, engineering, and mathematics). Education professionals engage in professional discourse to grapple with uncertainties, and they learn how scientific principles can be used to advocate for authentic social change.

SCNC 4001 - Analyzing Contemporary Scientific Controversies

(5 cr.) In this course, students critically examine controversies in science. They explore topics including pseudoscience, human cloning, stem cell research, genetically modified foods, and climate change. Students learn to articulate sound arguments for the validity of scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist.

SOCI 1001 - Introduction to Sociology

(5 cr.) Students have the opportunity, in this course, to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Students engage in assignments that balance theory with current research findings and emphasize social policy. They explore and apply major theoretical perspectives to evaluate chosen topics, analyze culture and society through the exploration of holidays and celebrations, consider the idea of self in relation to global perspectives, and compare and contrast social institutions. Through their study of sociology, students sharpen their critical-thinking skills and develop a sociological imagination, which they can use throughout their personal and professional lives to understand social structure and behavior.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

SOCI 2001 - Multicultural Dimensions of Society

(5 cr.) As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing increasingly diverse. This course provides students with a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of teamwork, leadership, communication, and conflict management among people with diverse life experiences. They complete a range of short writing assignments on such topics as prejudice, cultural bias, and discrimination; religious freedom; and diversity. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues in the workplace.

SOCI 2001E - Multicultural Dimensions of Society

(5 cr.) As globalism increasingly affects all facets of society, including school, work, and situations in everyday life, our country is growing increasingly diverse. This course provides students with a framework to understand, respect, and value diversity through real-life experiences and reflections. Students explore concepts of teamwork, leadership, communication, and conflict management among people with diverse life experiences. They complete a range of short writing assignments on such topics as prejudice, cultural bias, and discrimination; religious freedom; and diversity. Through this course, students gain the knowledge and sensibilities to develop appropriate, flexible approaches for identifying and managing diversity issues in the workplace.

SOCI 4080 - Social Responsibility

(5 cr.) Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. This course provides an interdisciplinary synthesis of learning for students through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize problem-solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. In this course, students develop awareness and skills to sustain and advance the communities in which they live. (Prerequisite(s): All other required general education courses completed.) Note: This course is delivered over a 6-week term but is equated to SOCI 4080E, which is delivered over a 12-week term.

SOCI 4080E - Social Responsibility

(5 cr.) Technological advancements, globalization, and other 21st-century dynamics that bring individuals together provide a means and a responsibility to work collectively for the common good. This course provides an interdisciplinary synthesis of learning for students through the lens of civic engagement and social responsibility. Students engage in assignments that emphasize
problem-solving in contemporary society. They explore the history of social responsibility and issues related to social change, civic engagement, and the media. In this course, students develop awareness and skills to sustain and advance the communities in which they live. (Prerequisite(s): All other required general education courses completed.) Note: This course is delivered over a 12-week term but is equated to SOCI 4080, which is delivered over a 6-week term.


(5 cr.) This foundation course is designed to introduce students to the social work profession. Students explore the history of the profession, the characteristics of advanced generalist practice, social work practice settings, and professional values and ethics. Students develop knowledge of current issues and directions for the profession, and the requirements and challenges of being a professional social worker.

**SOCW 6051 - Diversity, Human Rights, and Social Justice**

(5 cr.) This is a foundation course in which students broadly address race and ethnicity, socioeconomic status and class, culture, religion, gender, sexual orientation, ability and disability, and environment in an effort to better understand social identity. Throughout this course, students benefit from course assignments, discussions, and course materials to understand the role of power and privilege and oppression and marginalization on the social development of clients. Students specifically focus on activities that help them recognize systems that support or foster power inequities, oppression, and underutilization of human talent and skills. In addition, students engage in activities to foster self-awareness of their own role in the hierarchy of power and privilege. At the completion of this course, students will understand the importance of social workers developing competence in providing evidence-based contextually and culturally relevant assessments and interventions for individuals, families, groups, and communities.

**SOCW 6060 - Social Work Theory and Practice**

(5 cr.) This foundation course is designed to provide students with an overview of theories and intervention methods for generalist social work practice. Students explore the theoretical constructs and applications of various approaches to working with clients. The emphasis of the course is on the development of strengths based on person-in-environment perspectives, ecological systems theory, problem-solving skills, and person-centered methods. The focus is on the importance of choosing approaches that are compatible with the client’s cultural and ethnic background. The students integrate multiple sources of knowledge and models to interview, assess, and respond empathetically when working with individuals, families, groups, communities, and organizations.

**SOCW 6070 - Supervision, Leadership, and Administration in Social Work Organizations**

(5 cr.) Students in this advanced course prepare for roles as supervisors, leaders, and administrators in clinical social work. Students examine leadership theory and strategies for leadership development, ethical practice as clinical supervisors, and the roles of administrators in social work organizations. Students participate in activities that develop their skills in critical decision making to address some of the complex problems that face leaders and administrators in
social work. As a result of this course, students will understand the competencies of social work supervisors, leaders, and administrators and will identify a plan for their own continued development in these areas.

**SOCW 6090 - Psychopathology for Social Work**

(5 cr.) Students in this course, in particular, are prepared to identify and assess problems in biopsychosocial functioning. Throughout this course, students collect, organize, and interpret client data and use them to identify areas of strength and areas that require additional intervention and support. Students examine how race, socioeconomic status, gender, sexual orientation, ability, religion, and age serve to affect clients’ level of functioning and/or how they present themselves. With an emphasis on ethical practice, students use this information to design appropriate interventions to help clients to meet identified goals.

**SOCW 6101 - Essential Skills for Social Work Practice**

(5 cr.) In this foundation course, students have the opportunity to learn and practice social work skills. They explore professional boundaries and demeanor, client engagement, active listening, empathetic responses, and interviewing skills. Students demonstrate the ability to engage clients in interviews, assessment, and goal setting. They learn to set professional boundaries and maintain ethical codes with individuals, families, groups, organizations, and communities.

**SOCW 6103 - Introduction to Addictions**

(5 cr.) Students gain an overview of the addiction counseling profession in this course. They are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting; history, philosophy, and trends in addictions counseling; professional standards; the effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practices. Students also explore competencies, credentialing, and other professional issues.

**SOCW 6111 - Advanced Clinical Social Work Practice I**

(5 cr.) This is an advanced course designed to provide students with the knowledge and skills to apply clinical social work services. Students in this course focus on the application of evidence-based theories and other intervention methods with individuals and families. This course has a particular focus on individuals and families from diverse cultural backgrounds and marginalized or oppressed populations. Students demonstrate therapeutic skills to engage clients, to define and prioritize issues, to set mutually developed goals, and to commit to the change process. Students select, implement, monitor, and evaluate interventions.

**SOCW 6121 - Advanced Clinical Social Work Practice II**

(5 cr.) In this advanced course, students gain knowledge and skills to apply research-based models, theories, and intervention methods to groups and organizations. The focus of the course is on therapeutic factors in group process and the tasks and skills of the clinical social worker in forming, planning, facilitating, documenting, and evaluating groups. A special emphasis is placed on cultural and gender-sensitive application of social work group practice. There is an added emphasis on empowerment of groups, organizations, and communities. Students explore
the structure, role, goals, and impact of organizations, including culturally sensitive management, and the impact of organizations on social welfare and the delivery of human services. Students effectively engage, assess, develop, implement, and evaluate research-based interventions with groups and organizations.

**SOCW 6135 - Criminal Behavior**

(5 cr.) Students in this course are provided with a foundation in historical and contemporary biological, psychological, and sociological theories of criminal behavior. Students consider two important questions in forensic psychology: “Who is a criminal?” and “Is criminal behavior a mental illness?” Students explore theoretical issues that result from attempts to explain criminal behavior in forensic populations. They examine groups of offenders, including mentally disordered offenders, sex offenders, violent offenders, and juvenile offenders. Students apply ethical guidelines and standards to the study and research of criminal behavior. They also use concepts and theories to assess the behavior of criminal offenders in case-study scenarios.

**SOCW 6145 - Crisis Management**

(5 cr.) By studying the fundamentals of crisis management and crisis leadership, students develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also explore ethical, legal, and diversity considerations in crisis and trauma response. At the end of the course, students will understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.

**SOCW 6200 - Human Behavior and the Social Environment I**

(5 cr.) Students in this foundation course are provided with an understanding of the intersection between the social environment and the healthy lifespan development of individuals, families, groups, and communities. Throughout this course, students increase their comprehension of how the environment and social context serve to mediate or intersect with the healthy development of each individual, family, group, or community. They examine the ways gender, socioeconomic status, sexual orientation, race and ethnicity, and disability impact human development. Students explore human behavior through the lens of human development, environment, and social context.

**SOCW 6202 - Treatment of Addictions**

(5 cr.) Students in this course are provided with an understanding of theories, treatments, and interventions for addiction. The focus of the course is to introduce various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. In addition, students understand the treatment principles and philosophies of addiction-related programs. Students increase their self-awareness as helping professionals by understanding their own limitations, recognizing when they need additional resources and support, and knowing when and where to refer clients. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.
SOCW 6204 - Medical Social Work I

(5 cr.) This course is designed to provide students with an advanced understanding of the roles and competencies of social workers in medical settings. Students’ knowledge of medical terminology, crisis intervention, medical aftercare and discharge planning, mental health evaluations and chemical dependency evaluations, community resources, and medical treatment teams is enhanced. At the end of this course, students will also understand ethical practice with regard to medical social work.

SOCW 6205 - Medical Social Work II

(5 cr.) In this course, students are provided with knowledge and skills for supporting vulnerable populations, including individuals and families dealing with acute, chronic, and terminal illness, disability, or the challenges of aging. Students extend their knowledge of support and resources for those dealing with organ transplants; psychosocial aspects of illness and health, grief and loss, and end-of-life decision making. Students enhance their knowledge of ethical group and individual interventions for these vulnerable populations.

SOCW 6210 - Human Behavior and the Social Environment II

(5 cr.) This advanced course is designed to prepare students for clinical social work practice that reflects an advanced understanding of lifespan development and sociopsychological identity development in individuals, families, groups, and communities. Throughout this course, students will use their learning around lifespan development and sociopsychological identity development to understand human behavior and, particularly, individual and family functioning within the environmental context. With an emphasis on ethical practice in social work, this course gives students the opportunity to use this information to inform their assessments, evaluations, interventions, and advocacy for their clients.

SOCW 6301 - Social Work Practice Research I

(5 cr.) The goal of this foundation course is to develop students’ understanding of the importance of research in relation to social work practice. Students are introduced to various research methods—quantitative, qualitative, and mixed-methods research. Students examine ethical standards as they relate to research, basic principles of scientific method, and research that addresses diverse populations. This basic course is the first of two courses designed to prepare students as scholar-practitioners who use research to inform their ethical social work practice.

SOCW 6311 - Social Work Practice Research II

(5 cr.) This advanced course is designed to support students’ development as scholar-practitioners in clinical social work. Students identify and apply research that can be used to advance their practice, including social welfare, advocacy, and policy. Throughout the course, students are provided resources and activities designed to help them become critical consumers of research for the sake of ethical, evidence-based clinical social work practice. Students in this course have the opportunity to evaluate research design, research methods, and the applicability of results to diverse populations.

SOCW 6333 - Vicarious Trauma and Compassion Fatigue
(5 cr.) To gain an understanding and awareness of vicarious trauma and compassion fatigue for trauma-response-helping professionals, students examine intervention strategies and models for treating and preventing vicarious trauma and compassion fatigue through the lens of counselor educators, supervisors, and clinicians. Applying course concepts, students gain hands-on practice conducting a needs assessment and examining the use of standardized instruments. They also recommend social change related to vicarious trauma and compassion fatigue to inform and better prepare trauma-response-helping professionals. Students engage in course assignments that emphasize the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a trauma-response-helping professional and develop an organizational wellness plan for their setting.

**SOCW 6336 - Crisis, Trauma, and Disaster Response**

(5 cr.) Students in this course gain an understanding of the personal and systemic impact of crises, disasters, and other trauma-causing events on individuals, couples, families, and communities. Students examine theories and response models as they relate to sexual trauma, crisis in individuals and families, crisis in the community, and crisis in the nation and in the world. They explore and discuss topics related to counselor competencies, vicarious trauma and countertransference, specific diagnoses, and advocacy. Students also engage in assignments designed to provide practical application of crisis assessment. Through contemporary articles and case studies, they consider and discuss cultural, legal, and ethical issues related to crisis, trauma, and disaster events and response.

**SOCW 6346 - Child and Adolescent Counseling**

(5 cr.) In this course, students examine empirically supported theories and techniques for working with children and adolescents in the counseling process. Students work toward enhancing their theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. They engage in coursework and readings focused on a family-systems view of intervention, and they devote special attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students assess a distinct group of empirically supported interventions aimed at improving individual and family functioning. They also explore legal and ethical issues related to counseling children and adolescents.

**SOCW 6350 - Forensic Applications in Community Settings**

(5 cr.) Professionals must devote considerable attention to forensic psychology perspectives and approaches to address issues such as the overpopulation of prisons, the decrease in healthcare availability, and cases in which courts remand treatment in community settings. Students in this course examine forensic psychology theories and perspectives, and then apply these concepts to various community settings. They are provided with practical assignments and topical readings that focus on working with offenders re-entering the community as well as offenders who receive community placements rather than incarceration. In addition, students explore less-common applications, such as restorative justice and community crime prevention. They also analyze the impact of personal perspectives and setting on the application of forensic psychology.
SOCW 6351 - Social Policy, Welfare, and Change

(5 cr.) Students in this foundation course are provided with an overview of the professional social worker’s role in the development, delivery, and implementation of social welfare policies, programs, and services in the United States. The students explore the history of social welfare and current policies and programs, including those addressing poverty, healthcare (including mental health), child welfare, and disabilities. Students develop policy knowledge and skills to assist them in influencing policy development.

SOCW 6356 - Theories and Techniques in Marriage, Couples, and Family Counseling

(5 cr.) The focus of this course is gaining an advanced understanding of theories and techniques for working with couples, married individuals, and families, as well as to acquire skills for theory integration and theory-based treatment. Through video demonstrations and other topical materials, students witness and examine empirically supported treatments and techniques in prevention, intervention, development, and promoting the well-being of marriages, couples, and families. They explore systemic implications for conceptualization, assessment, treatment planning, and interventions. Students also learn how to assess procedures for critically evaluating relevant research and how to apply these findings to their counseling practices. Additionally, they explore methods of adapting models to meet the needs of a diverse society and the legal and ethical issues related to working in this specialty area.

SOCW 6361 - Social Policy: Analysis and Advocacy

(5 cr.) Students are provided with the knowledge to analyze, formulate, and advocate for social policies that advance individual and social well-being in this course. Students explore various methods of policy analysis and develop advocacy plans that involve collaboration with colleagues and communities to address policy issues. There is a special emphasis on policies that impact human rights and advance social and economic justice. Students develop skills in the policy analysis process, including the values that influence policy, the legislative process, and the roles of advocacy and lobbying organizations. (Prerequisite(s): SOCW 6351 and SOCW 6000.)

SOCW 6362 - Human Sexuality

(5 cr.) Students are provided with a framework for understanding human sexuality in the context of couples, marriage, and family counseling in this course. Students explore empirically supported counseling approaches related to sexual functioning, intimacy, gender, and sexual orientation. They use a systemic framework for understanding the role and impact of sexuality on couples, marriages, and families. Students also explore and discuss specific topics related to issues of sexual diversity and gender identity.

SOCW 6400 - Military Culture

(5 cr.) In this course, students are provided with an overview of military culture. The focus of this course is on understanding the world of work for military personnel, the sociocultural identity development of military personnel, the experience of military families, support for military personnel and their families, and socioeconomic and other lifestyle challenges for military personnel. After completing this course, students will be more informed about the mental health and social support needs of these populations.
**SOCW 6401 - Trauma, Crisis, and Stress With Military Personnel**

(5 cr.) The specific focus of this course is on combat trauma, crisis, and stress experiences and responses of military personnel—both wartime and post-war. Students develop an understanding of the short-term and long-term impact of post-traumatic stress and vicarious trauma. In addition to focusing on how combat and wartime experiences impact individual military personnel, students also explore the effects on families. As a result, students will be better prepared to provide services and mental health support to military personnel dealing with trauma, crisis, and stress.

**SOCW 6402 - Working With Military Spouses, Families, and Children**

(5 cr.) The nature of military work responsibilities impacts not only military personnel but their families as well. Frequent relocations, extended deployments, parent-child separation, and high-risk jobs all contribute to unique family dynamics. This course is designed to educate students about the experience and unique support needs of military personnel and their families.

**SOCW 6500 - Social Work Field Education I**

(3 cr.) This is the first foundation course in the four-part field practicum sequence. Students are required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. The practicum experience provides students with an introduction to the role of a professional social worker. Students demonstrate skills in maintaining boundaries and ethics while interacting in a professional manner with clients. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with professional practice skills.

**SOCW 6510 - Social Work Field Education II**

(3 cr.) This is the second foundation course in the four-part field practicum sequence. As in SOCW 6500, students are again required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. Students have the opportunity to develop and demonstrate skills in engaging clients, developing mutually agreed-upon goals, identifying clients’ strengths and needs, completing assessments, and providing professional documentation during the field practicum experience. Students also identify policies at the organizational, local, state, or national level, which impact the client system. Through their participation in a weekly hour-long seminar with their instructor and peers, students demonstrate their integration of classroom knowledge with professional practice skills.

**SOCW 6511 - Treatment of Forensic Populations**

(5 cr.) In this course, students gain the foundational knowledge necessary to evaluate and subsequently treat many different forensic populations, such as sex offenders, substance abusers, and white-collar criminals. Students analyze the use of traditional forms of intervention, including individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice. Applying the concepts and theories learned in the course, students develop a project scenario in which they feature an offender and describe treatment approaches.
as well as related ethical, legal, and multicultural factors that may impact treatment. Students also consider and discuss professional identity and goals.

**SOCW 6520 - Social Work Field Education III**

(5 cr.) This is the third course in the field practicum sequence. It is an advanced course. This course requires students to complete 250 (20–24 hours per week) hours in an approved social services agency under the supervision of a professional social worker. There is a focus on agencies that serve clients from diverse populations and/or marginalized or oppressed groups. In this course, students focus on recognizing the importance of clinical social work practice and demonstrating the ability to negotiate and advocate with and on behalf of client systems to enhance client well-being and ensure social and economic justice. Students demonstrate the ability to examine critically the research available on interventions, make an appropriate selection, and follow through with the implementation. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

**SOCW 6530 - Social Work Field Education IV**

(5 cr.) This is the final course in the four-part field practicum sequence. As in SOCW 6500, SOCW 6510, and SOCW 6520, students in this course are also required to complete 250 hours in an approved social services agency under the supervision of a professional social worker. Through the practicum experience, students are provided with the opportunity to monitor and evaluate therapeutic outcomes and engage in research-based practice. Students demonstrate the ability to provide services to a client or client system, from intake to termination or transfer. Students demonstrate skills in termination; evaluating interventions and outcomes; and disseminating these results and analysis to colleagues, peers, and other practitioners. A seminar is included in which students demonstrate the integration of classroom knowledge with the professional practice skills.

**SOCW 6652 - Residency II**

(5 cr.) This residency is designed to complement the advanced curriculum. In this residency, students continue to develop their clinical skills and are required to demonstrate competency in ethical practice, case conceptualization, and evidence-based practice. In addition, students have the opportunity to practice their own supervision and consultation skills. Successful completion of this residency will result in an evaluation that indicates students have demonstrated proficiency in the prescribed areas and are ready to interface with the public as a clinical social worker in training.

**SOCW 6743 - Psychopharmacology and Biopsychosocial Considerations**

(5 cr.) The potential for addictive disorders to present like a variety of medical and psychological disorders is common. In this course, students examine how to treat addictions that may coexist with depression, anxiety, bipolar disorder, obsessive-compulsive behavior, and other psychological disorders as described in the DSM-IV-TR. They survey a spectrum of psychotropic medications and their use in the treatment of mental, behavioral, and addictive disorders. Students also explore factors that increase the likelihood for a person, community, or group to be at risk for psychoactive substance use disorders. Through this course, students gain
an understanding of the basic classifications, indications, and contraindications of commonly prescribed medications so that they make appropriate referrals within treatment teams.

**SOCW 8000 - Foundations of Graduate Study**

(1 cr.) The purpose of this course is to introduce students to Walden University and to the requirements for successful participation in an online curriculum. Through this course, students gain a foundation for academic and professional success as scholar-practitioners and social-change agents. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Major assignments include the preparation of the Professional Development Plan, Program of Study, and a sample KAM Learning Agreement.

**SOCW 8103 - Introduction to Addiction**

(5 cr.) Students in this course are introduced to aspects of professional functioning as an addiction counselor, including but not limited to: role setting of addiction counselors; history, philosophy, and trends in addiction counseling; professional standards for addictions counselors; effects of crises and trauma-causing events on persons with addictions; self-care; and ethical and culturally sensitive practice of addiction counseling. Students also explore competencies, credentialing, and other professional issues. The student explores the future as an addiction counselor and an overview of the addiction counseling profession.

**SOCW 8110 - Advanced Social Work Theory and Practice**

(5 cr.) Population health is an evolving field with the end goal to prevent and control threatening public health issues. In this course, students explore the social foundations for public health and work toward developing the leadership and research skills needed to organize and conduct population-based disease prevention and health promotion programs effectively. Students engage in formative assignments and discussions on social history of public health; determinants and risk factors for population health; policy analysis and advocacy; coalition building, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens. Through a final project, students gain a firm understanding of how to evaluate outcomes of population-based policies and health programs.

**SOCW 8116 - History and Development of Social Work**

(5 cr.) This course is designed to provide a doctoral foundation in the history and philosophy of clinical social work and social welfare. Students can explore the strengths and weaknesses of the social work delivery systems. They can review the origins of the profession as well as its various responses to the changing needs of society. Students can begin to develop their identities as leaders, researchers, and best-practices informants in the area of social work through critical literature reviews related to research, policy, and practice; discussions about social work and contemporary society; and course assignments. Students in this course also focus on the competencies and ethics of social work and social welfare professionals.

**SOCW 8117 - Diversity and Multiculturalism**
This course is designed to prepare students to provide leadership to communities, institutions, employees, and agencies to address social justice, fairness, and equity for diverse, vulnerable, and marginalized populations. Students examine the intersections of age, gender, race, ethnicity, sexual identity, ability, and socioeconomic status to understand individuals’, communities’, and families’ experiences of oppression, power, access, and opportunity in society. In addition, students can engage in extensive self-awareness activities to address how their own values, attitudes, and beliefs will impact their ability to practice, advocate, and collaborate around social work, welfare, and policy.

**SOCW 8137 - Contemporary Issues, Social Change, and Social Policy**

(5 cr.) How can students prepare for ethical leadership in social work practice, administration, and advocacy? In this course, students can enhance their understanding of the responsibility of social workers in advanced practice to foster social change for their community, clients, and profession through practice, policy, and advocacy. Students can use current research to analyze and evaluate policy and identify how community, national, and international issues affect the social work profession. In addition, students examine opportunities to learn how to influence policy as a response to the changing needs of a diverse population. Students also can gain an understanding of how to initiate advocacy and social change processes ethically.

**SOCW 8138 - Program and Practice Evaluation**

(5 cr.) Using models of evaluation derived from social science and social work theory and research, students can learn to apply research in social work to inform practice, future research, policy, and advocacy. Topics include the history and theory underlying program and practice evaluation, approaches to evaluation, selection of appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. Students can gain an understanding of how to address dimensions of diversity (race, ethnicity, age, socioeconomic status, sexual identity, gender, etc.) in their program and practice evaluations in an effort to ensure equity and fairness in program delivery and advocacy.

**SOCW 8140 - Action Research Methods in Social Work**

(5 cr.) Action research is a form of social research that combines research with intervention. It is characterized by a collaborative relationship between the researcher and a client organization that is in an immediate problematic situation. The research process is directed toward addressing the problem situation and producing knowledge that contributes to the goals of social science. Action research is compatible with many of the values and principles of social work. Students in this course also address issues of social work ethics and values encountered by the action researcher.

**SOCW 8145 - Crisis Management**

(5 cr.) In this course, counselor educators can learn the fundamentals of crisis management and crisis leadership. In addition, they can develop an understanding of the theories and models related to crises, disasters, and other trauma-causing events. Students also explore ethical, legal,
and diversity considerations in crisis and trauma response. By the end of the course, students understand models for training and supporting other counselors in the areas of crisis response applicable to community, national, and international crises. Furthermore, students develop a crisis management plan for their own community.

**SOCW 8152 - Human Services Administration**

(5 cr.) Diminishing resources are compounding the societal challenges facing human services agencies today. In this course, students will examine the core competencies that human service administrators need to address these challenges and make a greater difference in the communities they serve. A broad range of skills and innovative approaches will be discussed, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management. Through course discussions, applications, and critical literature reviews, students can demonstrate knowledge and skills that are directly translatable to their current work environment.

**SOCW 8203 - Theories, Treatment, and Case Management of Addictions**

(5 cr.) Students in this course are introduced to theories, treatment intervention, and case management strategies for addiction counseling. The focus of the course is to introduce various models of treatment, recovery, relapse prevention, and continuing care for addictive disorders. In addition, students explore the treatment principles and philosophies of addiction-related programs. Students increase their self-awareness as addiction counselors by understanding their own limitations as counselors; recognizing when they need additional resources and support; and knowing when and where to refer clients when appropriate. In addition, students examine substance abuse policies and regulatory processes that influence service delivery in addiction counseling.

**SOCW 8204 - Medical Social Work I**

(5 cr.) Designed to provide students with an advanced understanding of roles and competencies of social workers in medical settings, this course is developed to enhance students’ knowledge of medical terminology, crisis intervention, medical after-care and discharge planning, mental health evaluations, chemical dependency evaluations, community resources, and medical treatment teams. At the end of this course, students can also understand ethical practice with regard to medical social work.

**SOCW 8205 - Medical Social Work II**

(5 cr.) The course is designed to provide students with the knowledge and skills for supporting vulnerable populations. Those populations include individual clients or patients and families with acute, chronic, and terminal illness; disabilities; and challenges of age. Students can extend their knowledge of support and resources for families around organ transplants; psychosocial aspects of illness and health for individuals and families; support skills for individuals and families around grief and loss; and end-of-life decision making. Students enhance their knowledge of ethical group and individual interventions for these vulnerable populations. *(Prerequisite(s): SOCW 8204 - Medical Social Work I.)*
SOCW 8210 - Survey Research Methods

(5 cr.) The course will provide an in-depth study of a range of survey methods administered via in-person interview, self-report, phone interview, and Internet administration. Topics will include survey design, administration, analysis, and addressing sources of bias. Students in this course will also review theoretical and empirical research on question and questionnaire effects. Students prepare in the practice of writing questions and designing questionnaires, both in general and in light of existing research.

SOCW 8333 - Vicarious Trauma and Compassion Fatigue

(5 cr.) This course is designed to provide students with an understanding and awareness of vicarious trauma and compassion fatigue for first responders. Students examine intervention strategies and models of treatment and prevention of vicarious trauma and compassion fatigue through the lens of a counselor educator, supervisor, and clinician. Assignments include conducting a needs assessment and examining the use of standardized instruments. Students propose social change recommendations related to vicarious trauma and compassion fatigue to promote informed and competent trauma-response-helping professionals. In this course, an emphasis is placed on the ethical, legal, multicultural, and spiritual implications for wellness and self-care, including personal, professional, and organizational elements. As a final project, students interview a first responder and develop an organizational wellness plan for his or her setting.

SOCW 8346 - Child and Adolescent Counseling

(5 cr.) In this course, students are provided with an overview of empirically supported theories and techniques for working with children and adolescents in the counseling process. The course is designed to enhance students’ theoretical and practical understanding of the systemic interplay among children, adolescents, families, and the stakeholders in their lives. Emphasis is given to a family systems view of intervention, with specific attention to developmental, cognitive, behavioral, educational, multicultural, and environmental issues. Students will be exposed to a distinct group of empirically supported interventions aimed at improving individual and family functioning. Legal and ethical issues related to counseling children and adolescents will be explored.

SOCW 8350 - Historical and Contemporary Issues in Criminal Justice

(5 cr.) Students in this course look at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. Current and future leaders are equipped with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

SOCW 8351 - Policy Analysis in the Criminal Justice System

(5 cr.) Students in this course review key court decisions and explore the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts.
Students also cover policy analysis and planning in the criminal justice field and offer an understanding of the policy context in which the criminal justice system functions.

**SOCW 8356 - Theories and Techniques in Marriage, Couple, and Family Counseling**

(5 cr.) Students in this course are provided with an advanced understanding of theories and techniques for working with couples, marriages, and families. The focus of this course is on empirically supported treatments and techniques for addressing prevention, intervention, development, and wellness of marriages, couples, and families. Systemic implications for conceptualization, assessment, treatment planning, and interventions will be addressed. Students will be exposed to procedures for critically evaluating relevant research and to methods for applying findings to their counseling with these groups. Methods of adapting models to meet the needs of a diverse society as well as legal and ethical issues related to working in this specialty area will be explored.

**SOCW 8451 - Public Policy Analysis**

(5 cr.) Public administrators today work in a hypercharged, partisan environment with unprecedented access to public policy data. This challenging environment affords public administrators both extraordinary opportunities and severe constraints. Students in this course examine, in detail, the key stakeholders and actors in the public policy process with particular attention devoted to understanding the functions, impacts, and constraints of these stakeholders upon policy development and the policymaking process. In addition, students explore professional ethics related to the role of the policy analyst and consider the significant social outcomes of public policy. This course is an introduction to the theories and strategies used by policymakers and policy analysts to develop, implement, execute, evaluate, and promulgate public policy. Students explore the impact and consequences of public policy and consider and evaluate policy in a social justice framework. Students craft a policy memorandum to a decision maker of their choosing that examines and evaluates competing alternatives regarding a current public policy problem.

**SOCW 8465 - Strategic Planning: Collaboration, Cooperation, and Coordination**

(5 cr.) In an increasingly complex world, leaders and managers in public and nonprofit organizations need to be strategic in their planning to fulfill the organizational mission and enhance stakeholder satisfaction. Students in this course explore the role and process of strategic planning with an appreciation for collaboration, cooperation, and coordination as they relate to the strategic planning process. Students will apply these concepts to real-life situations and organizations and develop a strategic plan.

**SOCW 8550 - Preparing for Dissertation**

(5 cr.) The focus of this course is specifically on the process of writing the dissertation prospectus. Students will use their preliminary research plan, developed previously, and develop a problem statement, to be used in the dissertation. They will further refine the problem statement and carry out the planning and the library research that will bring them to the formulation of a dissertation prospectus. The prospectus is a brief paper, typically 15–20 pages in length, that lays out the background for the problem statement; the problem statement itself; a
survey of the relevant literature, typically 25–75 references; and a research, implementation, and evaluation plan for the solution of the problem.

**SOCW 8570 - Social Work Supervision**

(5 cr.) This course is designed to explore the major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to clinical supervision for social workers and social workers in training. Throughout this course, students focus on strategies for working with supervisees representing diverse backgrounds as well as various developmental and learning styles. Students can analyze the purpose of supervision and the theoretical frameworks and models of supervision in social work.

**SOCW 8571 - Treatment of Forensic Populations**

(5 cr.) Students in this course are provided with the basic knowledge necessary to evaluate and subsequently treat many different forensic populations. Various forensic populations, such as sex offenders, substance abusers, and victims of crime, and employee assistance to law enforcement personnel will be covered. The use of traditional forms of intervention, such as individual and group psychotherapy, as well as recent developments in intervention, such as restorative justice, will be addressed.

**SOCW 8600 - Action Research Project**

(5 cr.) This final doctoral study action research project demonstrates a student’s scholarly ability to engage in an iterative process to examine, critique, and synthesize knowledge, theory, and experience so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, the doctoral study is a rigorous inquiry that results in new knowledge, insight, or practice, demonstrating its efficacy in the world of business and management. The goal of the doctoral study action research project is for the social work professional to conduct a participatory investigation that focuses on a research-based intervention within a designated context. Ultimately, every doctoral study makes a fresh contribution to the field of practice in the field of social work and social work education.

**SOCW 8750 - Leadership Development**

(5 cr.) Great leadership is enhanced by an understanding of the psychological principles of leader development. The purpose of this course is to introduce students to the psychology of leadership and leader development. Topics include psychological theories of leadership, leadership styles, qualities of great leaders, and instruments used to assess leadership and leadership potential. Students apply psychological theories to understanding their own capacity for leadership.

**SOCW 8785 - Prevention, Intervention, and Consultation**

(5 cr.) This course is designed to prepare students for their roles as counselors in prevention, intervention, and consultation endeavors with specific populations in specific settings. Using an action-research model, students will prepare a blueprint for a prevention, intervention, or consultation project for a community, agency, or organization.
**SOCW 8786 - Strategic Context of Public Management and Leadership**

(5 cr.) Public policy implementation can take place in either a public, private, or nonprofit organization or a combined or networked one. Students are engaged as learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Students are introduced to planning, general management, financial management, performance management, and contracting processes in organizations whose purpose is to implement public policy.

**SOCW 8800 - Clinical Seminar I**

(3 cr.) This first clinical seminar will provide the doctoral student with a comprehensive overview of the history, development, and evolution of clinical social work knowledge and practice with individual and family clients.

**SOCW 8801 - Clinical Seminar II**

(5 cr.) Students in this second clinical seminar will build on advanced clinical practice knowledge and the doctoral student will be provided with a comprehensive overview of the history, development, and evolution of clinical supervision, advocacy, and leadership in the social work profession. The doctoral student will also be involved in a residency that runs concurrently with this course where they will have an opportunity to put into practice the development of supervision and leadership skills.

**SOCW 8809 - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between law and public policy and the significance of court decisions on law and public policy. Students examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

**SOCW 8809W - Fundamentals of Law and Public Policy**

(5 cr.) Legal decisions and the law have an impact on the creation of public policy. In this course, students explore the relationship between law and public policy and the significance of court decisions on law and public policy. Students examine the role of administrative agencies in the creation and execution of law and public policy and the role of the courts in resolving challenges to agency rule-making; conflicts between executive and legislative branches of government; and conflicts between and among federal, state, and local laws. Students apply fundamental legal concepts and processes to the creation and execution of law and public policy.

**SOCW 8815 - Contemporary Gerontology/Geriatric Psychology**

(5 cr.) Statistical data indicate that people are living longer and the number of older persons is continually increasing. As the population ages, society must prepare to address their needs. Students in this course are provided with a multidisciplinary approach to the study of aging in
contemporary societies. Students examine the biological, psychological, social, and societal contexts of aging. They also explore the historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions. Through a series of task force reports on various topics, such as sexually transmitted diseases, substance abuse, and elder abuse, students apply course concepts and critically examine current issues in gerontology.

**SOCW 9000 - Dissertation**

(20 cr.) Doctoral students are offered the opportunity to integrate their program of study into an in-depth exploration of an interest area that includes the completion of a research study in this course. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, Institutional Review Board application, and dissertation. Once students register for SOCW 9000, they are registered each term until successful completion of the dissertation. *(Prerequisite(s): RSCH 8100, RSCH 8200, and RSCH 8300.)*

**STAT 2001 - Statistics**

(5 cr.) In this course, students examine the fundamentals of probability and descriptive and inferential statistics. Students learn concepts of hypothesis testing, simple regression, and correlation analysis, focusing on the application of these techniques to business decision making. Applying these concepts to analyze hypothetical case scenarios, students learn practical ways that they can use statistics in their daily life. Students also have the opportunity to share insight and gain new perspectives on these topics through weekly discussions. *(Prerequisite(s): MATH 1030 or MATH 1040.)*

* Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**STAT 2002 - Business Statistics**

(5 cr.) In this course, students examine the fundamentals of probability and descriptive and inferential statistics. Students learn concepts of hypothesis testing, simple regression, and correlation analysis, focusing on the application of these techniques to business decision making. Applying these concepts to analyze hypothetical case scenarios, students can learn practical ways that they can use statistics in their daily life. Students also have the opportunity to share insight and gain new perspectives on these topics through weekly discussions.

**STAT 3001 - Statistical Methods and Applications**

(5 cr.) Students in this course gain a foundation in statistical methodology as well as ways to use critical judgment in analyzing data sets. Through technology applications and hands-on lab work, students learn concepts of descriptive statistics, hypothesis testing, confidence intervals, t-test, one-way analysis of variance, correlation, and nonparametric methods (e.g., chi-square tests). Students gain the knowledge and skill to be able to analyze and apply statistics to research problems and everyday life situations.
Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**STAT 3401 - Statistical Concepts**

(5 cr.) Evaluation of software quality depends on statistics for many functions, such as assessing the number of bugs in different software routines and evaluating the efficiency of a program. This course provides students with an introduction to statistics in assessing the quality of software. Students synthesize theory with practical applications to learn the fundamentals of statistical reasoning, use of numeric and graphical descriptive statistics, parameter estimation and inferential methods, research design, and linear regression. Students also have the opportunity to practice using a statistical software package to solve statistics problems. *(Prerequisite(s): ITEC 2020.)*

Students may take this as a non-degree course, which means they do not have to be enrolled in a program. Contact an enrollment advisor [1-866-492-5336 (U.S.); 1-443-627-7222 (toll)] for more information.

**WCSS 3100 - Skills for Academic Integrity**

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for bachelor’s-level students.

**WCSS 3100 - Skills for Academic Integrity**

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for quarter-based master’s-level students. (Course previously listed as SBSF 5100.)

**WCSS 3100 - Skills for Academic Integrity**

(1.5 cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for quarter-based doctoral-level students.

**WCSS 3101 - Skills for Academic Integrity**

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(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for semester-based master’s-level students. (Course previously listed as SBSF 5101.)

**WCSS 3101 - Skills for Academic Integrity**

(1 sem. cr.) This course is designed to provide students with an understanding of academic integrity and to provide practice using a plagiarism detection tool. Topics include definitions of academic integrity and plagiarism, Walden University academic integrity policy, and strategies for avoiding plagiarism. This course is designed to help students who need extra practice writing with academic integrity and is required for students who have academic integrity violations. Upon completion, students will be able to demonstrate improvement in writing with academic integrity. **Note:** This course is for semester-based doctoral-level students.

**WCSS 3200 - A Practical Course in APA Style**

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Weekly assignments are based on the required text, *Mastering APA Style: Student’s Workbook and Training Guide*. **Note:** This course is for bachelor’s-level students.

**WCSS 3200 - A Practical Course in APA Style**

(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in their coursework and major writing projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the *APA Manual*, this course does not offer instruction in the presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student’s Workbook and Training Guide*. **Note:** This course is for quarter-based master’s-level students.

**WCSS 3200 - A Practical Course in APA Style**
(1.5 cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice is provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. This course focuses on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, this course does not offer instruction in the presentation of advanced research nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide*. Note: This course is for quarter-based doctoral-level students.

**WCSS 3201 - A Practical Course in APA Style**

(1 sem. cr.) This 4-week course focuses on the most relevant aspects of scholarly writing as presented in the latest edition of the *Publication Manual of the American Psychological Association*. Instruction and practice are provided in references and citations, reducing bias in language, headings, lists, statistical and mathematical copy, italics and capitalization, numbers style, and table and figure formatting. The course is designed to help prepare students for successful writing experiences in coursework, KAMs, and capstone projects. The focus of this course is on grammar only in regard to APA style nuances. Similarly, while statistics and presentation of research findings are covered in the APA Manual, instruction in the presentation of advanced research is not offered nor is it a course in research methods. Weekly assignments are based on the required text, *Mastering APA Style: Student's Workbook and Training Guide*. Note: This course is for semester-based master’s-level students.

**WCSS 6000 - Graduate Writing: Evaluative and Persuasive Composition Skills**

(3 cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising,
students will practice the written communication skills necessary to compose course assignments, create discussion board posts, and write in a scholarly voice successfully. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments take practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for quarter-based master’s-level students.

**WCSS 6000G - Graduate Writing: Evaluative and Persuasive Composition Skills**

(3 cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using graduate-level mechanics. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to compose course assignments, create discussion board posts, and write in a scholarly voice successfully. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments take practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. **Note:** This course is for quarter-based doctoral-level students.

**WCSS 6010 - Graduate Writing I: Evaluative Composition Skills**

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class is a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to compose course assignments, create discussion board posts, and work to develop an academic voice successfully. **Note:** This course is for semester-based master’s-level students.

**WCSS 6010G - Graduate Writing I: Evaluative Composition Skills (D.B.A.)**

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and is recommended for those whose course instructors have encouraged them to enroll in a writing skills course. For graduate-level composition, students must be able to paraphrase, summarize, and evaluate peer-reviewed research while using proper grammar and punctuation. This class provides a solid skills refresher to help students with clear and concise graduate-level composition tasks. Through prewriting, drafting, and revising, students will practice the written communication skills necessary to compose course assignments, create discussion board posts, and work to develop an academic voice successfully.
Note: This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

**WCSS 6011 - Graduate Writing II: Persuasive Composition Skills**

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course, which is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments take practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. Students in this course are provided with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. Note: This course is for semester-based master’s-level students.

**WCSS 6011G - Graduate Writing II: Persuasive Composition Skills (D.B.A.)**

(1 sem. cr.) This course is designed for students to enhance their ability to succeed in Walden’s writing-intensive courses and taking the Graduate Writing I: Evaluative Composition Skills course is recommended but is not a prerequisite for this course. Navigating peer-reviewed material, describing and evaluating primary research, and composing strong scholastic arguments take practice. Analyzing, synthesizing, interpreting, and evaluating primary research are the skills necessary to complete the capstone project, thesis, or dissertation. This course will provide students with the written communication tools necessary to complete longer writing projects that necessitate a persuasive academic voice. Note: This course is for semester-based students in the Doctor of Business Administration (D.B.A.) program.

**WCSS 6100 - Critical Thinking and Logic**

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for quarter-based master’s-level students.

**WCSS 6100 - Critical Thinking and Logic**

(3 cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for quarter-based doctoral-level students.
WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for semester-based master’s-level students.

WCSS 6101 - Critical Thinking and Logic

(2 sem. cr.) The focus of this course is on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values. Note: This course is for semester-based doctoral-level students.

WCSS 6150 - Graduate Writing for Non-Native English Speakers

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. Note: This course is for quarter-based master’s-level students.

WCSS 6150 - Graduate Writing for Non-Native English Speakers

(3 cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. Note: This course is for quarter-based doctoral-level students.

WCSS 6151 - Graduate Writing for Non-Native English Speakers

(2 sem. cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models
to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. **Note:** This course is for semester-based master’s-level students.

**WCSS 6151 - Graduate Writing for Non-Native English Speakers**

(2 sem. cr.) This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. **Note:** This course is for semester-based master’s-level students.

**WCSS 6300 - Advanced Reading Strategies**

(3 cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

**WCSS 6300 - Advanced Reading Strategies**

(2 sem. cr.) This course is designed for students seeking to enhance key reading competencies. Advanced reading strategies can accelerate comprehension, evaluation, and recall. Students will practice an active approach to reading, gaining skills that will assist in quickly navigating texts. Students can become better consumers of information. Information literacy techniques allow students to evaluate and analyze content with greater ease. This course is appropriate for students preparing for tests of reading-related skills and students in reading-intensive courses.

**WCSS 6400 - Succeeding on Academic and Professional Exams**

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based
and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6400 - Succeeding on Academic and Professional Exams**

(3 cr.) Students in this course are helped to prepare for professional and academic exams, many of which are required for licensure. Students will learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6400 - Succeeding on Academic and Professional Exams**

(3 cr.) Students in this course prepare for professional and academic exams, many of which are required for licensure, in this course. Students learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6401 - Succeeding on Academic and Professional Exams**

(2 sem. cr.) Students prepare for professional and academic exams, many of which are required for licensure, in this course. Students learn test-taking strategies for computer-based and paper-based exams. They also learn how to recognize and harness test anxiety, assess previous knowledge, manage time, and create a plan of study that allows for success in displaying expertise in an exam setting.

**WCSS 6500 - Effective Assignment Strategies**

(3 cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to complete weekly writing assignments successfully is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality longer papers common in many courses.

**WCSS 6500G - Effective Assignment Strategies**

(3 cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to complete weekly writing assignments successfully is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps
students equip themselves with the skills needed for writing high-quality longer papers common in many courses. **Note:** Free version.

**WCSS 6501 - Effective Assignment Strategies**

(2 sem. cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to complete weekly writing assignments successfully is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality longer papers common in many courses.

**WCSS 6501G - Effective Assignment Strategies**

(2 sem. cr.) This course is designed for students seeking to improve their skills in daily writing tasks. Losing points on small assignments can contribute to failing grades. Mastering the skills to complete weekly writing assignments successfully is crucial to success in online courses. Students focus on strategies essential for the effective comprehension and completion of assignments, such as discussion posts, discussion follow-up responses, and short analytic papers. Students also focus on library skills, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. Increased success in daily course writing helps students equip themselves with the skills needed for writing high-quality longer papers common in many courses. **Note:** Free version.

**WCSS 6600 - Effective Essay Strategies**

(3 cr.) Mastering skills in organization, citation, and writing is crucial to success in Walden’s online courses. In this course, students have an opportunity to improve their ability to complete research and writing projects. They do this by learning strategies to evaluate sources, conduct research, and use instructor feedback to improve grades. Students also focus on paraphrasing techniques, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. By assessing strategies and engaging in practical exercises, students gain research and writing skills necessary to complete longer papers common in many courses. The course is appropriate for all students hoping to improve their academic writing skills, including those students for whom English is not a first language.

**WCSS 6601 - Effective Essay Strategies**

(2 sem. cr.) Mastering skills in organization, citation, and writing is crucial to success in Walden’s online courses. In this course, students have an opportunity to improve their ability to complete research and writing projects by learning strategies to evaluate sources, conduct research, and use instructor feedback to improve grades. Students also focus on paraphrasing techniques, grammar refreshers, and the academic voice necessary to write at an appropriate level for the university. By assessing strategies and engaging in practical exercises, students gain research and writing skills necessary to complete longer papers common in many courses.
course is appropriate for all students hoping to improve their academic writing skills, including those students for whom English is not a first language.

**WCSS 8010 - Doctoral Writing Workshop: Revising and Editing the Proposal**

(0 cr.) Doctoral students who have begun the development of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support should take this small-group workshop. With the assistance of the writing faculty member, students will spend 6 weeks advancing their proposal through tailored one-on-one writing instruction and supportive group work with their peers. They will get to know the required components of the proposal and have an opportunity to learn how to address common writing issues, such as APA, citing and referencing sources, clarity and concision, and writer’s block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to a further developed proposal, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

**WCSS 8015 - Doctoral Writing Workshop: Revising and Editing the Proposal**

(o sem. cr.) Doctoral students who have begun the development of their dissertation, project, or doctoral study proposal but find themselves needing writing guidance and support should take this small-group workshop. With the assistance of the writing faculty member, students will spend 6 weeks advancing their proposal through tailored one-on-one writing instruction and supportive group work with their peers. They will get to know the required components of the proposal and have an opportunity to learn how to address common writing issues, such as APA, citing and referencing sources, clarity and concision, and writer’s block. Importantly, the instruction and feedback students receive will be anchored in their own work. In addition to a further developed proposal, at the end of the workshop, students will have a tailored plan based on their specific needs to ensure that they can continue to make progress on their draft.

**WCSS 8020 - Doctoral Writing Workshop: Revising and Editing the Introduction**

(o cr.) Doctoral students who are committed to an area of research for their dissertation, project study, or doctoral study but are unclear as to how to introduce and articulate its importance to a scholarly audience should take this small-group workshop. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the Introduction through tailored one-on-one writing instruction and supportive group work with the students’ peers. Students will get to know the required components of the Introduction and have the opportunity to learn how to describe their study, its purpose, and its intentions as well as address common writing issues associated with the Introduction, such as writing a strong problem statement, articulating the gap in the literature or practice, applying correct use of APA and source citations, and overcoming writer’s block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Introduction. As needed, the writing faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

**WCSS 8025 - Doctoral Writing Workshop: Revising and Editing the Introduction**
Doctoral students who are committed to an area of research for their dissertation, project study, or doctoral study but are unclear as to how to introduce and articulate its importance to a scholarly audience should take this small-group workshop. With the help of the writing faculty member, workshop participants will spend 6 weeks advancing the draft of the Introduction through tailored one-on-one writing instruction and supportive group work with the students’ peers. Students will get to know the required components of the Introduction and have the opportunity to learn how to describe their study, its purpose, and its intentions, as well as address common writing issues associated with the Introduction, such as writing a strong problem statement, articulating the gap in the literature or practice, applying correct use of APA and source citations, and overcoming writer’s block. Importantly, the instruction and feedback that students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Introduction. As needed, the writing faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

WCSS 8030 - Doctoral Writing Workshop: Revising and Editing the Literature Review

Is writing the Literature Review a stumbling block? Is the research relayed without purpose or synthesis? This small-group workshop is for doctoral candidates who have begun the Literature Review of their dissertation, project study, or doctoral study but need writing guidance and support. With the help of the writing faculty member, students will spend 6 weeks advancing their Literature Review through tailored one-on-one writing instruction and supportive group work with their peers. Students will get to know the required components of the Literature Review and have the opportunity to learn how to address common writing issues, such as effective use of summary and synthesis, applying correct use of APA and source citations, and articulating search strategies. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Literature Review. As needed, the faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

WCSS 8035 - Doctoral Writing Workshop: Revising and Editing the Literature Review

Is writing the Literature Review a stumbling block? Is the research relayed without purpose or synthesis? This small-group workshop is for doctoral candidates who have begun the Literature Review of their dissertation, project study, or doctoral study but need writing guidance and support. With the help of the writing faculty member, students will spend 6 weeks advancing their Literature Review through tailored one-on-one writing instruction and supportive group work with their peers. Students will get to know the required components of the Literature Review and have the opportunity to learn how to address common writing issues, such as effective use of summary and synthesis, applying correct use of APA and source citations, and articulating search strategies. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Literature Review. As needed, the faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.
**WCSS 8040 - Doctoral Writing Workshop: Revising and Editing the Methodology Section**

(o cr.) Writing about the method or methods of study can be a challenge. It’s not easy to articulate variables, validity, or data analysis plans. Students who feel like they need some extra help or support with the writing component of their dissertation, project study, or doctoral study Methods section should take this small-group workshop. With the help of the writing faculty member, students will spend 6 weeks advancing the writing of their Methods section through tailored one-on-one writing instruction and supportive group work with their peers. Workshop students will get to know the required components of the Methods section and have the opportunity to learn how to address common writing issues inherent in this section, including effectively explaining data collection and analysis, formatting APA-compliant tables and figures, and articulating ethical procedures and concerns associated with the study. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Methodology section. If needed, the faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

**WCSS 8045 - Doctoral Writing Workshop: Revising and Editing the Methodology Section**

(o sem. cr.) Writing about the method or methods of study can be a challenge. It’s not easy to articulate variables, validity, or data analysis plans. Students who feel like they need some extra help or support with the writing component of their dissertation, project study, or doctoral study Methods section should take this small-group workshop. With the help of the writing faculty member, students will spend 6 weeks advancing the writing of their Methods section through tailored one-on-one writing instruction and supportive group work with their peers. Workshop students will get to know the required components of the Methods section and have the opportunity to learn how to address common writing issues inherent in this section, including effectively explaining data collection and analysis, formatting APA-compliant tables and figures, and articulating ethical procedures and concerns associated with the study. Importantly, the instruction and feedback students receive will be anchored in their own work. The goal of this workshop is to help students make progress toward the completion of the Methodology section. If needed, the faculty member will help create a tailored plan based on students’ specific needs to ensure that they can continue to advance their draft.

**WCSS 8350 - Writing a Literature Review**

(4.5 cr.) The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for quarter-based master’s-level students. (Course previously listed as SBSF 5350.)

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review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for quarter-based doctoral-level students. (Course previously listed as SBSF 7250.)

**WCSS 8351 - Writing a Literature Review**

*(3 sem. cr.)* The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for semester-based master’s-level students. (Course previously listed as SBSF 5351.)

**WCSS 8351 - Writing a Literature Review**

*(3 sem. cr.)* The purpose of this course is to help students write a well-structured, soundly presented critical literature review. Topic selection, research analysis, and writing, editing, and proofreading strategies are covered in this course. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations. **Note:** This course is for semester-based doctoral-level students. (Course previously listed as SBSF 7251.)

**WLDN 1000 - Dynamics of Walden Success: Learning Lab**

*(1 cr.)* Walden University offers students a dynamic learning environment and a range of support services to ensure academic success. In this course, students immerse themselves in Walden University’s online learning environment and apply skills from the student readiness orientation. In addition, students discover and apply the tools and services that will support them throughout their degree program. Through classroom discussions and the application of key communication principles, students establish an online community of peers and explore their degree program with discipline-specific examples. Through this course students prepare for their Walden academic career and continue their orientation to the university.

**WMBA 6000 - Dynamic Leadership**

*(3 sem. cr.)* Being an effective leader is essential in business and demands that an individual has a strong set of competencies including the ability to understand one’s self, motivate others, understand organizational culture, and manage ambiguity. In this course, students begin their personal and professional transformation by closely examining their current strengths and weaknesses, values, decision-making processes, and approaches to dealing with difficult problems. Students also explore leadership in turbulent times by examining how effective leaders think as well as how various management styles impact situations and relationships within an organization. Topics include key leadership concepts with applications to authentic situations; personal leadership and competency assessment; personal and professional development planning; and ethical values-based leadership decision making.
WMBA 6010 - Managing People and Promoting Collaboration

(3 sem. cr.) Contemporary business environments are increasingly competitive, global, fast-paced, and knowledge intensive. In these environments, effective use of human capital is vital to an enterprise’s success and survival. In this course, students will explore practical issues related to developing individuals and managing collaboration and will examine the skills and strategies necessary to address them effectively. Students will examine ethical and legal implications of managing a diverse workforce including issues that arise from cross-cultural differences and virtual work settings. The importance of communication as a tool to manage internal and external relationships is emphasized as it relates to the effectiveness of managing people to achieve organizational goals. Topics include planning and executing staffing strategies, developing individuals, fostering positive work environments, creating and sustaining teams, maintaining influence in the organization, managing a global workforce, managing programs for productivity improvement, and planning and managing the human side of organizational change.

WMBA 6020 - Fostering a Culture of Innovation

(3 sem. cr.) In today’s complex and uncertain environment, innovation is important to achieving business success. In this course, students will examine how to be an effective creative leader who can readily apply imagination to resolve complex problems. Additionally, students explore methods to establish a work environment conducive to creative thinking. Students will gain a set of proven methods, skills, and strategies that enable innovative breakthroughs to occur in a much more deliberate and predictable manner. Topics include: an overview of the concepts of creativity, foresight, and innovation; the diversity of different creative thinking styles; the “design thinking” process for business problem-solving; work environments that stimulate creativity; characteristics of leaders who exemplify creativity that often leads to innovation; and the application of creativity and innovation concepts in organization settings.

WMBA 6030 - Managing Business Information Systems

(3 sem. cr.) The need for information and dependence on information systems and enabling technologies is ubiquitous in business. Businesses use information systems to collect, process, store, and manage data, which can be aggregated and disseminated in the form of information to support effective decision making. Students in this course explore how to realize optimum benefit from information systems and technology to support and improve business decisions, processes, and services at all levels of business in alignment with business goals to achieve competitive advantage and sustainable business performance. Topics include cost, selection, implementation, and use of information systems; quality, reliability, and process standards; and use of information systems to drive strategic advantage.

WMBA 6040 - Improving Business Performance

(3 sem. cr.) One of the most critical challenges in maintaining and improving organizational performance is identifying core strengths and weaknesses within the organization and across the more general value creation landscape. The focus of this course is on the challenges and opportunities for managers to create value and to increase organizational performance through the effective deployment of systems thinking and change management skills. Students in the course explore systems thinking as a process whereby problems are viewed as individual components within a larger system, and explore how various operational and systems thinking
frameworks such as the Theory of Constraints and Lean Six Sigma can be utilized to optimize organizational performance in both industrial and service settings.

WMBA 6050 - Accounting for Management Decision Making

(3 sem. cr.) Accounting is the language of business. Managers must understand and be able to use this language effectively to create meaningful measures upon which to make appropriate decisions. They must know what to measure, how to measure, and what the consequences of the measurement might be. In this course, students will take a rigorous stakeholder approach that integrates fundamental managerial accounting topics with strategic business analysis. Topics include the use of accounting information to make effective business decisions; analysis of the impact of decisions on various stakeholder groups; and the development of sustainable solutions based on the information that is measured, analysis of various types of budgets, strategic planning, and forecasting as well as communicating accounting information effectively to various stakeholders. Various specific accounting tools and their usefulness to managers will be evaluated.

WMBA 6060 - Marketing for Competitiveness

(3 sem. cr.) Effective managers know that a clear understanding of the role of marketing, as well as a grasp of effective marketing practices, is essential for organizations to succeed in today’s fast-paced, competitive environment. In this course, students gain a working knowledge of both marketing theory and the practical application of innovative marketing tools and strategies. Students also explore how product, price, place, promotion, and people contribute to the marketing mix as they explore research-based insights into consumer behavior. Topics include product and service differentiation, competitive analysis, relationship marketing, coordination of marketing functions, and distribution strategies.

WMBA 6070 - Managerial Finance

Today’s companies are challenged to do more with less constantly. Effective managers know how to deploy scarce financial resources in ways to achieve optimum returns on these resources. Students will discover the latest financial tools and analytic methods to strengthen the capital investment decision-making process. Students will use critical-thinking skills to apply and, at times, challenge traditional financial theory, while balancing various stakeholder interests in the financial decision-making process. Students will examine a range of contemporary issues and techniques relevant to sound and ethical financial decision making. Topics include the role of stakeholders in optimizing firm value, assessment of an organization’s financial position, effective communication of financial information and goals, the analysis of risk and reward in financial decision making, the impact of financial decisions and capital structure on firm value, the role of ethics in financial decision making, and the evaluation of financial decisions to enter international markets.

WMBA 6600 - U.S. Healthcare Delivery System

(3 sem. cr.) Healthcare delivery is one of the largest industries in the United States. Students in this course are provided with the opportunity to gain thorough insight into the current structure and components of health services and delivery; they are also presented with an abbreviated
history addressing the nature of population illness and disease. Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and technology. They engage in activities and discussions focused on the continuum of services related to healthcare, such as hospitals and hospital systems, ambulatory care, and long-term care. Students also explore issues related to these services, such as wellness, prevention, and community and public health, for a comprehensive understanding of the system. Students contextualize their study through the examination of current factors and challenges as well as the impact these challenges have on delivery and management.

**WMBA 6603 - Health Policy and Economics**

(3 sem. cr.) Managers in healthcare must possess the skills needed to assess economic principles and policies to make important decisions regarding healthcare and services. In this course, students examine the application of health policy and economic principles in regard to managerial decision making. They learn about the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United States. Students assess and discuss key policy initiatives related to cost, quality, and access. They also engage in assignments designed to advance their understanding of and ability to apply economic principles, such as supply, demand, and the determination of market price.

**WMBA 6607 - Financial Management**

(3 sem. cr.) Students in this course are introduced to the terminology, theory, concepts, and techniques used in the accounting and finance functions in healthcare organizations. They explore the important role of finance in healthcare organizations, in addition to the various techniques to develop, manage, and control finances. Using an applied approach to healthcare finance, students learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue/reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost-accounting techniques. Students develop portions of a business/financial plan using these techniques and analyze the viability of their plan using accepted financial management tools.

**WMBA 6610 - Talent Management**

(3 sem. cr.) One of the most important assets of an organization is its talent, or, in other words, its human capital. However, too often there is little planning or strategy applied to the creation and management of this huge asset. In this course, students have the opportunity to develop the skills and knowledge to create and work effectively within a talent management and planning process. They explore recruiting strategies within a human capital development context and focus on building specific skills in managing an organization’s talent through position planning, talent selection and placement, and retention. Using industry best practices, students also engage in applications and group projects to practice developing initiatives that align with organizational strategies.

**WMBA 6613 - Human Resource Metrics**
Understanding the specific value of the human resource (HR) capital of an organization is crucial. Metrics for HR management provide the tools for both measuring human capital value and for overseeing and managing an organization’s human resources. Students in this course explore HR metrics as tools for organizational and individual performance improvement. They work toward establishing a foundation for the effective deployment of performance metrics as part of the recruitment, training and development, and retention of human resources. Students learn which metrics to employ and how to manage the results—a pivotal responsibility of HR managers. Students in this course are provided with the tools to make informed decisions required to create, apply, interpret, and manage results of appropriate metrics as an HR professional.

WMBA 6617 - Performance Management

Performance management is a set of practices and processes that creates career opportunities to attract appropriate resources, establishes an environment that nurtures individual productivity and development, and smoothly transitions individuals to their next position or organization. Students in this course are provided with the opportunity to address these three key sets of processes. They practice writing job descriptions, selecting the right employees, developing skill-based performance standards, effecting relevant onboarding programs, and implementing educational and training programs intended to drive the success of employees and the organization as a whole. They explore how to maximize employee productivity through structured feedback, coaching, reflective performance development conversations, effective compensation models, employee recognition programs, and career development paths. Students also examine ways to improve performance management systems by integrating feedback from the exit interviews of valued employees.

WMBA 6620 - Practices in Project Management

Students in this course are introduced to the knowledge, skills, tools, and techniques needed to successfully manage projects throughout the life of a project, known as the project life cycle. By learning about the project management Knowledge Areas and Process Groups as well as the distinguishing characteristics of each, students gain an appreciation for how these two dimensions of project management interact in initiating, planning, executing, monitoring and controlling, and closing a project.

WMBA 6623 - Enterprise and Risk Management

Project management involves an ongoing, and nearly inevitable, variation of risks to which managers must be attuned and ready to mitigate. In this course, students learn how to plan, analyze, respond to, and control qualitative and quantitative risk in projects. They examine the internal risks associated with managing projects and the external risks associated with customer behavior, the supply chain, transportation and distribution channels, and acts of nature within the framework of the organization’s overall risk strategy. Assessing real-world examples of project risks, students learn about strategies for working with project stakeholders to identify and respond to risk within defined ethical and legal standards.

WMBA 6627 - Stakeholder Management and Organizational Behavior
One role of the project manager is to lead teams in complex and diverse organizational settings while concurrently communicating with all stakeholders. In this course, students analyze this dual role and examine how individual and group behavior affect organizational effectiveness. They discover how using influence, rather than organizational power, leads to more successful project management. Students learn ways to design projects to support organizational goals and how to build and engage organizational capital (intellectual, human, physical, financial, and structural). They also assess communications management as a tool to manage internal and external relationships with stakeholders, partners, vendors, and customers.

**WMBA 6630 - Leadership in a Global Landscape**

(3 sem. cr.) Leaders encounter many challenges as people from different cultures, social structures, religions, and languages participate in a globalized landscape and workforce. Students in this course examine these challenges and develop an understanding of the interrelatedness of nations in the global economy. They also explore the changing nature of international business and leadership. Students evaluate and discuss the concepts of sustainable business strategies, international trade, foreign direct investment, and regional economic integration in relation to leadership in a global environment.

**WMBA 6633 - Personal Leadership: Mentoring and Coaching**

(3 sem. cr.) Mentoring requires an understanding and integration of many theories, including leadership, interaction, and communication, that support the development of effective leaders. This course helps students understand and apply skills of effective mentoring, such as active listening, learning, empowering, and enabling change. Students engage in practical exercises, such as using feedback to create interactive dialogue and asking questions to acquire a deeper understanding of mentoring and coaching processes. In consideration of modern and virtual environments, students explore the challenges of mentoring or coaching individuals in a virtual or team setting.

**WMBA 6637 - Leadership in Action: Change Management and Conflict Resolution**

(3 sem. cr.) One of the more difficult and large-scale challenges of leadership is effecting successful change in the face of resistance and conflict. Students in this course explore this challenge as well as the various facets of leading organizational change. They engage in writing assignments designed to help them focus their ideas and critically assess major topics, such as conflict resolution strategies aimed at the personal and organizational level. Students also consider the implications of emotion and the multifaceted array of conflict-management styles—factors for which professionals must account when making decisions regarding leadership and conflict resolution.

**WMBA 6640 - Advanced Managerial Finance**

(3 sem. cr.) The focus of this course is on how students use financial information for internal decision-making purposes. It is designed for the leader who will be using, rather than producing, financial information. Decision making is an art. Good decision makers need to be able to anticipate the alternatives, evaluate the advantages and disadvantages of each, and recognize the
tradeoffs inherent in each alternative. The course will approach financial decision making using this framework that also overtly includes rigorous stakeholder analysis and implications. Stakeholder analysis sometimes leads to controversial decision alternatives, but it is this exercise that will develop the students’ talents for challenging the traditional and finding the balance between stakeholder expectations and creating opportunity for the organization. The objective of this course is for students to apply finance theory and principles to the analysis of important business problems. Specific topics will include capital budgeting, cost of capital, real options, capital structure, payout policy, and enterprise valuation.

WMBA 6643 - Theories of Corporate Finance
(3 sem. cr.) Students in this course use the tools of finance to help managers maximize their firm’s value. Topics include the time value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy.

WMBA 6647 - Applied Corporate Finance
(3 sem. cr.) After a brief review of selected topics in finance, students in this course participate in hands-on demonstrations of how to become operational and marketable in financial management. Topics may include valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, capital asset pricing model, and beta. Additional topics may include multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories.

WMBA 6650 - The Impact of Entrepreneurship
(3 sem. cr.) In this course, students continue to build their entrepreneurial skills and knowledge base by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming “glocalities” (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society.

WMBA 6653 - New Venture Creation and Entrepreneurship
(3 sem. cr.) This course focuses on the emerging trend of business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Topics such as market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization are covered. Students apply these and related concepts to problems common to real-world organizations.

WMBA 6657 - Managing a Sustainable Small Business
(3 sem. cr.) Small businesses make up a large majority of all businesses in the United States. Students in this course are presented with the fundamentals of successfully establishing a
sustainable small business enterprise. They address small business organization, operation, management, and sustainability. Business topics in the areas of planning, accounting, finance, and marketing are analyzed through the lens of the small business organization. Students analyze the unique relationships between government and small businesses. Topics include how to identify what determines the status of being a small business with local, state, and federal government agencies as well as how small businesses apply sustainable practices to be profitable. Students investigate the crucial role that technology plays in managing small business operations and evaluate popular software applications for efficiently managing those functions.

**WMBA 6660 - Communicating Using Social and Digital Media**

(3 sem. cr.) While some companies may still be asking, “Why should we care about social media?,” most are now asking, “How can we leverage the power of social media?” In this course, students examine how social media have changed the way consumers interact with brands and apply elements of storytelling to develop a social media strategy for an organizational scenario. In addition, students explore issues of ethics, privacy, and media law that are heightened by social media and digital communication distribution. Topics include types of social media, audience appropriateness, reputation management, social media strategy, evaluation methods, and the communications regulatory environment, including media law and privacy.

**WMBA 6663 - Market Research and Customer Insights**

(3 sem. cr.) Understanding consumer behavior is essential for developing and effectively marketing products and services. In this course, students can learn how to use customer data and insights to improve strategic marketing decisions and improve performance. Students have the opportunity to analyze factors that influence buyer behavior during all stages of the purchasing process and to consider how learnings can be translated into product strategy and related marketing decisions. Additionally, students will study market segmentation and targeting practices as a key means of differentiation.

**WMBA 6667 - From Marketing Strategy to Execution**

(3 sem. cr.) How can a marketing plan help a business meet its goals and objectives? How can a marketing plan help capitalize on consumer insights and trends? How can the latest innovations and communication strategies be used to reach the target audience? In this course, students will be immersed in all aspects of developing a comprehensive 3-year marketing plan that aligns with an organization’s business strategy and helps marketers make better decisions about their products, services, customers, brand, and competition. Students can learn to apply best practices for market segmentation, consumer insights, competitive analysis, brand positioning and strategy, and consumer acquisition and retention strategies, as well as developing tactical ideas for each strategy, and providing financial justification for the plan.

**WMBA 6670 - Applications in Global Business**

(3 sem. cr.) This course is an introduction for students to learn how institutions, organizations, and culture shape uniqueness in regional market and business practices. Students are exposed to
the functioning of global organizations that shape the global business climate. Students explore drivers for internationalization, barriers and pitfalls, and best practices in international business.

**WMBA 6673 - Case Studies in Global Business**

(3 sem. cr.) In this course, international business topics are explored in depth and in context through real-world case studies. Students analyze the success and failure of international business ventures across a wide range of industries, developing their analytical skills in the process.

**WMBA 6677 - Competing in the Global Economy**

(3 sem. cr.) Over the last few decades, a fundamental shift in the world economy has been underway. No longer are national economic interests and business operations largely confined within well-defined geographic borders. Phenomena such as the explosion of the Internet, outsourcing, and the reduction in barriers to cross-border trade have all contributed to the creation of a truly global economy. This course focuses on the global environment of business and explores how the international sociocultural, political, legal, economic, physical, and historical environments affect business practices and policies. This course provides students with the skills and methodologies required for market analysis and business strategizing on a global scale. In particular, students identify the internal and external forces affecting an organization’s ability to compete both domestically and globally.

**WMBA 6680 - Financial Management Tools for Decision Making**

(3 sem. cr.) Effective business managers use a variety of financial management tools as they seek to evaluate alternatives and make sound decisions. In this course, students analyze these tools, including the breakeven and cost-volume-profit analysis for model pricing and cost sensitivity, forecasting and cost prediction, variance cost analysis, relevant cost analysis, project valuation and prioritization using payback, rates of return, and discounted cash flow methods. Students sharpen their diagnostic critical-thinking skills and learn to construct effective, ethical, fact-based arguments, which are among the fundamental capabilities required for managerial decision making. Using relevant management articles, case studies, and topic analyses, students also examine how to align business needs with fact-based solutions, how to identify new opportunities, and how to manage and enhance an organization’s competitive position.

**WMBA 6683 - Managerial Accounting for Organizational Performance**

(3 sem. cr.) One of the primary functions of the accountant’s role is preparing internal accounting information that can be used by management for effective decision making and organizational performance. Students can gain a practical perspective into this role through case study review and analysis of pricing and contribution margin analysis, cost management and allocation, activity-based costing and throughput accounting, and inventory management. Students assess performance measurements, including key performance indicators, balanced scorecard, and forecasting. They explore operating and capital budgeting and financial planning techniques and become familiar with quantitative models and approaches used in management accounting. Through this course, students learn about the different departments and operating divisions
within an organization and how they work individually and collaboratively to handle accounting responsibilities.

**WMBA 6687 - Managing Operational and Financial Business Risks**

*(3 sem. cr.)* Accountants and business managers must be astute and proactive in managing a business to combat the inevitable threat of operational and financial risks, including those involving credit, market, liquidity, reputation, technology, and legality. In this course, students assess the tools used by accountants and managers in managing these risks. They explore the various processes used to identify, analyze, and assess risks, and they learn the appropriate use of financial and operational controls to mitigate such risks. Additionally, students examine ways to implement techniques, such as developing a risk control matrix and using the concepts of the Committee of Sponsoring Organizations of the Treadway Commission (COSO) framework to improve an organization’s enterprise risk management.

**WMBA 6690 - Message Design, Audience, and Evaluation**

*(3 sem. cr.)* Using reputable sources lends credibility to a message. But how does a communication professional determine which supporting information is appropriate to help craft a message, gain audience insight, choose a communication channel, or evaluate the impact of a message? In this course, students examine research approaches that are common to the field of communication and appropriate for answering questions about audiences and evaluating messages. Topics include simple quantitative analysis and qualitative research approaches such as focus groups, interviewing, and surveys, as well as basic metrics such as cost of media, cost per sale, return on investment, and Web analytics.

**WMBA 6693 - Interpersonal Communication**

*(3 sem. cr.)* The ability to communicate with others influences success in both professional and personal settings. As communities and places of work become increasingly diverse, the intersections of interpersonal and intercultural communication also increase, and communicators need to be aware that the cultural diversity of their audiences should affect the way they convey information. Students in this course examine interpersonal and intercultural intersections and study the influence of cultural diversity on interpersonal communication. By examining theory, students develop an approach to practice and hone individual strategies for communicating successfully in diverse interpersonal situations. Topics include interpersonal communication theory, intercultural communication theory, individual communication competence, nonverbal channels, person perception, conflict resolution, and listening and communication barriers.

**WMBA 6697 - Creative Strategy and Execution: From Brief to Presentation**

*(3 sem. cr.)* Students in this course leverage a wide range of knowledge and skills to conceive and execute a global communication campaign that uses traditional and digital media. Grounded in concepts of integrated marketing communication, this course provides students with the opportunity to develop and review a creative or innovative brief. Students generate solutions for that brief across the phases of the creative process, present and defend solutions, and evaluate solutions using metrics. Topics include the creative process, integrated marketing
communication, selecting appropriate channels, pitching and selling ideas, and evaluation metrics.

**WMBA 6990 - Capstone: Sustainable Business Practices and Strategies**

(3 sem. cr.) The purpose of the capstone course is to integrate the knowledge and concepts students have gained through the M.B.A. program. Students will practice their skills and employ their knowledge by evaluating business strategies capable of achieving sustainable competitive advantage. Students in this course will be required to identify and address challenges and opportunities found in today’s complex and often uncertain business environment. Students complete their transformational journey through the program by reflecting on their learning and will consider the next phase of their career development. The aim of the course is to improve students’ ability to manage in an environment requiring both strategic and operational knowledge. Topics include corporate social responsibility and stakeholder management, resource-based capabilities analysis, external competitive analysis, business-level strategy evaluation and development, and change management.