Walden University
Catalog
2003–2004

Ph.D. in Education

The Ph.D. in Education program is competency-based and produces leaders who can address the nation's most pressing educational challenges. Educators are expected to come to the program with defined learning goals and challenges and to participate in designing their own Program of Study. Eight specializations in established and newly emerging fields are available. For students whose learning interests cover a range of educational topics or whose interests are interdisciplinary, the School of Education offers a General Program that allows students to self-design a program that meets their unique needs.

Degree Requirements

128 quarter credit hours
Orientation courses: SBSF 8001 and SBSF 8002
Professional Development Plan and Program of Study
Minimum 8–10 quarters enrollment
Six KAMs (84 cr.) and Foundation Research Sequence (14 cr.) -or- Core KAMs I, II, III (42 cr.) and Foundation Research Sequence (14 cr.) and course work (42 cr.) -or- Core courses (42 cr.) and Foundation Research Sequence (14 cr.) and three selected KAMs (42 cr.)
Proposal, dissertation, and oral presentation (30 cr.)
32 residency units

Specializations and Focus Areas

General Program (optional Self-Designed specialization)
Adult Education Leadership
Early Childhood Education
Educational Technology
Higher Education
K–12 Educational Leadership
Knowledge Management
Learning Management
Special Education

Curriculum

The Ph.D. program in education requires mastery of knowledge in three areas, including the foundation social and behavioral sciences, scientific inquiry and research methodology, and the student's selected specialized field chosen from the broad range of professional education studies. Students select their specialization at the outset of their program and complete their doctoral program by conducting original research and the writing of a results-oriented dissertation that demonstrates command of the discipline.

Core Curriculum

This core curriculum applies to the General Program and all specializations, except Knowledge Management or Learning Management (see the following pages for the curriculum of these specializations). The curriculum comprises three Knowledge Area Modules (KAMs), and three online research seminars. Core KAMs provide a foundation of knowledge and prepare you to enhance your professional practice in a constantly changing environment.

Core Knowledge Area Module I: Principles of Societal Development (14 cr.)
As individuals and as professionals facing contemporary challenges, we must understand the contexts within which change takes place in our society, the variety of forces that operate to bring about change, the consequences of change, and our own role as change agents. You will examine the complex nature of societal change from the perspective of a variety of disciplines, including philosophy, ethics, sociology, psychology, economics, political science, anthropology, history and futuristics and then apply your knowledge through practical demonstration.

Core Knowledge Area Module II: Principles of Human Development (14 cr.)
KAM II allows you to explore human development from a variety of perspectives, including those defined by biology, anthropology, and psychology. You'll examine how culture (e.g., race, nationality, ethnicity, social class, sex, sexual orientation, and disability) influences human development, and you will come to know the individual as part of a larger context in a multicultural society.

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 cr.)
KAM III asks you to examine social systems theory to see how different parts of a system interact and to better analyze and understand education in the context of the larger society. The primary models of structured system theories are presented as a background and theoretical framework for other knowledge areas.

Foundation Research Sequence Courses (14 total quarter credits)
The first and third seminars (Human Inquiry and Science and Data Analysis in Educational Research) are online seminars, requiring students to participate in weekly, Web-based seminar discussions. The second seminar (Design in Educational Research) combines online activities and a face-to-face meeting at Walden's Summer Session or December residency. Faculty members guide discussions, require specific readings and evaluate assignments.

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
EDUC 8427 Research Seminar II: Design in Educational Research (5 cr., prerequisite SBSF 8417)
EDUC 8437 Research Seminar III: Data Analysis in Educational Research (5 cr., Prerequisites SBSF 8417 and EDUC 8427)

Specialized Curriculum

The General Program and specializations in Early Childhood Education, Higher Education, and Special Education include Specialized KAMs (V, VI, VII) and are designed to allow you to focus on theoretical issues within your discipline. Through research, you'll compare contemporary professional practices, strategies, and ethics. Specialized KAMS also provide guidelines for a case study/practicum experience.

Specializations in Adult Education Leadership, Educational Technology, and K–12 Educational Leadership use a specialized curriculum that includes 42 credit hours of online course work.

Specializations in Knowledge Management and Learning Management use a specialized curriculum that requires students to elect three KAMs from among the core or specialized KAMs provided in the General Program or the specialization in Higher Education.

General Program in Education

The General Program in Education 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.

Core KAMs I, II, III and Foundation Research Sequence (as described under the Core Curriculum) (56 total credit hours)

Specialized Knowledge Area Module V: Theories of Intelligence, Learning, and Motivation (14 total credit hours)
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 to, and learning facilitation of, students in a range of educational settings.

Breadth: EDUC 8510 Theories of Intelligence, Learning, and Motivation as a Basic Praxis (5 cr.)
Depth: EDUC 8520 Educators as Facilitators of Learning for Diverse Populations (5 cr.)
Application: EDUC 8530 Professional Practice Using Learning Theories (4 cr.)

Specialized Knowledge Area Module VI: Learning Institutions: Organization, Purpose, Goals, and Missions (14 total credit hours)
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 educational leadership abilities.

Breadth: EDUC 8610 The Organization of Learning Institutions (5 cr.)
Depth: EDUC 8620 Social Change in Learning Institutions and Curricula (5 cr.)
Application: EDUC 8630 Creating and Implementing Educational Change (4 cr.)

Specialized Knowledge Area Module VII: Research Case Study in Education (14 total credit hours)
Students integrate and apply earlier learning to a specific situation or setting. By choosing and analyzing a specific case, students demonstrate proficiency in applying knowledge of the institution, its setting, the internal and external dynamics that affect education and economic and political factors that cause or inhibit productive change. Students critique proposed or actual solutions and diagnose what occurred and what might have been.

Breadth: EDUC 8710 Case Study Method (5 cr.)
Depth: EDUC 8720 Current Research and Analysis of Selected Reform Issues (5 cr.)
Application: EDUC 8730 Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Self-Designed Specialization

Some educators are interested in fields that are just emerging and are not as yet recognized as areas of specialization. The Self-Designed specialization, working within the rubric provided by the General Program, allows such individuals to create a program of study that is clearly focused on new and emerging ideas and practices.

Students in the Ph.D. in Education program have the option to self-design a specialization. A self-designed specialization must fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the faculty chair.

Declaring a Self-Designed Specialization

Students wanting to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan. The Professional Development Plan 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 in the Self-Designed specialization should complete the Program of Study using the General Program 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 own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

Students must attach two copies of the Request to Declare a Specialization form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the university Web site and from Student Records.

Completing a Self-Designed Specialization

To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in all academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision. Upon validation of completion of all degree requirements, the specialization title is identified on official transcripts. Students pursuing a self-designed specialization must attach a copy of the approved Request to Declare a Specialization form to all learning agreements, KAMs, the proposal, and the dissertation.

Adult Education Leadership Specialization

Last year, American business, industry, government and nonprofit organizations spent more than $23 billion to train and develop their workforce to succeed in today's highly competitive global markets. This specialization, offered by Walden University in partnership with the Indiana University School of Continuing Studies, will guide you in developing the knowledge and skills required to conceive, plan and deliver highly effective corporate training and development activities using the latest techniques, electronic technologies and learning strategies.

Core Knowledge Area Modules I, II, III and Foundation Research Sequence (as described under the Core Curriculum for the General Program) (56 total credit hours)

Note: Courses listed below with a "D" prefix are delivered electronically by the Indiana University School of Continuing Studies and are cross-listed as Walden University courses (EDUC prefix). Students register through Walden University using EDUC course numbers. All courses are delivered on the IU semester academic calendar.

Theory and Practice of Adult Learning Courses (15 credit hours)
EDUC 8515 (D500) Introduction to Adult Education Theory (5 cr.)
EDUC 8525 (D506) The Adult as a Client of Education II (5 cr.)
EDUC 8535 (D600) Seminar in the Teaching-Learning Transaction in Adult Education (5 cr.)

Organizational Perspectives on Adult Education Courses (13–20 credit hours)
EDUC 8615 (D512) Seminar in Forms and Forces of Adult Education (5 cr.)
EDUC 8625 (D613) The Diagnostic Procedure in Adult Education (Prerequisite: D500, D506, D512, or D625) (5 cr.)

Choose one or two:

EDUC 8632 (D521) Participation Training (3 cr.)*
EDUC 8634 (D523) Small Group Theory in Adult Education (5 cr.)*
EDUC 8636 (D660) Readings in Adult Education (Prerequisite: consent of faculty mentor) (2–10 cr.)

*Includes a face-to-face meeting scheduled at Indiana University-Purdue University, Indianapolis (IUPUI). Attendance at the meeting is required. The meeting does not satisfy any portion of the 32-unit residency graduation requirement.

Research Applications in Adult Education Courses (14 credit hours)
EDUC 8715 (D620) Data Analysis in Adult Education (5 cr.)
EDUC 8725 (D625) Topical Seminar: Applied Research in Adult Education (5 cr.)
EDUC 8750 (D650) Internship in Adult Education (Prerequisite: D500, D506, D613, D625 or consent of instructor) (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Early Childhood Education Specialization

As the demographics of the family and workforce change, the nation is increasingly turning its attention to the critical need for early child development and education. The Early Childhood Education curriculum will guide you in developing the expertise to lead in the creation and implementation of new program practices, to apply emerging research on development in the early years and to conceptualize new paradigms for early learning.

The core KAM curriculum in the foundation social and behavioral sciences is aimed at a range of unique early childhood topics and research perspectives.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: EDUC 8123 Theoretical Foundations of Early Childhood Program Practices (5 cr.)
Application: EDUC 8133 Theory to Practice: Curriculum Contrasts and Implementation (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: EDUC 8223 Current Research: Psychological Foundations of Early Childhood Growth and Development (5 cr.)
Application: EDUC 8233 Psychological Considerations in Application to Early Childhood Programs (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: EDUC 8323 Early Childhood Education: Implications for Social and Organizational Systems (5 cr.)
Application: EDUC 8333 Professional Practice in Organizational and Social Contexts (4 cr.)

Foundation Research Sequence (as described under the General Program) (14 total credit hours)

Specialized Knowledge Area Module V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (14 total credit hours)

This is an analysis of intelligence and motivation theories applicable to the child under 8 years of age. 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 (5 cr.)
Depth: EDUC 8523 Early Childhood Program Delivery in a Multicultural/ Multifaceted Society (5 cr.)
Application: EDUC 8533 Professional Practice Using Learning and Motivational Theory in Context (4 cr.)

Specialized Knowledge Area Module VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (14 total credit hours)

Critical issues are explored in the organization and planning of early childhood programs, including theoretical perspectives on ECE organization, developmentally appropriate practices, 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 diversity, ramifications of current brain research for program development, and application of ECE programs with focus on theory, design, execution, and evaluation.

Breadth: EDUC 8613 Organization of Early Childhood Education Programs (5 cr.)
Depth: EDUC 8623 Critical Issues in Early Childhood Education Programs (5 cr.)
Application: EDUC 8633 Early Childhood Programs: A Comprehensive Approach (4 cr.)

Specialized Knowledge Area Module VII: Research Case Study in Early Childhood Education (14 total credit hours)

KAM VII requires students to conduct a research study that integrates knowledge from earlier KAMs and uses case study as an investigation method. Case study provides an opportunity to integrate theoretical knowledge of early childhood principles and practices using inquiry strategies aimed at assessing the need for change. Political, economic and philosophical considerations, among others, become integral elements in this approach to the discovery of new knowledge.

Breadth: EDUC 8713 Case Study Method (5 cr.)
Depth: EDUC 8723 Current Research and Analysis of Selected Early Childhood Education Topics (5 cr.)
Application: EDUC 8733 Early Childhood Education Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Educational Technology Specialization

Today, more than 90 percent of American schools and more than 60 percent of American classrooms are wired for Internet use. The Educational Technology specialization develops leaders who can effectively apply technology to learning and teaching in schools, school districts and other learning environments. The curriculum will guide you in becoming highly skilled in course development and delivery using technology, integration of technology in the curriculum, cognition and technology-based instruction, and the management of technology for improved learning.

Core Knowledge Area Modules I, II, III and the Foundation Research Sequence (as described under the Core Curriculum for the General Program) (56 total credit hours)

Learning and Teaching Courses (12 credit hours)
EDUC 6150 Critical Survey of Technology (4 cr.)
EDUC 6400 Cognition and Technological Instruction (4 cr.)

Education in Organization Courses (17 credit hours)
EDUC 6250 Seminar: Computer Technology and Multimedia in Education (4 cr.)
EDUC 6440 Seminar: Management of Technology for Education (5 cr.)
EDUC 6310 Seminar: Change Theory and Human Behavior (4 cr.)
EDUC 6140 Organizational Behavior and Systems Theory (4 cr.)

Research Application Courses (13 credit hours)
EDUC 6420 Seminar: Integration of Technology in the Curriculum (5 cr.)
EDUC 6450 Seminar: Course Development and Delivery Utilizing Technology* (6 cr.)
EDUC 8740 Practicum: Evaluation and Reflective Analysis (2–4 cr.)

*This includes a 10-day laboratory scheduled in July at Indiana University Bloomington. Ph.D. students may take EDUC 6450 and a core residency concurrently to earn residency units applicable to the 32-unit graduation requirement.

Electives (4 credit hours)
Choose one:

EDUC 6100 Learning Theories, Motivation, and Relationship to Technology (4 cr.)
EDUC 8806 Educational Measurement and Evaluation (4 cr.)
EDUC 8807 Curriculum Theory and Design (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Higher Education Specialization

During the 21st century, America's colleges and universities will undergo profound changes as the student population shifts predominantly to mature, working adults and as the methods of teaching and learning change to electronic modes and other distance approaches. You will develop proficiency in knowing how individuals, particularly adults, learn most effectively, what tools and strategies best promote learning and in what contexts, and how educational systems and policies can be changed to create focused learning opportunities. The core KAM curriculum in the foundation social and behavioral sciences emphasizes several different themes: how individuals, particularly adults, learn most effectively; what tools and strategies best promote learning and in what contexts; and how educational systems and policies can be changed to create focused learning opportunities. Contexts for the study 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.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: EDUC 8127 Current Research in Higher Education, Social Change, and Development (5 cr.)
Application: EDUC 8137 Professional Practice and Emerging Trends in Higher Education (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories in Human Development (5 cr.)
Depth: EDUC 8227 Current Research in Ways of Knowing and Individual Differences in Human Development (5 cr.)
Application: EDUC 8237 Professional Practice and Human Development in Higher Education (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organization and Social Systems (5 cr.)
Depth: EDUC 8327 Current Research in Social Systems and Change in Higher Education (5 cr.)
Application: EDUC 8337 Professional Practice in Social Systems and Change: Higher Education (4 cr.)

Foundation Research Sequence (as described under the General Program) (14 total credit hours)

Specialized Knowledge Area Module V: Adult Learning in the Higher Education Context (14 total credit hours)
KAM V explores theoretical foundations of adult learning that concern processes of learning and contexts in which learning occurs. These phenomena are examined from the perspectives of various disciplines. Included is an analysis of a particular perspective on adult learning processes and identification of approaches/methods supporting that perspective and implications of teaching-learning transactions. The use of technology to promote and support adults' learning will be addressed as well as application of this knowledge through assessment of a selected area of practice relating its congruence with a theory/model of adult learning and proposing ways to improve the practice.

Breadth: EDUC 8517 Multiple Perspectives on Adult Learning Processes and Contexts (5 cr.)
Depth: EDUC 8527 Processes, Methods, and Strategies for Effective Teaching and Learning of Adults (5 cr.)
Application: EDUC 8537 Improving Practice Using Adult Learning Theories (4 cr.)

Specialized Knowledge Area Module VI: Effectiveness of Higher Education Organizations (14 total credit hours)
This is a review and analysis of major efforts to demand and demonstrate effectiveness in higher education from the perspectives of constituents, providers, and regulators/evaluators. The focus will be on quality improvements called for by external constituents and the improvement strategies initiated by internal participants. The evaluation of evidence for the efficacy of various approaches to improvement will be emphasized.

Breadth: EDUC 8617 Perspectives on the Effectiveness of Higher Education (5 cr.)
Depth: EDUC 8627 Contemporary Strategies for the Improvement of Effectiveness in Higher Education (5 cr.)
Application: EDUC 8637 Application of Improvement Strategies in Higher Education (4 cr.)

Specialized Knowledge Area Module VII: Research Case Study in Higher Education (14 total credit hours)
KAM VII requires students to conduct a research study that integrates knowledge from earlier KAMs and uses case study as the method of investigation. Case study provides an opportunity to integrate theoretical knowledge as it relates to higher education using inquiry strategies aimed at assessing the need for change. Political, economic, and philosophical considerations, among others, become integral elements in this approach to the discovery of new knowledge.

Breadth: EDUC 8717 Case Study Method in Higher Education (5 cr.)
Depth: EDUC 8727 Case Study Design for the Improvement of Higher Education (5 cr.)
Application: EDUC 8737 Higher Education Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

K–12 Educational Leadership Specialization

Second only to the impending teacher shortage in America is the developing shortage of educational leadership at school, district, and state levels. The K–12 Educational Leadership specialization provides a much-needed and new model for advanced study in this field. A highly flexible, student-centered curriculum is designed to develop local, regional, and state educational leaders who can relate to diverse, multicultural, K–12 and community-based school populations.

Note on certification and licensure: Students undertaking the K–12 Educational Leadership specialization should possess a valid administrative credential or, in appropriate cases, they may seek to use the Walden University Ph.D. degree to satisfy certification/licensure requirements in their respective states. The specialization has been designed following both National Council for Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC) published standards for programs in educational leadership. Acceptance of the Walden University Ph.D. by individual states for the satisfaction of certification or licensure requirements rests with each state. Students are advised to consult directly with their state certification/licensure authority for further information. Walden University does not directly provide administrative certification or licensure in any state.

The core KAM curriculum in the foundation social and behavioral sciences is designed to advance scholar-practitioners in the area of education leadership, organizational development, policy studies, and administration and management.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Societal Development (5 cr.)
Depth: EDUC 8128 Strategic Leadership in Education and Societal Development (5 cr.)
Application: EDUC 8138 Professional Practice in Strategic Leadership and Societal Development (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: SBSF 8220 Current Research in Human Development (5 cr.)
Application: SBSF 8230 Professional Practice in Human Development (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: EDUC 8328 Current Research in Organizational and Social Systems: K–12 Education (5 cr.)
Application: EDUC 8338 Professional Practice in K–12 Educational Organization (4 cr.)

Foundation Research Sequence (as described under the General Program) (14 total credit hours)

Electronically Delivered Courses in Topical Areas of Educational Leadership (28 total credit hours)
EDUC 8801 Educational Law, Public Policy, and Political Systems (4 cr.)
EDUC 8802 Supervision, Evaluation, and Human Resources in Education (4 cr.)
EDUC 8803 Student Personnel Services (4 cr.)
EDUC 8804 School Financial Management (4 cr.)
EDUC 8805 Reflective Instructional Practice (4 cr.)
EDUC 8806 Educational Measurement and Evaluation (4 cr.)
EDUC 8807 Curriculum Theory and Design (4 cr.)

Practicum in Educational Leadership (14 total credit hours)
(For advanced students seeking an administrative certificate or license.)
This is a school-site or agency-based practicum providing 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 Walden University practicum supervisor. Application of theoretical educational leadership constructs to the critical problems, issues, and activities faced by school and/or agency leaders in the workplace. Demonstration of competency required in each of the three specified areas—professional development and human resources, interpersonal relations, and technology and information—with an additional specialization area selected by the student and based on identified career goals. (Prerequisites: KAM I–III, EDUC 8801, EDUC 8802, EDUC 8803.)

EDUC 8810 Practicum: Professional Development and Human Resources, Interpersonal Relations, and Technology and Information Systems (14 cr.)

Specialized Knowledge Area Module VII: Research Case Study in Educational Leadership (14 total credit hours)
KAM VII provides a vehicle for integration and application of theoretical and research-based literature to a specific school site phenomenon or problem. This KAM is intended for advanced students not seeking an administrative certificate or license. The KAM provides observation of and participation in the process of bridging theoretical contexts and workplace realities through a field-based case study research project. There will be analysis using appropriate case study methodologies to demonstrate proficiency in applying knowledge of the educational institution; its external and internal environment; and the political, bureaucratic, social, and legal dynamics that impact decision-making and policy implementation. The study will also critique and analyze proposed or actual solutions and offer an evaluation of what occurred and what might have happened.

Breadth: EDUC 8718 Case Study Method in Educational Leadership (5 cr.)
Depth: EDUC 8728 Current Research and Analysis of Selected Change Issues (5 cr.)
Application: EDUC 8738 Case Study Report and Evaluation (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Knowledge Management or Learning Management Specialization

For a growing number of organizations, the management of knowledge and learning for strategic purposes has led to the introduction of new professional roles, including that of chief knowledge officer (CKO) and chief learning officer (CLO). Building on the strengths of both the education and management schools. Walden's specializations in Knowledge Management or Learning Management address the needs of corporations, government agencies and nonprofit organizations for expertise in these emerging fields. Students select either a specialization in Knowledge Management or Learning Management. Both specializations, as offered by the School of Education, prepare students to lead organizational change efforts and to leverage corporate knowledge and learning for tangible organizational results. The degree granted is the Ph.D. in Education.

Both specializations share three core courses in Knowledge Management and Learning Management and a capstone seminar. After completing the core courses, students take four courses in their specialization (e.g., Learning Management) and two courses elected from the other field (e.g., Knowledge Management) and a three-course social science research sequence. Three Knowledge Area Modules (KAMs) are undertaken by the student from among those available in the Higher Education specialization or the General Program. The capstone seminar and an original inquiry resulting in a dissertation complete the program.

Core Courses (18 total credit hours)
EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management (4 cr.)
EDUC 8821 Principles of Knowledge Management (4 cr.)
EDUC 8822 Principles of Learning Management (4 cr.)
EDUC 8899 Capstone Seminar (6 cr.)

Foundation Research Sequence (as described under the General Program) (14 total credits)

Knowledge Management Specialization (16 total credit hours)

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives (4 cr.)
AMDS 8811 Advanced Knowledge Management Concepts (4 cr.)
AMDS 8812 Expert Systems (4 cr.)
AMDS 8813 E-Systems (4 cr.)

Electives

Elect two courses from Learning Management (8 total credits)

Three KAMs selected from those available in the Higher Education specialization or the General Program (42 total credits)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Learning Management Specialization (16 total credit hours)

EDUC 8830 Adult Learning (4 cr.)
EDUC 8831 Lifelong Learning (4 cr.)
EDUC 8832 Education Design for Adult Learners (4 cr.)
EDUC 8833 Integration of Knowledge and Learning Management with Strategic Educational Initiatives (4 cr.)

Electives

Select two courses from Knowledge Management (8 total credits)

Three KAMs selected from those available in the Higher Education specialization or the General Program (42 total credits)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Special Education Specialization

Most K–12 educators are strong advocates for improved services for exceptional/disabled individuals. 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 necessary to provide leadership in the special education field and to better assist your own students in the self-actualization process. Emphasis is on services to exceptional/disabled individuals and to the related areas of special education administration, including law, finance, and ethics. The core KAM curriculum in the foundation social and behavioral sciences emphasizes learning for exceptional/disabled individuals and incorporates the related areas of special education administration, including law, finance, and ethics.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: EDUC 8121 Current Research in Societal Development: Special Education (5 cr.)
Application: EDUC 8131 Professional Practice and Societal Development: Special Education (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: EDUC 8221 Current Research in Human Exceptionality (5 cr.)
Application: EDUC 8231 Professional Practice and Human Exceptionality (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: EDUC 8321 Individuals with Special Needs: Social, Legal, Political, and Economic Systems in Context (5 cr.)
Application: EDUC 8331 Professional Issues in Organizations and Systems: Special Education (4 cr.)

Foundation Research Sequence (as described under the General Program) (14 total credit hours)

Specialized Knowledge Area Module V:
Theories of Learning, Motivation, and Intelligence,
and Implications for Persons with Special Needs
(14 total credit hours)
KAM V 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 (5 cr.)
Depth: EDUC 8521 Educators as Facilitators of Inclusive Learning in Varied Educational Environments (5 cr.)
Application: EDUC 8531 Educational Practice Grounded in Principles/Theories of Learning, Diversity, and Inclusion (4 cr.)

Specialized Knowledge Area Module VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (14 total credit hours)
Delivery models for special education services and their administration are reviewed. 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 will be explored.

Breadth: EDUC 8611 Diversity and Exceptionality in Special Education: Leading Within Learning Organizations (5 cr.)
Depth: EDUC 8621 Due Process in Special Education: Legal and Moral Implications (5 cr.)
Application: EDUC 8631 Practical Issues in Placement and Service Delivery (4 cr.)

Specialized Knowledge Area Module VII: Research Case Study in Special Education (14 total credit hours)
A demonstration of conceptual and pedagogical knowledge is required through case study research with emphasis on special needs. Individuals with exceptionalities and related contexts and curriculum issues are among the variables available for investigation.

Breadth: EDUC 8711 Case Study Methods and Context (5 cr.)
Depth: EDUC 8721 The Impact of Case Study Research on Contemporary Special Education Issues/Change Processes (5 cr.)
Application: EDUC 8731 Case Study Report and Evaluation in Special Needs (4 cr.)

Dissertation (30 credit hours)
EDUC 9000 Dissertation

Self-Designed Specialization

Students in the Ph.D. in Education program have the option to self-design a specialization. Examples include, but are not limited to, K–12 curriculum and instruction, community college teaching, mathematics education, science education, adult literacy, international education, middle level education, and vocational education. A self-designed specialization must fit within the existing KAM curriculum structure of the General Program. A self-designed specialization must be developed in consultation with program faculty and approved by the faculty chair.

Declaring a Self-Designed Specialization
Students in the Self-Designed specialization should complete the Program of Study 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 own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique, self-designed specialization.

Students wanting to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan and Program of Study. The Professional Development Plan and Program of Study form must clearly reflect how the student intends to integrate the Self-Designed specialization into the depth and application sections of all seven KAMs, as well as the dissertation. The breadth component of the specialized KAMs must also support the specialization.

Completing a Self-Designed Specialization
To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan and Program of Study form, demonstrating doctoral-level competency in all academic work in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision. Upon validation of degree completion requirements, the specialization title is identified on official transcripts.

Course Descriptions

Note: Courses listed with a "D" prefix in parentheses, are delivered electronically by the Indiana University School of Continuing Studies and are cross-listed as Walden University courses (EDUC prefix). Students register through Walden University using EDUC course numbers. These courses are offered on the IU semester academic calendar.

M.S. in Education Courses

EDUC 5100 Teaching in the Online Environment (2 cr.)
This course examines the pedagogy of online instruction and learning. It provides the foundation for delivering courses and programs through interactive, Web-based technologies. Students experience online learning by participating in a dynamic, interactive program that provides an overview of instructional and operational issues influencing distance education, including understanding online tools and their purposes, instructional design theory and technologies, issues in online pedagogy, distance-based evaluation, quality processes for distance-learning environments and administering and implementing online courses and programs.

EDUC 5998 Continuing Studies (non-credit)
Program director permission required.

EDUC 6000 Success Strategies in the Online Environment (non-credit)
This is an orientation to the master's program. Internet tools, email, electronic mailing lists, Web browsers, the Program of Study exercise, and other critical tools and skills for success in a distance-learning environment are covered.

EDUC 6100 Learning Theories, Motivation, and Relationship to Technology (4 cr.)
This is a survey of human learning theories, including behaviorism, cognitive information processing, and constructivism. Emphasis is given to alternative educational approaches, methods, strategies, and technologies that increase learning effectiveness.

EDUC 6120/8807 Curriculum Theory and Design (4 cr.)
Students explore curriculum theory and design at the district or departmental level. Theoretical foundations of curriculum are applied to solving curricular problems and analyzing curriculum artifacts, with emphasis on the theoretical, practical, and political complexity of curriculum work.

EDUC 6130/8806 Educational Measurement and Evaluation (4 cr.)
In this course students learn how to measure and evaluate student-learning outcomes and educational programs. They also will examine the purposes for collecting student achievement data and acquire key evaluation concepts and examination of distinctions among various approaches to assessing learning. Knowledge and skills will be applied by critiquing and developing measurement instruments.

EDUC 6140 Organizational Behavior and Systems Theory (4 cr.)
This course examines organizational behavior as it relates to educational structure, process and human factors. It covers a study of systems theory as a perspective on learning organizations.

EDUC 6150 Critical Survey of Technology (M.S.: 3 sem. cr.; M.S. and Ph.D.: 4 cr.)
This course surveys innovative technologies, including microcomputers, information systems, communication technologies, productivity tools, CD-ROM, courseware authoring systems, videodisc, interactive video, multimedia, and home-based technologies. It provides critical evaluation related to effectiveness in improving the educational process.

EDUC 6210 Family and Societal Factors in Education (4 cr.)
This course examines family settings, demographic, and societal factors as they relate to education and the workplace. It provides an exploration of the role of education in relation to social issues, including socioeconomic conditions, resource-enriched environments, multiethnic, multiracial, and multilanguage cultures. (Prerequisite: EDUC 6100.)

EDUC 6220 Survey of Educational Reform Initiatives (4 cr.)
This course surveys school reform efforts from 1980 to the present. It provides a critical review and analysis of organizational restructuring, privatization, student/teacher accountability, reflective practice, curriculum, learning theory, voucher systems, standards and outcomes assessment, and technology-based innovations. (Prerequisite: EDUC 6120.)

EDUC 6230 Educational Structures and Decision-Making Processes (4 cr.)
This course examines organizational and operational systems in education and the influence that unions, pressure groups, legislatures, and management practices exert. It provides a focus on organizational development and decision-making processes. (Prerequisite: EDUC 6130.)

EDUC 6240 Resource Development for Educators (4 cr.)
This course examines resource development and strategies for educators, including an overview of philanthropy and development, volunteering, development planning, grant source research, soliciting foundations, grant-writing development and its relationship to technology. (Prerequisite: EDUC 6140.)

EDUC 6250 Computer Technology and Multimedia in Education (4 cr.)
This course examines emerging computer-based multimedia technologies, including text applications, animation, audio and full-motion video. It surveys software, courseware, playback hardware (VCRs, CD-ROMs, videodisc), presentation devices, video and graphics devices, audio products, and output and mass-storage devices. (Prerequisite: EDUC 6150.)

EDUC 6310 Change Theory and Human Behavior (4 cr.)
This course focuses on change theory, learning behavior, and processes that facilitate their integration. It analyzes effective educational practices and the conditions of educational change that improve systems. (Prerequisite: EDUC 6100.)

EDUC 6340 Economics of Education in an Environment of Change (4 cr.)
This course examines key economic/financial issues facing educational innovators, schools, and other learning organizations as they respond to the changing needs of a global, information-based society. It covers budget development as a basis for issue analysis. (Prerequisite: EDUC 6140.)

EDUC 6400 Cognition and Technological Instruction (4 cr.)
This course explores the connection between educational psychology and the pedagogy of effective instruction. It covers instructional interventions and their potential improvement through the application of technology. (Prerequisite: EDUC 6100.)

EDUC 6420 Integration of Technology in the Curriculum (5 cr.)
This course covers how to create curriculum materials and courses that integrate technology allowing for access to new information, 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. (Prerequisite: EDUC 6120.)

EDUC 6440 Management of Technology for Education (5 cr.)
This course identifies educators as leaders in the process of integrating technology. It focuses on strategic planning and management, human resource management (including faculty and staff development), and the management of information systems and technological innovation. (Prerequisite: EDUC 6140.)

EDUC 6450 Course Development and Delivery Utilizing Technology (6 cr.)
This laboratory course analyzes instructional design principles and procedures, including performance analysis, needs assessment, objectives, task analysis, 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. The course includes a 10-day laboratory offered summers at Indiana University Bloomington. (Prerequisite: EDUC 6150.)

EDUC 6500 Directed Readings (1–5 cr.)
Guided individual study is designed to meet the professional, individual needs of advanced graduate students. Consultations with instructor are required. (Prerequisite: Consent of program director.)

EDUC 6510 Young Adolescent Development and Implications in a Global Society (3 sem. cr.)
Students gain understanding of early adolescence in contemporary society and knowledge of the social, emotional, physical, intellectual, and moral development of early adolescence. Students apply major concepts, principles, theories, and research in teaching and interactions with young adolescents.

EDUC 6520 Organizational Structures for High-Performing Middle Grades Schools (3 sem. cr.)
This course covers major concepts, principles, theories, and research on which current middle level education is practiced. Content considers philosophical foundations and essential components of middle level education used in a variety of school settings. It emphasizes team teaching for improving student outcomes, including varied use of time within the school, team, and classroom.

EDUC 6530 The Middle Grades Curriculum Continuum (3 sem. cr.)

This course covers the curriculum of middle school and the process by which it is designed, integrated, implemented, and evaluated. Students will learn major concepts, principles, theories, models, standards, and research related to middle level curriculum to use in classrooms.

EDUC 6540 Pedagogy and Exemplary Practices for Learning in the Middle Grades (3 sem. cr.)

Current pedagogical theories, instructional strategies and best practices for teaching young adolescents in middle grades are the focus of the course. Also highlighted are best practices in teaching applied in the context of previous learning regarding characteristics of young adolescents and effective middle level schools.

EDUC 6550 Assessment and Evaluation as Tools for Student Success (3 sem. cr.)

Students investigate and evaluate the theory of middle level assessment. They also research, create, and evaluate methods of assessment and evaluation for the middle level classroom. Students acquire comprehensive understanding of major concepts, principles, theories, and research related to middle level assessment. They apply knowledge in the classroom, school, and community. Emphasis is on performance assessment and evaluation strategies, rubrics, and Multiple Intelligence Theory.

EDUC 6561 Mathematics for Middle Level Teachers (3 sem. cr.)

This course is designed to increase the content knowledge of middle level teachers while increasing understanding of how middle level students best learn mathematics.

EDUC 6562 Understanding and Teaching the Language Arts (3 sem. cr.)

This course focuses on principles and content standards defined and described by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). It assumes content of the English language arts cannot be "separated from the purpose, development, and context of language learning." It presumes that English language arts be taught in manners consistent with the constructivist view of learning and teaching within a culturally diverse and global society.

EDUC 6563 Science for Middle Level Teachers (3 sem. cr.)

This course is designed to increase the content knowledge of middle level teachers while increasing understanding of how middle level students best learn science.

EDUC 6564 Understanding and Teaching the Social Studies (3 sem. cr.)

This course covers the principles and standards underlying essential characteristics of "powerful social studies" described by National Council for the Social Studies (NCSS, 1997). It assumes social studies will be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society.

EDUC 6565 Arts Education for the Middle Level Educator (3 sem. cr.)

This course focuses on basic knowledge and skills in the arts. Each arts discipline adds richness to the learning environment. There is instruction with, through, and about music, dance, drama, and visual arts and how to weave the arts through middle level curriculum.

EDUC 6610 Teacher as Professional (3 sem. cr.)

This course encourages teachers to engage in introspection and reflection and develop skills that will enable them to perform at peak levels. Teachers acquire and model positive attitudes and problem-solving techniques. They learn strategies to promote social responsibility, respect and cooperation among students, and how to build these strategies into daily lessons and activities.

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 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 collegial-coaches, educators will move from isolated instruction to instruction that is enhanced by collaboration with colleagues. Methodology for sequencing tasks, beginning with problem formulation, data collection from numerous sources, analysis and action planning, is covered.

EDUC 6625 Habits of Mind: Thinking Skills to Promote Self-Directed Learning (3 sem. cr.)

This course helps teachers to develop skills and strategies to prepare students for living and learning productively in today's society. Teachers learn how to help students manage, motivate, and modify their own learning as a continuing, lifelong process.

EDUC 6630 Instructional Models and Strategies
(3 sem. cr.)
This course addresses the many facets of learning and the diversity of learners. It offers research-based instructional models to increase a teacher's repertoire.

EDUC 6635 Classroom Management to Promote Student Learning (3 sem. cr.)
Explores the relationships between behavior management, classroom instruction, and student learning. Teaches foundational principles and strategies for preventing behavior problems. Teachers learn to establish classroom rules and procedures and 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. Guidelines for teaching conflict resolution and peer mediation are included.

EDUC 6641 Foundations of Reading and Literacy Development (3 sem. cr.)
This course teaches the foundational knowledge and principles that underlie the topics, issues, and strategies relevant to reading/literacy instruction found in subsequent courses in the program.

EDUC 6642 Strategies for Literacy Instruction, Part 1 (3 sem. cr.)
This course covers research-based basic skills and strategies for reading instruction: word-knowledge, phonemic awareness, phonics, vocabulary and fluency.

EDUC 6643 Strategies for Literacy Instruction, Part 2 (3 sem. cr.)
This course covers research-based basic skills and strategies for reading instruction: prior knowledge, metacognition, reading as a constructive process, active-reading behaviors, comprehension before, during, and after reading, guided reading, and integrating reading and writing.

EDUC 6644 Supporting the Struggling Reader (3 sem. cr.)
This course introduces informal diagnostic tools to identify students experiencing reading difficulties. Research-based intervention programs are discussed. It provides guidelines for communicating with parents and the school community regarding students' reading difficulties. Students conduct a case study as practical experience in diagnosing and reporting student reading difficulties.

EDUC 6645 Planning and Managing the Classroom Literacy Program (3 sem. cr.)
This course covers planning, organizing, and managing a balanced literacy program. It covers flexible grouping for differentiating instruction, time-management, instructional pacing, and transitions.

EDUC 6661 Exploring New Technologies: The Impact on Society, Work, and Education (3 sem. cr.)
This course provides the theoretical set-up for why technology and learning is both a timely and 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.)
Participants begin to develop their understanding of and proficiency with technology on a personal and professional level. This course focuses on learning how to effectively use several key tools, which the participant will later be able to build upon and use in the classroom. Teachers will learn how to use software tools such as word processors, spreadsheets, presentation programs, and image editors. They will also explore online tools, such as email, listservs, electronic publications, and Web sites.

EDUC 6663 Integrating Technology in the Curriculum, Part 1 (3 sem. cr.)
This course guides participants in exploring the use of technology with their students. The shift in pedagogy introduced in the first course is further explored, with particular focus placed on how technology can support multiple modes of learning. Participants will 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, participants will try their hand at designing their own.

EDUC 6664 Integrating Technology in the Curriculum, Part 2 (3 sem. cr.)

This course continues the exploration of technology in the classroom, with a focus on its use in the standards-based environment. Participants will learn how to design technology-infused projects that help students meet specific curricular standards. They will explore the use of technology in assessment, including software that helps align curricula to standards and facilitates the grading and reporting process. Participants will explore how to manage technology in the classroom, including the need to work with limited resources, varying skill levels, and differentiated instruction.

EDUC 6665 Technology, Leadership, and a Vision for the Future (3 sem. cr.)

This course prepares participants to become agents of change beyond their classrooms in the field of technology and learning. Participants will consider how to develop grants, manage a technology budget and provide leadership within one's district. The course will pose issues to be addressed, explore roadblocks to maneuver past, and provide troubleshooting advice. Participants will 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 will be explored. Likewise, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated. Finally, the course will explore promising trends for the future, such as individualized instruction through the use of technology and virtual schools.

EDUC 6671 Designing Curriculum, Instruction, and Assessment, Part 1 (3 sem. cr.)

Introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore inter-relationships among curriculum, instruction, and assessment: 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 history, role, and types of curriculum and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

EDUC 6672 Designing Curriculum, Instruction, and Assessment, Part 2 (3 sem. cr.)

Examines 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. Presents methods of record keeping, grading, and reporting; use of assessment data; and test preparation. Addresses implementation issues related to accountability, planning, and collaboration.

EDUC 6673 Literacy and Learning in the Information Age (3 sem. cr.)

Redefines literacy to include the access, 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.

EDUC 6674 Designing Curriculum, Instruction, and Assessment for Students with Special Needs (3 sem. cr.)

Emphasizes the need for all students, including students with special needs, to achieve high academic standards. Examines the learning challenges of students who by definition of federal law have disabilities, as well as 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.

EDAD 6800 Facilitating Effective Learning for All Students (3 sem. cr.)

Introduces research on learning and develops an understanding of how different approaches to instruction are informed by research. To move teaching to more effective strategies, leaders will learn to explain how and why learner-centered teaching enhances the achievement of all students, and they will learn how to overcome resistance among staff, students, and parents.

EDAD 6801 Ensuring Quality Education for Students with Diverse Needs (3 sem. cr.)

Focuses on effective, learner-centered instruction that uses diverse and inclusive approaches for students at risk, as educators help all students reach increasingly higher standards of performance.

EDAD 6802 Using Data to Strengthen Schools (3 sem. cr.)
Focuses on data-driven decision-making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is placed on the definition of action for effective schools—continuing analysis of the gaps between goals for student learning and actual student performance.

EDAD 6803 Strategically Managing School Resources and the Organization for Learning (3 sem. cr.)
Focuses on the research on effective schools to provide guidance on the most productive ways to organize resources (time, people, money, and technology). Develops strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement.

EDAD 6804 Enhancing Teacher Capacity and Commitment (3 sem. cr.)
Focuses on the central role of school leaders—building human resources, from recruitment through induction to continuing professional development. Also covers methods for dealing with continuing ineffectiveness among members of school staff.

EDAD 6805 Collaborating with Families and Communities for Student Success (3 sem. cr.)
Develops 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. Special attention is paid to these functions in multicultural schools and communities.

EDAD 6806 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)
Helps leaders treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness in school and beyond. Recognizes the importance of safe and orderly environments for learning, with school cultures based on mutual respect among students, teachers and staff.

EDAD 6807 Managing the Organization, Operations, and Resources for Learning (3 sem. cr.)
Focuses on the day-to-day management responsibilities of school leaders, recognizing that tasks can undermine opportunities to help the school improve. Covers when and how to share leadership responsibilities with an opportunity to develop skills in a practice-based situation.

EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives (3 sem. cr.)
Literacy is at the core of success—in school and in life. Emphasis on what has been learned about teaching and learning, student assessment, professional development, parental and community involvement, and other topics. Issues of curriculum and the effects of district and state policies on school improvement are explored in greater depth.

EDAD 6809 Implementing Continuous School Improvement (3 sem. cr.)
Theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, students will demonstrate what it takes to strcture a school that is a learning organization.

EDAD 6810 Internship (6 sem. cr.)
Authentic opportunities to apply what has been learned in courses and to expand what future educational leaders need to know and be able to do. Includes three components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the Portfolio of Practical Learning.

EDUC 6900 Leadership in the Learning Organization (5 cr.)
Students learn leadership, power, and ethical practices within learning organizations striving for change. The role of active leadership in change and multifaceted aspects of leadership, followership, and collaborative group behavior is emphasized. A major integration paper as an exposition of their applied research skills and personal learning goal achievement is required.

Ph.D. in Education Courses

SBSF 8001 Strategies for Success in a Walden University Doctoral Program: An Academic Orientation (non-credit)
This course provides an orientation to the university and selected doctoral programs. Students are required to take it immediately upon enrollment, and must successfully complete the course before proceeding with SBSF 8002 or their KAM work. Students will gain familiarity with the policies and procedures of the university and their respective schools. Upon completion of this course, students will have written their Professional Development Plan, including the accompanying Plan of Study and Program of Study form, and be prepared to effectively use library and writing resources, email, listservs, a Web browser, and the Internet.

SBSF 8002 Writing a Quality Knowledge Area Module (non-credit)

This course is designed to introduce students to the meaning and purpose of KAMs (Knowledge Area Modules), guide them through the development stage of their first KAM preparation, extend and focus student's library skills, and broaden their understanding of doctoral-level writing by examining and practicing the key principles in writing KAM demonstrations.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)

This seminar covers the philosophy of science and social science: Construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. Completion within first three quarters of enrollment is required.

EDUC 8427 Foundation Research Seminar II: Research Design in Education (5 cr.)

Topics include theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental design; language, logic, and execution of qualitative designs; integrated qualitative and quantitative designs. Attendance at a designated Walden residency required. (Prerequisite: SBSF 8417.)

EDUC 8437 Foundation Research Seminar III: Data Analysis in Educational Research (5 cr.)

Topics include descriptive statistics; statistical inference; quantitative techniques, including analysis of variance and covariance; multiple linear regression; various nonparametric techniques; software for data analysis; qualitative data reduction and analysis; data management techniques; and integrating qualitative and quantitative data for analysis. (Prerequisite: SBSF 8417.)

Adult Education Leadership Courses

EDUC 8515 (D500) Introduction to Adult Education Theory (5 cr.)

This course studies the writings of major adult education theorists, including Grundvig, Lindeman, Knowles, Bergevin and Friere. Students learn adult education theories of practice in historical perspective and develop and defend their personal theories of practice.

EDUC 8525 (D506) The Adult as a Client of Education II (5 cr.)

This course analyzes contemporary adult life with emphasis on the individual as related to the professional discipline of adult education and the development of educational programs for adults. It analyzes the theories and research methods in designing comprehensive adult education programs.

EDUC 8535 (D600) Seminar in the Teaching-Learning Transaction in Adult Education (5 cr.)

This course enables the student to critically inquire into the theory of adult learning activities. It includes a review of current research in the adult teaching-learning transaction and the design and evaluation of individualized instruction for adults. (Prerequisites: D506, D512, or consent of instructor.)

EDUC 8615 (D512) Seminar in Forms and Forces of Adult Education (5 cr.)

This course covers the history and current status of adult education in the United States; the nature, scope, purpose, and historical development of adult education institutions and program areas.

EDUC 8625 (D613) The Diagnostic Procedure in Adult Education (5 cr.)

This course covers how to identify the educational needs of adults with major emphasis on the theory and practice of the diagnostic procedure and the use of diagnostic skills for effective adult education program development. (Prerequisites: D500, D506, D512, or D625.)

EDUC 8632 (D521) Participation Training (3 cr.)

Students learn team building in groups; collaborative program planning and implementation; application of the design to appropriate settings; training in roles of group leader, observer, and recorder; recognition and treatment of dysfunctional behaviors in group settings. The emphasis is on functional aspects of group cohesion, consensus decision-making, shared leadership, and program evaluation. Brief residency required at Indiana University, Purdue University, Indianapolis.

EDUC 8634 (D523) Small Group Theory in Adult Education (5 cr.)

This course covers theory undergirding small group practices in adult education; emphasis on conditions of collaborative effectiveness in decision-making groups and learning groups; leadership roles, styles, and strategies; consideration of major models of group formation and development; and implications of theory for social practice. Brief residency required at Indiana University, Purdue University, Indianapolis.

EDUC 8635 (D613) The Diagnostic Procedure in Adult Education (5 cr.)

This course covers how to identify the educational needs of adults with major emphasis on the theory and practice of the diagnostic procedure and the use of diagnostic skills for effective adult education program development. (Prerequisites: D500, D506, D512, or D625.)

EDUC 8636 (D660) Readings in Adult Education (2–10 cr.)

Guided individual study is designed to meet the professional, individual needs of advanced graduate students. Consultations with instructor are required. (Prerequisite: Consent of student's faculty mentor.)

EDUC 8715 (D620) Data Analysis in Adult Education (5 cr.)

This course is a systematic study of current issues and problems related to the theory and practice of program development and research in adult education.

EDUC 8725 (D625) Topical Seminar: Applied Research in Adult Education (5 cr.)

Students discuss and systematically study current issues and problems related to the theory and practice of program development and research in adult education.

EDUC 8740 Practicum: Evaluation and Reflective Analysis (2–4 cr.)

This course provides a practicum in applied research for doctoral students specializing in Educational Technology.

EDUC 8750 (D650) Internship in Adult Education (4 cr.)

This course relates theory to practice through supervised field experiences and faculty appraisal and guidance. Students plan, conduct, and evaluate adult education programs in various institutional and community settings. (Prerequisites: D500, D506, D613, D625 or consent of instructor.)

K–12 Educational Leadership Courses

EDUC 8801 Educational Law, Public Policy, and Political Systems (4 cr.)

This course covers an overview of the interconnections and impact 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. Students 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. Selected topical readings and case studies bridging policy management, political strategies and statutory and regulatory standards are covered.

EDUC 8802 Supervision, Evaluation, and Human Resources in Education (4 cr.)

This course covers the role of the educational leader in human resources management in schools and school districts. Emphasis is on the assumptions that underlie the human resource leader's functions and behavior, the forces influencing the implementation of those functions, and the evaluation of contemporary professional development, supervisory, and personnel evaluation models, strategies, and methods. It also focuses on strategic planning in human resources development and school effectiveness and its relationship with the school system. The course also covers development of a model for supervision and evaluation of a human resources development program.

EDUC 8803 Student Personnel Services (4 cr.)

This course covers the legal, organizational, and ethical foundations of school leadership practices in student personnel affairs and services. It explores administrative practices in educational programming, staff and student personnel functions, community relations, and communication. Students develop an awareness of the global and diverse nature of school communities and best practices in providing student services that meet district needs. It also covers educational goal setting, program planning, development, implementation, and evaluation of student-related activities and enhancements.

EDUC 8804 School Financial Management (4 cr.)

This course provides a theoretical and practical examination of issues in school financial management with an emphasis on budgeting, budget construction, purchasing, financial planning, school-site and facilities material management, and management of capital outlay programs. It gives an overview of revenue sources; federal, state, and local allocations systems and tax configurations; cost-benefit relationships and operational finance. Students consider the social, economic, legal and political aspects in the allocation of tax dollars for public school financing.

EDUC 8805 Reflective Instructional Practice (4 cr.)

Construction of a framework for instructional decision-making and development of reflective strategies for continuous instructional improvement is central to this course. It investigates decisions teachers make in designing effective instruction and examines various planning models. Emphasis is on analyzing and improving instruction using reflective critique.

EDUC 8806/6130 Educational Measurement and Evaluation (4 cr.)

In this course students learn how to measure and evaluate student learning outcomes and educational programs. They also will examine the purposes for collecting student achievement data and acquire key evaluation concepts and examination of distinctions among various approaches to assessing learning. Knowledge and skills will be applied by critiquing and developing measurement instruments.

EDUC 8807/6120 Curriculum Theory and Design (4 cr.)

Students explore curriculum theory and design at the district or departmental level. Theoretical foundations of curriculum are applied to solving curricular problems and analyzing curriculum artifacts with emphasis on the theoretical, practical, and political complexity of curriculum work.

EDUC 8810 Practicum: Professional Development and Human Resources, Interpersonal Relations, and Technology and Information Systems (14 cr.)

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 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 and based on identified career goals. (Prerequisites: EDUC 8801, EDUC 8802, EDUC 8803.)

Knowledge Management Courses

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives (4 cr.)

This course examines how the emerging concepts of knowledge management are integrated with other strategic initiatives, including total quality, ISO 9000, Malcolm Baldrige, process reengineering, benchmarking Six Sigma, lean development, and organizational change. It provides an opportunity for students to understand the major change initiatives and how knowledge management leverages these organizational initiatives.

AMDS 8811 Advanced Knowledge Management Concepts (4 cr.)

This course reviews the merging roles of chief knowledge officers and chief learning officers. It explores the future direction of knowledge management based on the history of knowledge, the demands of global competition, the needs of 21st century organizations, and the views of futurists looking at both organizational change and organizational learning.

AMDS 8812 Expert Systems (4 cr.)

This course examines 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.

AMDS 8813 E-Systems (4 cr.)

This course examines the role of e-systems, Internet, e-commerce, e-business, and B2B with knowledge management. It examines the new languages, HTML, and other emerging applications.

EDUC 8820/AMDS 8800 Epistemology and the Practice of Knowledge and Learning Management (4 cr.)

This course reviews the history of knowledge from the early contributors, including Plato and Aristotle, to contemporary writers. It reviews the evolution of major movements, including rationalism, empiricism, functionalism, structuralism, and behaviorism. It covers contemporary authors involved with knowledge, learning, and change management, including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles, and Rogers. The course provides a broad foundation for the study of knowledge and learning management. Completion is required in the first four quarters of enrollment.

EDUC 8821/AMDS 8335 Principles of Knowledge Management (4 cr.)

This course examines how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. It examines how information technology supports the organizational knowledge process. Completion is required in the first four quarters of enrollment. (Note: Six-week course.)

EDUC 8822/AMDS 8801 Principles of Learning Management (4 cr.)
This course defines learning and the emergence of learning management. It reviews the responsibilities of the chief learning officer and the foundations of adult learning and development. It reviews the role of corporate universities and distance learning in support of organizational learning. Completion is required in the first four quarters of enrollment. (Note: Six-week course.)

Learning Management Courses

EDUC 8830 Adult Learning (4 cr.)
This course examines the foundational concepts essential for understanding and developing adult learning, including understanding the adult as a client, diagnostic procedures for adult education, participative learning, and small group theory in adult education.

EDUC 8831 Lifelong Learning (4 cr.)
This course examines the role of lifelong learning in improving effectiveness of adult learners and in strengthening career development. It examines how individuals use education to develop career options, while organizations use education to help obtain and retain the best individuals.

EDUC 8832 Education Design for Adult Learners (4 cr.)
This course examines the theories and concepts of the learning process, including intelligence, cognition, motivation, and facilitation of adult learners. It examines the design and development of adult learning curriculum.

EDUC 8833 Integration of Knowledge and Learning Management with Strategic Educational Initiatives (4 cr.)
This course examines the design and use of appropriate organizational learning, including the use of corporate universities, distance-learning techniques, and other advanced educational concepts.

EDUC 8899/AMDS 8899 Capstone Seminar (6 cr.)
This course integrates all of the previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal for each student.

School of Health and Human Services

M.S. in Public Health

Successful solutions to community health problems depend on understanding how complex local, regional, national, and global factors influence public health practice. Future public health leaders will generate new information from interdisciplinary studies and develop it into unique, community-based public health programs.

The Master of Science in Public Health program prepares students to be scholar-practitioners and is designed for students who have two or more years of experience in community health. Through practice-focused research strategies, M.S.P.H. students learn to lead communities in the development of population-based assessment techniques and intervention strategies to improve health care access and service delivery. Graduates will be well positioned to apply their skills to the evaluation of individual- and community-level interventions aimed at improving public health.

Degree Requirements

50 quarter credits
PUBH 6000 Orientation (non-credit)
Program of Study and Professional Development Plan
Thesis or research project
Minimum 3.0 G.P.A.
Continuing registration

Curriculum

Degree Requirements (50 total credit hours)
PUBH 6000 Strategies for Success in the Electronic Environment (non-credit)
PUBH 6100 Introduction to Public Health (4 cr.)
PUBH 6105 Social and Behavioral Dimensions of Health (4 cr.)
PUBH 6110 Principles of Biostatistics (4 cr.)
PUBH 6120 Principles of Epidemiology (4 cr.)
PUBH 6130 Health Care Organization, Policy and Administration (4 cr.)
PUBH 6140 Fundamentals of Environmental Health and Risk Assessment (4 cr.)
PUBH 6200 Advanced Theories of Health and Health Behavior (4 cr.)
PUBH 6420 Principles of Community Health (4 cr.)
PUBH 6430 Social and Behavioral Research Methods (4 cr.)
PUBH 6440 Public Health Ethics (4 cr.)
PUBH 6450 Design and Evaluation of Community Health Promotion and Risk Prevention Programs (4 cr.)

PUBH 6610 Thesis in Community Health (6 cr.)
 or
PUBH 6615 Research Project in Community Health (6 cr.)

Elective Courses *(Electives are not required for degree completion and may be offered periodically based on student interest and sufficient enrollment)*

PUBH 6210 High-Risk Health Behaviors: Strategies for Reduction, Prevention, and Amelioration

PUBH 6220 Ethnic and Cultural Diversity in Health Behavior (4 cr.)

PUBH 6230 Biopsychosocial Aspects of Aging (4 cr.)

PUBH 6240 Sociocultural Perspectives on International Health (4 cr.)

PUBH 6250 U.S. and International Health Care Systems (4 cr.)

PUBH 6400 Principles of Maternal, Child, and Adolescent Health (4 cr.)

PUBH 6410 Principles of Occupational Health (4 cr.)

PUBH 6460 Health Education and Community Advocacy (4 cr.)

PUBH 6470 Sociobehavioral Epidemiology (4 cr.)

PUBH 6630 Directed Readings in Community Health (1–4 cr.)

PUBH 6920 Health Services Financial Management (4 cr.)

Master of Public Health

The Master of Public Health program is practice-oriented, designed to prepare students who have little or no experience in community health to work with communities to map their assets and needs. Using those assessments, M.P.H. graduates will be able to develop and evaluate culturally relevant interventions to promote public health.

Degree Requirements

53 quarter credits
PUBH 6000 Orientation
Program of Study and Professional Development Plan
PUBH 6620 Field Practicum in Community Health
Minimum 3.0 G.P.A.
Continuing registration

Curriculum

Degree Requirements (53 total credit hours)
PUBH 6000 Strategies for Success in the Electronic Environment (non-credit)
PUBH 6100 Introduction to Public Health (4 cr.)
PUBH 6105 Social and Behavioral Dimensions of Health (4 cr.)
PUBH 6110 Principles of Biostatistics (4 cr.)
PUBH 6120 Principles of Epidemiology (4 cr.)
PUBH 6130 Health Care Organization, Policy, and Administration (4 cr.)
PUBH 6140 Fundamentals of Environmental Health and Risk Assessment (4 cr.)
PUBH 6200 Advanced Theories of Health and Health Behavior (4 cr.)
PUBH 6420 Principles of Community Health (4 cr.)
PUBH 6430 Social and Behavioral Research Methods (4 cr.)
PUBH 6440 Public Health Ethics (4 cr.)
PUBH 6450 Design and Evaluation of Community Health Promotion and Risk Prevention Programs (4 cr.)
PUBH 6460 Health Education and Community Advocacy (4 cr.)
PUBH 6620 Field Practicum in Community Health (5 cr.)

Elective Courses *(Electives are not required for degree completion and may be offered periodically based on student interest and sufficient enrollment)*
PUBH 6210 High-Risk Health Behaviors: Strategies for Reduction, Prevention, and Amelioration (4 cr.)
PUBH 6220 Ethnic and Cultural Diversity in Health Behavior (4 cr.)
PUBH 6230 Biopsychosocial Aspects of Aging (4 cr.)
PUBH 6240 Sociocultural Perspectives on International Health (4 cr.)
PUBH 6250 U.S. and International Health Care Systems (4 cr.)
PUBH 6400 Principles of Maternal, Child, and Adolescent Health (4 cr.)
PUBH 6410 Principles of Occupational Health (4 cr.)
PUBH 6470 Sociobehavioral Epidemiology (4 cr.)
PUBH 6630 Directed Readings in Community Health (1–4 cr.)
PUBH 6920 Health Services Financial Management (4 cr.)

Matriculation into H.H.S. Ph.D. Programs
Public Health master's students may apply for contingent admission to the Ph.D. programs in Public Health, Health Services, or Human Services following completion of 44 quarter credit hours in the master's program.

Ph.D. Program in Public Health

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems and applying and integrating new knowledge into public health research and practice settings. The curriculum is focused on community health, including medical, social, political, ethical, and economic factors that contribute to an overall well-being of a public health system and to the community it serves. The program emphasizes the development and demonstration of strong research skills—skills that will help students pursue professional careers in academia or service to public and private governmental and nongovernmental organizations.

Degree Requirements

120 credit hours
Orientation course: PUBH 6000 or PUBH 8000
Professional Development Plan and Program of Study
Minimum 10 quarters enrollment
Public health courses (up to 76 credits, including course credits transferred from a public health or related master's degree)
Foundation Research Sequence (14 cr.)
Proposal, dissertation and oral presentation (30 cr.)
32 residency units

Students entering the program with a master's degree in public health or a public health discipline will automatically transfer 36 quarter credits toward their doctorate. For others, transfer of credit requests for the 6000-level courses will be evaluated on an individual basis by the faculty chair, following requirements used for those entering a master's program in public health.

Specializations

Community Health

Curriculum

Degree requirements for students with a bachelor's degree or a non-public-health master's degree (120 total credit hours)
PUBH 6000 Strategies for Success in the Electronic Environment (non-credit)
PUBH 6100 Introduction to Public Health (4 cr.)
PUBH 6105 Social and Behavioral Dimensions of Health (4 cr.)
PUBH 6110 Principles of Biostatistics (4 cr.)
PUBH 6120 Principles of Epidemiology (4 cr.)
PUBH 6130 Health Care Organization, Policy, and Administration (4 cr.)
PUBH 6140 Fundamentals of Environmental Health and Risk Assessment (4 cr.)
PUBH 6420 Principles of Community Health (4 cr.)
PUBH 6430 Social and Behavioral Research Methods (4 cr.)
PUBH 6440 Public Health Ethics (4 cr.)
PUBH 8010 Promoting Population Health (5 cr.)
PUBH 8015 Administration and Leadership of Public Health Programs (5 cr.)

PUBH 8020 Public Health Informatics (5 cr.)
PUBH 8200 Organizing Community Action for
Health (5 cr.)
PUBH 8210 Mass Media and Marketing Campaigns for
Health (5 cr.)
PUBH 8215 Policy Design and Implementation (5 cr.)
PUBH 8220 Health Promotion in Communities of
Diverse Populations (5 cr.)

*M.S. in Public Health degree awarded after completion of the
courses above.*

PUBH 8225 Design and Analysis of Community Trials (5 cr.)
SBSF 8417 Foundation Research Seminar I: Human
Inquiry and Science (4 cr.)
PUBH 8427 Foundation Research Seminar II: Design in
Public Health Research (5 cr.)
PUBH 8437 Foundation Research Seminar III: Data
Analysis in Public Health Research (5 cr.)
PUBH 9000 Dissertation (30 cr.)

**Degree requirements for students with a
master's degree in public health or a related
discipline (84 total credits)**
PUBH 8000 Strategies for Success in the Electronic
Environment (non-credit)
PUBH 8010 Promoting Population Health (5 cr.)
PUBH 8015 Administration and Leadership of Public
Health Programs (5 cr.)
PUBH 8020 Public Health Informatics (5 cr.)
PUBH 8200 Organizing Community Action for Health (5 cr.)
PUBH 8210 Mass Media and Marketing Campaigns for
Health (5 cr.)
PUBH 8215 Policy Design and Implementation (5 cr.)
PUBH 8220 Health Promotion in Communities of
Diverse Populations (5 cr.)
PUBH 8225 Design and Analysis of Community Trials (5 cr.)
SBSF 8417 Foundation Research Seminar I: Human
Inquiry and Science (4 cr.)
PUBH 8427 Foundation Research Seminar II: Design in
Public Health Research (5 cr.)
PUBH 8437 Foundation Research Seminar III: Data
Analysis in Public Health Research (5 cr.)
PUBH 9000 Dissertation (30 cr.)

Ph.D. in Health Services

The Ph.D. Program in Health Services addresses contemporary health and health care needs by preparing scholar-practitioners to apply solutions derived from social and behavioral science research to the real-world challenges practicing health professionals face every day.

Degree Requirements

127–128 credit hours (depending on the specialization)

Orientation courses: SBSF 8001 and SBSF 8002

Professional Development Plan and Program of Study

Minimum 10 quarters enrollment

Core KAMs and the Foundation Research Sequence (56 credits)

Specialized KAMs (42 credits) or course work (41 credits)

Proposal, dissertation, and oral presentation (30 credits)

32 residency units

Specializations

General Program

Community Health

Health Administration

Health and Human Behavior

Health Promotion and Education

Self-Designed

Curriculum

Students seeking the Ph.D. in Health Services complete the Foundation Research Sequence and three KAMs that focus on the social and behavioral science foundations (SBSF) important to all professions. The depth and application components focus on the student's declared (and approved) area of study in health services. Students in the General Program, Community Health, Health and Human Behavior, Health Administration, or Self-Designed specializations must complete three specialized KAMs unique to the Health Services curriculum. Students pursuing the Health Promotion and Education specialization complete a series of online courses in place of the specialization KAMs.

General Program in Health Services

The general program is for students who want to take an interdisciplinary approach to health services study. Students electing this option complete the following curriculum:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Theory and research-based public policy analysis of an important health services issue.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: HLTH 8120 Current Research in Societal Development (5 cr.)
Application: HLTH 8130 Professional Practice and Societal Development (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Critical analysis of major human development theories. A research-based examination of a human development theory with applicability to health services. Theory and research-based design of a health program using health behavior and utilization models that include human development variables.

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: HLTH 8220 Current Research in Human Development (5 cr.)
Application: HLTH 8230 Professional Practice and Human Development (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Critical examination of major systems theories and theorists. Comparative health systems analysis involving different delivery, international, or philosophical systems. Design, implementation, and execution of a health services system evaluation.

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: HLTH 8320 Current Research in Organizational and Social Systems (5 cr.)
Application: HLTH 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Foundation Research Sequence (14 total credit hours)
The first and second courses below are online seminars, requiring students to participate in weekly, Web-based discussions. The third course combines online seminar activities and a 12-hour face-to-face meeting at Walden's Summer Session or at a Continuing-4 residency. Faculty guide discussions, require specific readings and written assignments, and evaluate assignments.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)
HLTH 8427 Foundation Research Seminar II: Design in Health Services Research (5 cr.)
HLTH 8437 Foundation Research Seminar III: Data Analysis in Health Services Research (5 cr.)

Specialized Knowledge Area Module V: Advanced Theory, Methods, and Practice in Health Services (14 total credit hours)
An analysis of issues surrounding contemporary health services within the context of community health, health administration, or health and human behavior. Contemporary concepts and methods of community health and human behavior, strategic management of health services, or alternative health care. Application of selected concepts, methods, and the student's professional role within a specific theoretical and applied context in health services.

Breadth: HLTH 8510 Health Services in the Contemporary Context (5 cr.)
Depth: HLTH 8520 Current Concepts and Methods in Health Services (5 cr.)
Application: HLTH 8530 Integrative Professional Practice in Health Services (4 cr.)

Specialized Knowledge Area Module VI: Contemporary Issues and the Ethical Delivery of Health Services (14 total credit hours)
An analysis of contemporary and future issues in a specific area of health services and their implications as considered from the perspective of various ethical paradigms. Examination of a selected health services issue from the perspective of various ethical decision-making models. Application of theory and research-based ethical models to a health services setting.

Breadth: HLTH 8610 Health Services Delivery and Ethical Implications (5 cr.)
Depth: HLTH 8620 Health Services Delivery and Ethical Decision-Making (5 cr.)
Application: HLTH 8630 Ethical Theories Applied in Health Services (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Health Services (14 total credit hours)
Examination of methods and techniques employed in case studies and applied change in a health services setting. Analysis of current and upcoming social problems in a specific area of health services and their corresponding change interventions and implications. Design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

Breadth: HLTH 8710 Theories of Case Study Research and Applied Change in Health Services (5 cr.)
Depth: HLTH 8720 Relating Change Theories to Practice in Health Services (5 cr.)
Application: HLTH 8730 A Case Study of Applied Change in Health Services (4 cr.)

Dissertation (30 credits)
HLTH 9000 Dissertation

Community Health Specialization

The Ph.D. in Health Services program offers a Community Health Specialization. The Community Health specialization focuses on developing strategies that improve the health of communities and their individual members. Students may concentrate in the areas of community health, environmental and occupational health, school health, or worksite health. Regardless of the concentration, the academic work must incorporate the three core community health functions of assessment, policy, and assurance.

Community health assessment examines the community's capacity to plan for and respond to health threats and initiatives. Assessment functions include data collection and analysis; community coalition building; and analysis of social, technological, economic, ecological, political, and legal variables that impact well being. Research interests include the role community institutions play in promoting wellness.

Community health policy emphasizes policy formulation, development, implementation, and analysis in light of societal values and resources. Specific research topics might include the analysis of policies designed to protect community health (i.e., policies on teen smoking in schools, smoking in the workplace, teenage pregnancy, AIDS, and environmental and workplace protection).

Community health assurance focuses on creating accessible health programs and services. Specific areas of research could focus on barriers to care at the community and population-based level of analysis, the appropriate roles of public versus private providers, and the place of wellness in the spectrum of care. Students who want to pursue a program of study reflecting this specialization must declare the specialization by the end of the second quarter of enrollment. This declaration should be included in the Professional Development Plan and Program of Study. Students pursuing this specialization complete the following curriculum components:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of community health care through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on a community health profession or type/setting of service delivery. Theory and research-based public policy analysis of an important community health issue.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: HLTH 8121 Current Research in Societal Development: Community Health (5 cr.)
Application: HLTH 8131 Professional Practice and Societal Development: Community Health (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)

Critical analysis of major theories of human development. A research-based examination of a human development theory relevant to community health. Theory and research-based design of a community health program, using health behavior and utilization models that include human development variables.

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: HLTH 8221 Current Research in Human Development: Community Health (5 cr.)
Application: HLTH 8231 Professional Practice and Human Development: Community Health (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)

Critical examination of major systems theories and theorists. Comparative analysis of different delivery, international, or philosophical systems pertaining to community health. Design, implementation, and execution of an evaluation of a community health system.

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: HLTH 8321 Current Research in Organizational and Social Systems: Community Health (5 cr.)
Application: HLTH 8331 Professional Practice and Organizational and Social Systems: Community Health (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory, Methods, and Practice in Health Services (14 total credit hours)

An analysis of issues surrounding contemporary community health services. Understanding the contemporary concepts and methods of community health and human behavior. Application of selected concepts, methods, and the student's professional role in the theoretical and applied context of community health.

Breadth: HLTH 8511 Health Services in the Contemporary Context: Community Health (5 cr.)
Depth: HLTH 8521 Current Concepts and Methods in Health Services: Community Health (5 cr.)
Application: HLTH 8531 Integrative Professional Practice in Health Services: Community Health (4 cr.)

Specialized Knowledge Area Module VI: Contemporary Issues and the Ethical Delivery of Health Services (14 total credit hours)

Analysis of contemporary and future key issues in community health and their implications as considered from the perspective of various ethical paradigms. Examination of a selected issue in community health from the perspective of various ethical decision-making models. Application of theory and research-based ethical models to a community health setting.

Breadth: HLTH 8611 Health Services Delivery and Ethical Implications: Community Health (5 cr.)
Depth: HLTH 8621 Health Services Delivery and Ethical Decision-Making: Community Health (5 cr.)
Application: HLTH 8631 Ethical Theories Applied in Health Services: Community Health (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Health Services (14 total credit hours)

Methods and techniques employed in case studies and applied change in the community health setting. Current and upcoming social problems and issues in community health and corresponding change interventions and implications. Design, execution, and evaluation of a case study demonstrating planned change in a community health setting.

Breadth: HLTH 8711 Theories of Case Study Research and Applied Change in Health Services: Community Health (5 cr.)
Depth: HLTH 8721 Relating Change Theories to Practice in Health Services: Community Health (5 cr.)
Application: HLTH 8731 A Case Study of Applied Change in Health Services: Community Health (4 cr.)

Dissertation (30 credits)

HLTH 9000 Dissertation

Health Administration Specialization

In the Health Administration Specialization, students may concentrate either on a specific functional management area, on the management of services/organizations dedicated to one stage in the continuum of care, or on one institutional/industry-specific management area that cuts across different levels of care. This specialization must be studied within the "integrated delivery system" model.

The Functional Management concentration includes the following categories:

- Clinical Resources Management
- Facilities Management
- Financial Management
- Human Resources Management
- Information Management/Health Information
- Marketing Management
- Operations Management
- Public Policy Management

The "Continuum of Care" approach involves focusing on the administration of services and organizations associated with one of the following levels of care:

- Preventive Care
- Intake/Screening
- Diagnosis
- Treatment
- Restorative Care
- Continuing Care
- Evidence-Based Public Health

The Institutional/Industry-Specific approach calls for concentrating on the administration of one of the following organizational types that encompass different levels of care:

- Alternative Delivery Systems
- Consulting Firms
- Consumer Health Advocacy
- Foundations
- Higher Education
- Insurance Providers
- Industry Suppliers
- International Health Agencies
- Managed Care Organizations
- Military/Veterans Health Facilities
- Professional Associations

Students who want to pursue a program of study reflecting this specialization must declare the specialization by the end of the second quarter of enrollment. This declaration should be included in the Professional Development Plan and Program of Study. Students pursuing this specialization complete the following curriculum components:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of health administration through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on the health administration profession or a health services organization or industry. Theory and research-based public policy analysis of an important health services issue.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: HLTH 8123 Current Research in Societal Development: Health Administration (5 cr.)
Application: HLTH 8133 Professional Practice and Societal Development: Health Administration (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Critical analysis of major human development theories. A research-based examination of a human development theory relevant to health administration. Theory and research-based design of a health program using health behavior and utilization models that include human development variables.

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: HLTH 8223 Current Research in Human Development: Health Administration (5 cr.)
Application: HLTH 8233 Professional Practice and Human Development: Health Administration (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Critical examination of major systems theories and theorists. Comparative analysis involving different delivery, international, or philosophical systems pertaining to health services administration. Design, implementation, and execution of an evaluation of a health services system.

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: HLTH 8323 Current Research in Organizational and Social Systems: Health Administration (5 cr.)
Application: HLTH 8333 Professional Practice and Organizational and Social Systems: Health Administration (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory, Methods, and Practice in Health Services (14 total credit hours)

Methods and techniques employed in case studies and applied change in health administration. Analysis of current and future social problems and issues in health services administration and corresponding change interventions and implications. Design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

Breadth: HLTH 8713 Theories of Case Study Research and Applied Change in Health Services: Health Administration (5 cr.)
Depth: HLTH 8723 Relating Change Theories to Practice in Health Services: Health Administration (5 cr.)
Application: HLTH 8733 A Case Study of Applied Change in Health Services: Health Administration (4 cr.)

Specialized Knowledge Area Module VI: Contemporary Issues and the Ethical Delivery of Health Services (14 total credit hours)

HLTH 8613 Health Services Delivery and Ethical Implications: Health Administration (5 cr.)
HLTH 8623 Health Services Delivery and Ethical Decision-Making: Health Administration (5 cr.)
HLTH 8633 Ethical Theories Applied in Health Services: Health Administration (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Health Services (14 total credit hours)

HLTH 8713 Theories of Case Study Research and Applied Change in Health Services: Health Administration (5 cr.)
HLTH 8723 Relating Change Theories to Practice in Health Services: Health Administration (5 cr.)
HLTH 8733 A Case Study of Applied Change in Health Services: Health Administration (4 cr.)

Dissertation (30 credits)
HLTH 9000 Dissertation

Health and Human Behavior Specialization

This specialization focuses on how individuals, groups within organizations, and populations act and react within the context of individual and public health and well being and illness. Various human behavior models are used to examine health services from the healing, organizational, professional, social, or life span perspectives. Students in this specialization are also encouraged to consider views other than the Western biomedical paradigm. In the specialized KAM V depth component, students must demonstrate a command of several health care concepts, such as complementary, holistic, or nontraditional health care. Students may choose to concentrate in one of the following areas:

Health and Healing
• Psychosocial/anthropological aspects and implications of health services
• Spiritual/religious/pastoral dimensions of health care
• Health and organizational behavior
• Consulting in the health care industry
• Evaluation of health programs

Health and Professional Behavior
• Education and training of health professionals

Health and Social Behavior
• Ethics and health services
• Public health policy

Health and the Life Span
• Gerontology
• Quality of life

Students who want to pursue a program of study reflecting this specialization must declare the specialization by the end of the second quarter of enrollment. This declaration should be included in the Professional Development Plan and Program of Study. Students pursuing this specialization complete the following curriculum components:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)

Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of health and human behavior through literary classics from the humanities. Research-based analysis of the present and projected influence/impact of societal forces on the field of health and human behavior. Theory and research-based public policy analysis of an important health and human behavior issue.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: HLTH 8124 Current Research in Societal Development: Health and Human Behavior (5 cr.)
Application: HLTH 8134 Professional Practice and Societal Development: Health and Human Behavior (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)

Critical analysis of major theories of human development. A research-based examination of a human development theory relevant to health and human behavior. Theory and research-based design of a health program using health behavior and utilization models that include human development variables.

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: HLTH 8224 Current Research in Human Development: Health and Human Behavior (5 cr.)
Application: HLTH 8234 Professional Practice and Human Development: Health and Human Behavior (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)

Critical examination of major systems theories and theorists. Comparative analysis of different delivery, international, or philosophical systems pertaining to health and human behavior. Design, implementation, and execution of an evaluation of a health services system.

Breadth: SBSF 8310 Theories of and Social Systems (5 cr.)
Depth: HLTH 8324 Current Research in Organizational and Social Systems: Health and Human Behavior (5 cr.)
Application: HLTH 8334 Professional Practice and Organizational and Social Systems: Health and Human Behavior (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory, Methods, and Practice in Health Services (14 total credit hours)

Issues surrounding contemporary health services within the context of health and human behavior. Understanding of contemporary concepts of various health care models and beliefs. Application of selected concepts, methods, and the student's professional role in the theoretical and applied context of health and human behavior.

Breadth: HLTH 8514 Health Services in the Contemporary Context: Health and Human Behavior (5 cr.)
Depth: HLTH 8524 Current Concepts and Methods in Health Services: Health and Human Behavior (5 cr.)
Application: HLTH 8534 Integrative Professional Practice in Health Services: Health and Human Behavior (4 cr.)

Specialized Knowledge Area Module VI: Contemporary Issues and the Ethical Delivery of Health Services (14 total credit hours)

Analysis of contemporary and future issues in the field of health and human behavior and their implications as viewed from the perspective of various ethical paradigms. Examination of a selected issue in health and human behavior from the perspective of various ethical decision-making models. Application of theory and research-based ethical models to the area of health and human behavior.

Breadth: HLTH 8614 Health Services Delivery and Ethical Implications: Health and Human Behavior (5 cr.)
Depth: HLTH 8624 Health Services Delivery and Ethical Decision-Making: Health and Human Behavior (5 cr.)
Application: HLTH 8634 Ethical Theories Applied in Health Services: Health and Human Behavior (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Health Services (14 total credit hours)

Methods and techniques employed in case studies and applied change in the area of health and human behavior. Analysis of current and upcoming social problems and issues in health and human behavior and corresponding change interventions and implications. Design, execution, and evaluation of a case study demonstrating the process of planned change related to health and human behavior.

Breadth: HLTH 8714 Theories of Case Study Research and Applied Change in Health Services: Health and Human Behavior (5 cr.)
Depth: HLTH 8724 Relating Change Theories to Practice in Health Services: Health and Human Behavior (5 cr.)
Application: HLTH 8734 A Case Study of Applied Change in Health Services: Health and Human Behavior (4 cr.)

Dissertation (30 credits)
HLTH 9000 Dissertation

Health Promotion and Education Specialization

The Health Promotion and Education Specialization prepares students to provide leadership in the planning and administration of health promotion and education programs, and leadership in conducting evaluative research on the effectiveness of those programs. This mixed-model specialization combines KAM-based learning and online courses. Both approaches together provide a comprehensive range of health promotion competencies.

Internal Transfer Requirements
The following criteria must be met for current students to transfer into the Health Promotion and Education specialization from another Health Services specialization:

- Students must submit a revised Professional Development Plan showing how their experience (professional work, volunteer, and academic) has prepared them to undertake the Health Promotion and Education specialization, and how enrollment in the specialization would better serve their professional goals than the specialization in which they are currently enrolled.
- If applicable, students may submit a request for transfer of credit for the public health behavioral science foundation courses, including supporting documentation. Courses will be verified with the official transcript on file. Credits must fulfill the university policy for transfer of credit.

Requirements if accepted for transfer into the Health Promotion and Education specialization from another specialization:

- Submit a revised Program of Study
- Fulfill all requirements for the specialization, including the public health behavioral sciences foundation courses (if no equivalent transfer credits were awarded)

Students pursuing the Health Promotion and Education specialization complete the following curriculum components:

Public Health Behavioral Science Foundation Courses (16 credits)
These four courses are part of the M.S. in Public Health curriculum and provide a foundation for the advanced specialized courses in health promotion and education. All four of these courses must be successfully completed before a student may enroll in the advanced specialization courses. Application may be made for up to 16 transfer credits from equivalent graduate-level courses.

PUBH 6105 Social and Behavioral Dimensions of Health (4 cr.)
PUBH 6200 Advanced Theories of Health and Health Behavior (4 cr.)

PUBH 6450 Design and Evaluation of Community Health Promotion and
Risk Prevention Programs (4 cr.)
PUBH 6460 Health Education and Community Advocacy (4 cr.)

Core Knowledge Area Modules I, II, III (42 credit hours)
Core Knowledge Area Modules I, II, and III must be completed before a student may enroll in the advanced specialization courses. Students may choose to complete either one core KAM or at least 14 credits of course work in the first 12 months of enrollment, in addition to SBSF 8417. At least one KAM must be completed within 18 months of enrollment.

Core Knowledge Area Module I: Principles of Societal Development (14 credit hours)
Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of health promotion and education through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on the health promotion and education profession or type/setting of service delivery. Theory and research-based public policy analysis of an important health promotion and education issue.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: HLTH 8125 Current Research in Societal Development: Health Promotion and Education (5 cr.)
Application: HLTH 8135 Professional Practice and Societal Development: Health Promotion and Education (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Critical analysis of major theories of human development. A research-based examination of a human development theory relevant to health promotion and education. Theory and research-based design of a health promotion and education program using health behavior and utilization models that include human development variables.

Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: HLTH 8225 Current Research in Human Development: Health Promotion and Education (5 cr.)
Application: HLTH 8235 Professional Practice and Human Development: Health Promotion and Education (4 cr.)

Core Knowledge Area Module III:
Principles of Organizational and Social Systems
(14 total credit hours)
Critical examination of major systems theories and theorists. Comparative analysis of different delivery, international, or philosophical systems pertaining to health promotion and education. Design, implementation, and execution of an evaluation of a health promotion and education system.

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: HLTH 8325 Current Research in Organizational and Social Systems: Health Promotion and Education (5 cr.)
Application: HLTH 8335 Professional Practice and Organizational and Social Systems: Health Promotion and Education (4 cr.)

Foundation Research Sequence (14 credit hours)
Application may be made for transfer of up to 14 credits from equivalent graduate-level courses. All three courses must be completed prior to enrolling in HLTH 8808.

Advanced Specialization Courses (25 credits)
Students must have completed KAMs I, II, and III and all public health behavioral science foundation courses prior to enrolling in these advanced specialization courses. Transfer of credit is not applicable to the advanced specialization courses.

HLTH 8804 Organizing Community Action for Health (5 cr.)
HLTH 8805 Mass Media and Marketing Campaigns for Health (5 cr.)
HLTH 8806 Policy Design and Implementation (5 cr.)
HLTH 8807 Health Promotion in Communities of Diverse Populations (5 cr.)
HLTH 8808 Design and Analysis of Community T rials* (5 cr.)

*The Foundation Research Sequence must be completed prior to enrollment.

Dissertation (30 credit hours)
HLTH 9000 Dissertation

Self-Designed Specialization

The focus of the Self-Designed specialization must be in an area in which the student has at least three years of professional experience (work-related, volunteer, academic degree). A self-designed specialization must fit within the existing KAM curriculum structure of the General Program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director. Students in the Self-Designed specialization should complete the Program of Study using the General Program 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 own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

Declaring a Self-Designed Specialization
Students who want to pursue a program of study reflecting a self-designed specialization must declare the specialization by the end of the second quarter of enrollment. A self-designed specialization must fit within the existing range of expertise of the Health Services faculty and the KAM curriculum structure of the general program. This declaration should be included in the Professional Development Plan and Program of Study. These documents must clearly reflect how the student intends to integrate the Self-Designed specialization into the depth and application sections of all KAMs, as well as the dissertation. Additionally, the breadth component of the specialized KAMs must also support the specialization. The dissertation must also reflect the specialization.

Health Services students must attach two copies of the Program of Study form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the university Web site.

Completing a Self-Designed Specialization
To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan and Program of Study form, demonstrating doctoral-level competency in all academic work in the specialization area. Health Services students pursuing a self-designed specialization must attach a copy of the approved Professional Development Plan and Program of Study to all Learning Agreements, KAMs, the proposal, and the dissertation. Academic work that does not adequately support the declared specialization will be returned to the student for revision.

Ph.D. in Human Services

Human Services 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 professionals with action-oriented research skills and context-sensitive knowledge for application within unique practice environments.

Degree Requirements

128 credit hours

Orientation courses: SBSF 8001 and SBSF 8002

Professional Development Plan and Program of Study

Minimum 10 quarters enrollment

Core KAMs and the Foundation Research Sequence (56 credits)

Specialized KAMs (42 credits)

Proposal, dissertation, and oral presentation (30 credits)

32 residency units

Specializations

General Program

Clinical Social Work

Counseling

Criminal Justice

Family Studies and Intervention Strategies

Human Services Administration

Social Policy Analysis and Planning

Self-Designed Specialization

Curriculum

Students seeking the Ph.D. in Human Services complete the Foundation Research Sequence and three KAMs that focus on the social and behavioral science foundations (SBSF) important to all professions. In addition, students complete three specialized KAMs unique to the Human Services curriculum. Students choosing a specialization complete specialized KAMs appropriate to their specific area of study.

General Program in Human Services

The Ph.D. in Human Services program offers an inter-disciplinary approach to the study of human services. Students choosing the General Program complete the following core and specialized curriculum requirements:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)

Perspectives in the social and behavioral sciences and how they influence human values and lifestyles, communication, social networks, and forecasting alternative futures. Students begin to integrate theoretical constructs into practical applications for individual interest areas.

Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: SBSF 8120 Current Research in Societal Development (5 cr.)
Application: SBSF 8130 Professional Practice and Societal Development (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)

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 (5 cr.)
Depth: SBSF 8220 Current Research in Human Development (5 cr.)
Application: SBSF 8230 Professional Practice and Human Development (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)

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 studied are theories that impact micro and macro levels of social, political, and economic systems.

Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: SBSF 8320 Current Research in Organizational and Social Systems (5 cr.)
Application: SBSF 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Foundation Research Sequence (14 total credit hours)

The first and second courses are online seminars, requiring students to participate in weekly, Web-based discussions. The third course combines online activities and a 12-hour face-to-face meeting at Walden's Summer Session or at a Continuing-4 residency. Faculty members guide discussions, require specific readings and written assignments, and evaluate assignments.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)
HUMN 8427 Foundation Research Seminar II: Design in Human Services Research (5 cr.)
HUMN 8437 Foundation Research Seminar III: Data Analysis in Human Services Research (5 cr.)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services (14 total credit hours)

Breadth: HUMN 8510 Theories and Models of Human Behavior for Professional Practice (5 cr.)
Depth: HUMN 8520 Contextual Evaluation of Contemporary Theories and Models in Human Services (5 cr.)
Application: HUMN 8530 Integrating Theory and Practice in Human Services (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)

Breadth: HUMN 8610 Advanced Theories of Intervention in Human Services (5 cr.)
Depth: HUMN 8620 Human Services Delivery Systems and Ethical Considerations (5 cr.)
Application: HUMN 8630 Integrating Intervention Strategies and Ethical Practice (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)

Breadth: HUMN 8710 Theories of Case Study Research and Applied Change in Human Services (5 cr.)
Depth: HUMN 8720 Relating Case Studies to Applied Change in Human Services (5 cr.)
Application: HUMN 8730 A Case Study of Applied Change in Human Services (4 cr.)

Dissertation (30 credit hours)

HUMN 9000 Dissertation

Clinical Social Work Specialization

This specialization focuses students' study of the use, understanding, and development of models and theoretical frameworks for clinical practice with vulnerable and disadvantaged populations. It prepares clinical scholars who are well grounded in the qualitative and quantitative methods of inquiry and highly skilled in a variety of intervention modalities. Graduates are prepared to become leaders in direct practice; enter university-level teaching or clinical research positions; or enter advanced positions in clinical administration, supervision, and consultation.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in clinical social work, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services
(14 total credit hours)
Breadth: HUMN 8517 Theories and Models of Human Behavior for Professional Practice: Clinical Social Work (5 cr.)
Depth: HUMN 8527 Contextual Evaluation of Contemporary Theories and Models in Human Services: Clinical Social Work (5 cr.)
Application: HUMN 8537 Integrating Theory and Practice in Human Services: Clinical Social Work (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8617 Advanced Theories of Intervention in Human Services: Clinical Social Work (5 cr.)
Depth: HUMN 8627 Human Services Delivery Systems and Ethical Considerations: Clinical Social Work (5 cr.)
Application: HUMN 8637 Integrating Intervention Strategies and Ethical Practice: Clinical Social Work (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8717 Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work (5 cr.)
Depth: HUMN 8727 Relating Case Studies to Applied Change in Human Services: Clinical Social Work (5 cr.)
Application: HUMN 8737 A Case Study of Applied Change in Human Services: Clinical Social Work (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Counseling Specialization

The curricular focus of this specialization is grounded in systems theory and intervention strategies. It focuses on healthy life adjustment; biopsychosocial stress; human diversity; and a synthesis of social, behavioral, and developmental approaches to human growth. The specialization's learning philosophy emphasizes developmental theories and the broad application of these theories to research and practice in the preventive, therapeutic, and consultative realms of helping. Promoting positive, health-oriented growth with emphasis on helping others achieve greater psychological, social, academic, vocational, and ethical development is stressed.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in counseling, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services
(14 total credit hours)
Breadth: HUMN 8515 Theories and Models of Human Behavior for Professional Practice: Counseling (5 cr.)
Depth: HUMN 8525 Contextual Evaluation of Contemporary Theories and Models in Human Services: Counseling (5 cr.)
Application: HUMN 8535 Integrating Theory and Practice in Human Services: Counseling (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8615 Advanced Theories of Intervention in Human Services: Counseling (5 cr.)
Depth: HUMN 8625 Human Services Delivery Systems and Ethical Considerations: Counseling (5 cr.)
Application: HUMN 8635 Integrating Intervention Strategies and Ethical Practice: Counseling (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8715 Theories of Case Study Research and Applied Change in Human Services: Counseling (5 cr.)
Depth: HUMN 8725 Relating Case Studies to Applied Change in Human Services: Counseling (5 cr.)
Application: HUMN 8735 A Case Study of Applied Change in Human Services:
Counseling (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Criminal Justice Specialization

This interdisciplinary specialization examines criminal behavior and society's response to it. Students explore crime as a social phenomenon, criminological theory, the nature of crime, the criminal justice system and its administration, the factors that lead people to commit crimes, and planned change in the criminal justice system.

The Criminal Justice specialization prepares and trains professionals to address current issues related to public safety, juvenile delinquency, the courts, and prisons. Students explore solutions for the control and elimination of criminal behavior. Students study demographic shifts, economic disparity among racial and ethnic groups, urban decay, and the role of substance abuse in criminal behavior.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in criminal justice, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services
(14 total credit hours)
Breadth: HUMN 8512 Theories and Models of Human Behavior for Professional Practice: Criminal Justice (5 cr.)
Depth: HUMN 8522 Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice (5 cr.)
Application: HUMN 8532 Integrating Theory and Practice in Human Services: Criminal Justice (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8612 Advanced Theories of Intervention in Human Services: Criminal Justice (5 cr.)
Depth: HUMN 8622 Human Services Delivery Systems and Ethical Considerations: Criminal Justice (5 cr.)
Application: HUMN 8632 Integrating Intervention Strategies and Ethical Practice: Criminal Justice (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8712 Theories of Case Study Research and Applied Change in Human Services: Criminal Justice (5 cr.)
Depth: HUMN 8722 Relating Case Studies to Applied Change in Human Services: Criminal Justice (5 cr.)
Application: HUMN 8732 A Case Study of Applied Change in Human Services: Criminal Justice (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Family Studies and Intervention Strategies Specialization

This specialization provides students with an understanding of the utilization of advanced clinical theory and research methodology within a unique client-centered ecological context. Students explore a broad spectrum of theoretical and clinical approaches to intervention: brief and solution-focused, structural, object relations, cognitive-behavioral, strategic, intergenerational, narrative, and social constructionism. Emphasis is also placed on feminist, minority, and gay-lesbian-bisexual-transgender issues. Students are strongly encouraged to develop their own integration of these therapeutic modalities and special treatment considerations.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in family studies and intervention strategies, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services
(14 total credit hours)
Breadth: HUMN 8518 Theories and Models of Human Behavior for Professional Practice (5 cr.)
Depth: HUMN 8528 Contextual Evaluation of Contemporary Theories and Models in Human Services: Family Studies and Intervention Strategies (5 cr.)
Application: HUMN 8538 Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8618 Advanced Theories of Intervention in Human Services (5 cr.)
Depth: HUMN 8628 Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies (5 cr.)
Application: HUMN 8638 Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8718 Theories of Case Study Research and Applied Change in Human Services (5 cr.)
Depth: HUMN 8728 Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies (5 cr.)
Application: HUMN 8738 A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Human Services Administration Specialization

Individuals in this specialization study theoretical foundations of organizational behavior and the practice of management and planning with special attention to their sociopolitical, technical, and interpersonal dimensions. Topics for inquiry include program development and implementation, leadership, creating and sustaining inter-organizational and community relations, and staff development and training. Students explore internal and systemic efforts organizations can make to improve the well-being of individuals and groups to promote social justice and enhance social welfare.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in human services administration, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services
(14 total credit hours)
Breadth: HUMN 8514 Theories and Models of Human Behavior for Professional Practice: Human Services Administration (5 cr.)
Depth: HUMN 8524 Contextual Evaluation of Contemporary Theories and Models in Human Services: Human Services Administration (5 cr.)
Application: HUMN 8534 Integrating Theory and Practice in Human Services: Human Services Administration (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8614 Advanced Theories of Intervention in Human Services: Human Services Administration (5 cr.)
Depth: HUMN 8624 Human Services Delivery Systems and Ethical Considerations: Human Services Administration (5 cr.)
Application: HUMN 8634 Integrating Intervention Strategies and Ethical Practice: Human Services Administration (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8714 Theories of Case Study Research and Applied Change in Human Services: Human Services Administration (5 cr.)
Depth: HUMN 8724 Relating Case Studies to Applied Change in Human Services: Human Services Administration (5 cr.)
Application: HUMN 8734 A Case Study of Applied Change in Human Services: Human Services Administration (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Social Policy Analysis and Planning Specialization

This specialization focuses students' studies on the analysis of social policy with an emphasis on social welfare and planning, and concerns the use, development, and protection of human and societal resources within multicontextual frameworks. Study includes historic, social, physical, political, cultural, economic, ecological, legal, key actors, spatial, technological, national, and institutional frameworks. Analysts, planners, and development managers in this field seek the best use of these resources in the overall interest of society and study how communities organize and direct their relationship with the world around them. While covering an array of environments (urban, rural, community, regional, and national), the international focus on sustainable development is an integral part of this specialization.

Prior to their admission to this specialization, students must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake specialized study in social policy analysis and planning, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization.

Core KAMs I, II, III and Foundation Research Sequence (56 credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Advanced Theory and Practice in Human Services (14 total credit hours)
Breadth: HUMN 8516 Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning (5 cr.)
Depth: HUMN 8526 Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning (5 cr.)
Application: HUMN 8536 Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning (4 cr.)

Specialized Knowledge Area Module VI: Intervention Strategies in Human Services (14 total credit hours)
Breadth: HUMN 8616 Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning (5 cr.)
Depth: HUMN 8626 Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning (5 cr.)
Application: HUMN 8636 Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Human Services (14 total credit hours)
Breadth: HUMN 8716 Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)
Depth: HUMN 8726 Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning (5 cr.)
Application: HUMN 8736 A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning (4 cr.)

Dissertation (30 credit hours)
HUMN 9000 Dissertation

Self-Designed Specialization

Students in the Ph.D. in Human Services program have the option to self-design a specialization. A self-designed specialization must fit within the existing range of expertise of the Human Services faculty and the KAM curriculum structure of the General Program. A self-designed specialization must be developed in consultation with program faculty and approved by the faculty chair.

Declaring and Completing a Self-Designed Specialization

Students in the Self-Designed specialization should complete the Program of Study using the General Program 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 own unique self-designed specialization. In the specialized or advanced KAMs, the titles of the breadth component must also reflect the unique self-designed specialization. Students selecting this specialization must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program Web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the faculty chair. The faculty chair reviews the form, ensures that the student is appropriately prepared to undertake a self-designed specialization, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the faculty chair, students may proceed with the specialized KAMs, integrating content appropriate to the Self-Designed specialization into the breadth, depth, and application sections. The dissertation must also reflect the specialization. Academic work that does not adequately support the Self-Designed specialization will be returned to the student for revision. Human services students pursuing a self-designed specialization must attach a copy of the approved Intent to Declare a Specialization in Human Services form to all Learning Agreements, KAMs, the proposal, and the dissertation.

Course Descriptions

Master of Public Health and M.S. in Public Health Courses

PUBH 5998 Continuing Registration (non-credit)
Faculty chair permission required.

PUBH 5999 Continuing Project/Thesis (non-credit)
Faculty chair permission required.

PUBH 6000 Strategies for Success in the Electronic Environment (non-credit)
This non-credit course provides students with an introduction to the technology used in the public health program. It also familiarizes students with the transfer of credit procedure; Program of Study form; online registration process for courses; and provides a general orientation to the university's academic support services and the public health program.

PUBH 6100 Introduction to Public Health (4 cr.)
This overview of the history, content, scope, and processes of public health in the United States traces the history of public health over the past 150 years as it relates to current and future health needs. Underlying factors that make an impact upon developing and implementing health promotion measures such as political, economic, religious, and moral values are identified. The content areas of public health, including epidemiology, statistics, biomedical sciences, environmental and safety sciences, social and behavioral sciences, and health administration are explored. The scope of public health, including theories and terminology, is identified. The process of public health, including education and public policy, epidemiological studies and biomedical surveillance, the delineation of roles and function of governmental bodies through political and legal procedures, are briefly explored.

PUBH 6105 Social and Behavioral Dimensions of Health (4 cr.)
A view of the major social variables that affect population health: poverty, social class, gender, sexual orientation, race, family, community, work, behavioral risks, and coping resources. Students also examine the health consequences of social and economic policies, and the potential role of specific social interventions. Major attention is given to the theoretical and conceptual frameworks from sociology, psychology, and anthropology in their application to public health problems. Reviews of empirical and theoretical literature on mechanisms and processes that mediate between social factors and their health effects, and discusses alternative models for advancing public health.

PUBH 6110 Principles of Biostatistics (4 cr.)
This course provides lectures, discussion, and applied exercises designed to acquaint the student with the basic concepts of biostatistics and their applications and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, tests of significance, association, linear and logistic regression, and life tables.

PUBH 6120 Principles of Epidemiology (4 cr.)
Principles of epidemiology are introduced in the context of critically interpreting studies of health in human populations. Basic concepts addressing the design, implementation, analysis, and interpretation of epidemiological studies are covered, including observational and experimental methods, study group selection, exposure to an outcome measurement, and interpretation of associations. Incidence and prevalence of disease are studied within the sociocultural context of populations and their diverse environments. (Prerequisite: PUBH 6110.)

PUBH 6130 Health Care Organization, Policy, and Administration (4 cr.)
This course is intended to introduce students to health policy-making and the structure and administration of health care organizations, including the legal bases for public health practice. Students examine concepts from public policy, economics, organizational behavior, and political science. Students also survey the current issues in national and international health policy and the present organization and delivery of national and international health care systems.

PUBH 6140 Fundamentals of Environmental Health and Risk Assessment (4 cr.)

A study of the major human activities and natural events that lead to the release of hazardous materials into the environment as well as the causal links between chemical, physical, and biological hazards in the environment and their impact on human health. The basic principles of toxicology are presented, including dose-response relationships, absorption, distribution, metabolism, and excretion of chemicals. The overall role of environmental risks in the pattern of human disease, both nationally and internationally, is covered. The engineering and policy strategies, including risk assessment used to evaluate and control these risks, are also introduced.

PUBH 6200 Advanced Theories of Health and Health Behavior (4 cr.)

This multidisciplinary conceptual grounding in theoretical approaches to health and health behavior emphasizes the use of psychosocial theories in health-related practice, policy-making, and research. Ecological and biopsychosocial models designed to integrate these theoretical perspectives are also addressed. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6210 High-Risk Health Behaviors: Strategies for Reduction, Prevention, and Amelioration (4 cr.)

Students study behaviors that increase an individual's risk of morbidity and mortality. The course focuses on the epidemiology of smoking, alcohol abuse, drug abuse, poor nutrition, interpersonal violence, accidental injury, and unsafe sex. Emphasis is also placed on psychosocial and environmental factors that support these behaviors, as well as individual and community strategies for reduction and prevention. This course draws on content from the courses in epidemiology and social and behavioral dimensions of health. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6220 Ethnic and Cultural Diversity in Health Behavior (4 cr.)

With a focus on ethnic and cultural diversity in health behavior as a basis for public health programs, this course also considers ethnic-minority groups and cultural groups in non-Western societies. Health status and behavior, examined in the context of relevant social and anthropological theory (social class, gender-sexual orientation, acculturation, political economy), are explicated. The influence of sociocultural background on concepts of health, illness, and health-seeking behavior, and implications for planning public health programs and policies are discussed. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6230 Biopsychosocial Aspects of Aging (4 cr.)

This course introduces students to a range of social, psychological, and ethical issues related to human aging. It examines the role public health should play in addressing the consequences of population aging, and how an understanding of social and psychological factors can inform that role. Topics for consideration include institutionalized perceptions of aging and the elderly, productivity and vitality in late life, successful versus usual patterns of aging, psychosocial intervention, and how social and psychological factors, such as social networks and resiliency, impact the health and functioning of the elderly. National and international policy issues (e.g., long-term care, home care, and forced retirement) are addressed. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6240 Sociocultural Perspectives on International Health (4 cr.)

A review of the relevance of sociocultural factors and an elaboration of the contributions of medical anthropology, its concepts and methods, to international public health. A sociocultural conceptual framework for the analysis of community health is demonstrated. Topics include health-seeking behavior, professional and public health education, and the anthropological approaches to challenges of specific health risks, complementing traditional epidemiological and biological approaches. A wide range of international case studies is utilized for instruction. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6250 U.S. and International Health Care Systems (4 cr.)

This course examines the new organizations, structures, and relationships that are developing as national and international health care systems reform themselves. Detailed analysis of health system delivery entities and their purposes, advantages, and disadvantages is presented. The influence of corporate and governmental agencies on the delivery and financing of health services is a primary topic of study. There is a strong emphasis on the legal issues confronting health care institutions (antitrust, fraud and abuse, and taxation). Students examine the market, fiscal, and public policy forces on national and international health systems and investigate the opportunities and challenges facing the management of community-based health care organizations. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6400 Principles of Maternal, Child, and Adolescent Health (4 cr.)

Students learn an integrated approach to issues, programs, and policies in the field of maternal, child, and adolescent health. The following concepts are explored and addressed in depth: 1) the foundations of maternal, child, and adolescent health (MCAH), including an overview of the field, history, and foundation of MCAH practice and programs; 2) MCAH data sources, uses of data, and related issues; and 3) research, policies, and practice in MCAH. The major health problems facing women, children, and adolescents are explored, including effective community-based interventions. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6410 Principles of Occupational Health (4 cr.)

A survey of current issues in occupational health: the scope of hazards faced by workers; an overview of social, legal, and political forces that impact occupational safety and health; community health education programs designed to prevent occupational illness and injury; and practical skills for planning and implementing effective occupational health programs. Work site intervention studies are reviewed, including school settings. Violence at the work site is also addressed. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6420 Principles of Community Health (4 cr.)

An overview of issues and challenges associated with development and assessment of innovative public health interventions in community settings. Topics include multi-disciplinary and multicultural participation, developing health priorities in community settings, and the role of partnerships in program development. Instruction focuses on overcoming obstacles to implementation of broad-based, community-directed, public health interventions. Implications for health policy and political action are discussed. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6430 Social and Behavioral Research Methods (4 cr.)

This course provides a broad overview of social and behavioral research methodology, including experimental, quasi-experimental and qualitative research designs; measurement, sampling, and data collection; and testing theories and developing grounded theory. Through the use of case studies, methodological readings, discussion, and written assignments, students learn to design social and behavioral research, including program evaluation. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6440 Public Health Ethics (4 cr.)

Students focus on the analysis of on-going ethical and professional issues in public health research and practice (e.g., informed consent, privacy and confidentiality, dignity and rights of participants, deception, coercion, risks to vulnerable populations, research fraud, and misuse of ideas) against the background of actual dilemmas and experiences of public health professionals. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6450 Design and Evaluation of Community Health Promotion and Risk Prevention Programs (4 cr.)

This course presents the study of concepts, methods, rationale, and uses of design theory and evaluation research as they apply to the design and evaluation of public health education and promotion programs. Special attention is paid to the following types of evaluations: an evaluation audit, a critical review and re-analysis, a research synthesis, and a meta-analysis. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6460 Health Education and Community Advocacy (4 cr.)

Selected social and behavioral change theories and the translation of those theories into specific health education policies and interventions are studied. Readings and discussions center on the development of theory-based strategies with an emphasis on issues of control, participation, efficacy, and empowerment. Principles of citizen participation and empowerment are highlighted. Effectiveness of coalition and partnership models, including media advocacy and marketing strategies, are reviewed. Case examples of health programs designed to address community health issues and social inequalities add to the analysis process. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6470 Sociobehavioral Epidemiology (4 cr.)

This course presents a critical review and discussion of biological, social, and psychological factors that impact the distribution of disease in the United States and in selected international populations. The course will especially focus on those risk factors that have been studied most extensively in the transmission of communicable and infectious diseases. Special emphasis will be given to the explication of methodological and research design issues and problems in definition and assessment. Detailed attention will also be paid to the biological and environmental pathways that link psychosocial factors and human biological functions. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6610 Thesis in Community Health (6 cr.)
This course engages students in the development of a research proposal and a thesis that represents a summary expression of the knowledge they have achieved and integrated from their previous learning experiences in the program. It requires students to focus on an area of interest in community health; define a problem; review the literature on this subject, including appropriate theoretical and conceptual frameworks; detail the methodology for data collection and analysis; collect the data; indicate the findings; and discuss implications and potential solutions for future public health practice or research. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140, 6430.)

PUBH 6615 Research Project in Community Health (6 cr.)
Students pursue an in-depth exploration of a topic of interest in community health. They develop a proposal and normally explore their selected area of interest through library research. Skills gained in locating and using diverse information technology resources from their previous learning experiences in the program are critical to achieving success in this course. The paradigms, theories, concepts, and methods of inquiry and professional practice examined by students must be logically and critically presented in a comprehensive paper. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140, 6430.)

PUBH 6620 Field Practicum in Community Health (5 cr.)
This course provides an opportunity for a student-arranged practicum in a community health setting that complements their academic and professional goals. The course includes both site-based and online learning experiences. Supervision by an on-site training preceptor is a critical component of this experience. Students communicate as a class at least twice a week in the Blackboard instructional environment. Evaluation is provided by the on-site supervisor and course instructor. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6630 Directed Readings in Community Health (1–4 cr.)
Students design an individualized Learning Agreement to investigate a topic of interest in community health, under the direction of a faculty member. The content of the agreement should address the examination of theoretical, research, and professional practice literature. This course may be selected only once during a student's program of study. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

PUBH 6920 Health Services Financial Management (4 cr.)
This is a foundational course in the financial management of the health care service industry. Students will learn the functional role of the health care finance manager and the basic tools of health care financial decision-making, including financial reporting statements, analyzing financial 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. The course will emphasize application and case study use. (Prerequisites: PUBH 6000, 6100, 6105, 6110, 6120, 6130, 6140.)

Courses for all Ph.D. Programs

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)
Philosophy of science and social science. Construction, use, and verification of concepts, models, theories. Introduction to qualitative and quantitative frameworks for inquiry. Ethical, social, and political aspects of knowledge production. (Offered every quarter. Completion within first three quarters of enrollment is required.)

Ph.D. in Health Services and Ph.D. in Human Services Courses

SBSF 8001 Strategies for Success in a Walden University Doctoral Program: An Academic Orientation (non-credit)
This course provides an orientation to the university and selected doctoral programs. Students are required to take it immediately upon enrollment, and must successfully complete the course before proceeding with SBSF 8002 or their KAM work. Students will gain familiarity with the policies and procedures of the university and their respective schools. Upon completion of this course, students will have written their Professional Development Plan, including the accompanying Plan of Study and Program of Study form, and be prepared to effectively use library and writing resources, email, list-servs, a Web browser, and the Internet.

SBSF 8002 Writing a Quality Knowledge Area Module (non-credit)

This course is designed to introduce students to the meaning and purpose of KAMs (Knowledge Area Modules), guide them through the development stage of their first KAM preparation, extend and focus their library skills, and broaden their understanding of doctoral-level writing by examining and practicing the key principles in writing KAM demonstrations.

Ph.D. in Public Health Courses

PUBH 8000 Strategies for Success in the Electronic Environment (non-credit)

This non-credit course provides students with an introduction to the technology used in the electronic learning environment, including online courses, electronic communication, and the university's Web site. The course familiarizes students with the degree requirements, university policies, procedures, and learning resources, and introduces them to scholarly research, writing, and critical-thinking skills necessary for successful completion of the degree requirements. The course carries no credit and may be taken concurrently with one to two other courses.

PUBH 8010 Promoting Population Health (5 cr.)

This course provides the social foundations for public health and focuses on leadership and research skills for effectively organizing and conducting population-based disease prevention and health promotion programs. Topics include the social history of public health; social 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 working with diverse populations and populations with disproportionate disease burdens.

PUBH 8015 Administration and Leadership of Public Health Programs (5 cr.)

This course focuses on the administration of population-based health programs and on leadership skills to work effectively with diverse workforces and communities under varying political and economic conditions. Topics include managing a diverse workforce, organizational dynamics, team building, mediation, inter-organizational collaboration, systems thinking and planning, working within political structure, responding to political and economic forces, communicating public health issues, budgeting, funding proposal development, and grants management.

PUBH 8020 Public Health Informatics (5 cr.)

This course focuses on the leadership theory and skills needed by high-level administrators and researchers in public health agencies and organizations to provide leadership in the application of information technology to the essential functions of public health, especially its use in decision-making. Specifically, the course provides an overview of: 1) database design, data storage, architecture and computer networking for integration of database systems, 2) data analysis using both medical and financial records across disparate public health settings for disease surveillance, 3) standards for the collection, recording, and transmission of data, 4) privacy, confidentiality, security, and ethics of using personal information in public health, 5) use of geographic information systems (GIS) for mapping disease and risk factors, and 6) methods for the evaluation of public health information systems. Public health information systems already in use, such as CDC Wonder, the National Electronic Disease Surveillance System (NEDSS), the Behavioral Risk Factor Surveillance System (BRFSS), and The DataWeb will be examined.

PUBH 8200 Organizing Community Action for Health (5 cr.)

Leadership in the effective organization of communities, interagency collaborative efforts and work sites for collective action to bring about change in conditions and factors that influence population health and risk factors at the community, work site, local, state, national, and international level.

PUBH 8210 Mass Media and Marketing Campaigns for Health (5 cr.)

Leadership in the persuasive use of mass communications media and targeted marketing strategies to promote health, reduce risk factors and influence community leadership to support healthful conditions. Emphasis on designing mass media campaigns, targeting markets, and working with and responding to new media, including broadcast, print, World Wide Web, and other electronic communication media.

PUBH 8215 Policy Design and Implementation (5 cr.)

Leadership in reviewing and applying scientific data in the formulation of policy recommendations, drafting legislation and ordinances to promote equitable distribution of health resources, healthful living conditions and products to reduce risk factors. Leadership strategies for effective lobbying of decision-makers and community leaders.

PUBH 8220 Health Promotion in Communities of Diverse Populations (5 cr.)

Leadership in planning and organizing health promotion programs for underserved, economically disadvantaged, and underrepresented, diverse populations, including racial and ethnic groups, women, gays and lesbians, people with disabilities, children, and older adults. Designing programs to promote health that consider the social, economic, and medical conditions influencing the health status of diverse populations.

PUBH 8225 Design and Analysis of Community Trials (5 cr.)

Conducting randomized controlled experiments of health promotion and education programs and disease-prevention interventions with communities as units of analysis, including neighborhoods, schools, and geopolitical communities. In-depth study of techniques for randomization, multi-center coordination, data management, team building, statistical analysis, models for community assessment (e.g., APEX or PATCH), publication and ethics.

PUBH 8427 Foundation Research Seminar II: Design in Public Health Research (5 cr.)

Theory and hypothesis testing; variable definition and measurement; correlational, survey, experimental, quasi-experimental, nonexperimental, factorial, and single-subject designs. Language, logic, and execution of qualitative designs (inductive and quasi-deductive). Interfacing qualitative and quantitative designs. (Offered fall and spring quarters. Prerequisite: SBSF 8417.)

PUBH 8437 Foundation Research Seminar III: Data Analysis in Public Health Research (5 cr.)

Descriptive statistics; statistical inference; quantitative techniques, including analysis of variance and covariance, multiple linear regression and nonparametric techniques. Software for data analysis. Qualitative data reduction, data displays, and conclusion drawing/verification. Data management techniques. Interfacing qualitative and quantitative data for analysis. (Offered winter and summer quarters. Attendance at a designated Walden residency required. Prerequisites: SBSF 8417, PUBH 8427.)

Other, Non-Credit Ph.D. in Public Health Courses

PUBH 0000 Continuous Enrollment (non-credit)

Students who do not register for a course in any given term will be required to register for PUBH 0000 (Continuing Registration) during that quarter. To help ensure your success in the program, the permission of your faculty chair is required for registration. A fee is charged for this course.

PUBH 9999 Field Studies (non-credit)

This course permits students to complete the dissertation manuscript or earn additional program residency hours. It is possible to register for this course in a series of quarters. Faculty chair permission is required for registration. A fee is charged for this course.

Ph.D. in Human Services Courses

HUMN 8427 Foundation Research Seminar II: Design in Human Services Research (5 cr.)

Philosophy of science and social science. Construction, use, and verification of concepts, models, theories. Introduction to qualitative and quantitative frameworks for inquiry. Ethical, social, and political aspects of knowledge production. (Offered every quarter. Completion within first three quarters of enrollment is required.)

HUMN 8437 Foundation Research Seminar III: Data Analysis in Human Services Research (5 cr.)

Descriptive statistics; statistical inference; quantitative techniques including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Software for data analysis. Qualitative data reduction, data displays, and conclusion drawing/verification. Data management techniques. Interfacing qualitative and quantitative data for analysis. (Offered winter and summer quarters. Attendance at a designated Walden residency required. Prerequisites: SBSF 8417, HUMN 8427, and completion of two core KAMs.)

Ph.D. in Health Services Courses

HLTH 8427 Foundation Research Seminar II: Design in Health Services Research (5 cr.)

Demographic, biometric, epidemiologic, health econometric, health operations, and evaluation/outcome-based research. Theory and hypothesis testing; variable definition and measurement; correlational, survey, experimental, quasi-experimental, nonexperimental, factorial, and single-subject designs. Cross-sectional, case-control, prospective, clinical trials, and technology assessment. Language, logic, and execution of qualitative designs. Interfacing qualitative and quantitative designs. (Offered fall and spring quarters. Prerequisites: SBSF 8417 and two core KAMs.)

HLTH 8437 Foundation Research Seminar III: Data Analysis in Health Services Research (5 cr.)

Description statistics; statistical inference; quantitative techniques, including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Software for data analysis. Qualitative data reduction, data displays, and conclusion drawing/verification. Data management techniques. Interfacing qualitative and quantitative data for analysis. (Offered winter and summer quarters. Attendance at a designated Walden residency required. Prerequisites: SBSF 8417, HLTH 9428, and two core KAMs.)

Health Promotion and Education Courses

HLTH 8804 Organizing Community Action for Health (5 cr.)

This course focuses on leadership in the effective organization of communities, inter-agency collaborative efforts, and work sites for collective action to bring about change in conditions and factors that influence population health and risk factors at the community, worksite, local, state, national, and international level.

HLTH 8805 Mass Media and Marketing Campaigns for Health (5 cr.)

This course focuses on leadership in the persuasive use of mass communications media and targeted marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. Emphasis on effective design of mass media campaigns, targeting markets, working with and responding to new media, including broadcast, print, World Wide Web, and other electronic communication media.

HLTH 8806 Policy Design and Implementation (5 cr.)

Student develop leadership in reviewing and applying scientific data in the formulation of policy recommendations, drafting legislation and ordinances to promote equitable distribution of health resources, healthful living conditions and products, and reducing risk factors. Leadership strategies for effective lobbying of decision-makers and community leaders.

HLTH 8807 Health Promotion in Communities of Diverse Populations (5 cr.)

This course addresses leadership in planning and organizing health promotion programs for underserved, economically disadvantaged, and underrepresented populations of diversity, including racial and ethnic groups, women, gay and lesbians, people with disabilities, children, and older adults. Designing programs to promote health that consider the social, economic, and medical conditions influencing the health status of diverse populations.

HLTH 8808 Design and Analysis of Community Trials (5 cr.)

Students conduct controlled experiments of health promotion and education programs and disease prevention interventions with communities as units of analysis, including neighborhoods, schools, and geopolitical communities. In-depth study of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment (e.g., APEX or PATCH), publication, and ethics. (Prerequisites: Successful completion of SBSF 8417, HLTH 8427, and 8437.)

School of Management

Bachelor of Science

The Bachelor of Science degree with majors in Business Administration (B.A.) and in Information Systems (I.S.) provides students with a solid grounding in the core knowledge and competencies required in today's diverse, global, and technologically sophisticated business environment.

The degrees are results-oriented and extend beyond theories and conceptual understanding to practical application. Walden students will develop professionally relevant skills and apply their learning to the world in which they live and work. The degrees are offered totally online, making them accessible to working adults.

Students become current on the latest business ideas and practices through a number of dynamic and continually updated concentrations. Also, students develop basic skills in written and oral communication, quantitative analysis, and computer usage. Finally, and most importantly, students will increase their capacity to reason critically and act ethically in the dynamic environment of the 21st century.

Degree Requirements

90 credits of general education courses
MGMT 1000 (5 cr. orientation)
MGMT 1001 (1 cr. orientation)
Major courses (40 cr.)
Concentration courses (15 cr.)
Electives (5 cr.)

Concentrations

Finance
Global Business
Human Resource Management
Knowledge and Learning Management
Management
Marketing
Digital Enterprise
End-User Information Systems
Information Technology

Curriculum

The core curriculum consists of basic courses, core courses, courses in the area of concentration, and electives. All courses are six weeks in duration.

General Education Requirements (90 credits)
Taken concurrently, or prior to admission to the program, and arrayed as follows:

Associate of Arts or Associate of Sciences Degree	*90 quarter credits*
or	60 quarter credits
credits taken concurrently or prior to admission and arrayed as follows:	and
Arts and Sciences	30 quarter credits
Communication (min. 9 credits, one of which must be a college composition course)	
Humanities (min. 9 credits)	
Social/Behavioral Sciences (min. 9 credits)	
Math/Science (min. 9 credits)	
Other Arts and Science	
Electives	
Total	90 quarter credits

Prerequisites

Business Administration (B.A.)	*Information Systems (I.S.)*
1. Statistics	1. Statistics
2. Microeconomics	2. Computer Applications
3. Macroeconomics	

Orientation Courses (6 credits/2 courses)

Business Administration (B.A.)	*Information Systems (I.S.)*
MGMT 1000 Success Strategies in the Online Environment	MGMT 1000 Success Strategies in the Online Environment
MGMT 1001 Developing Student Portfolios	MGMT 1001 Developing Student Portfolios

Core curriculum common to both B.A. and I.S. majors (25 credits/5 courses)
MGMT 3001 Management Principles in the 21st Century (5 cr.)
MGMT 3002 Marketing (5 cr.)
MGMT 3003 Human Resource Management (5 cr.)
MGMT 3004 Financial Management (5 cr.)
MGMT 3005 Information Systems in Enterprises (5 cr.)

Courses unique to each major (40 credits/8 courses)

Business Administration (B.A.)	*Information Systems (I.S.)*
MGMT 3101 Ethical Leadership (5 cr.)	MGMT 3201 Information Systems Architecture I (5 cr.)
MGMT 3102 Dynamics of Change (5 cr.)	MGMT 3202 Information Systems Architecture II (Object Analysis-Design) (5 cr.)
MGMT 3103 Knowledge Management and Organizational Learning (5 cr.)	MGMT 3203 Information Databases and Transaction Processing (5 cr.)
MGMT 3104 Accounting Principles (5 cr.)	MGMT 3204 Business Process Redesign (5 cr.)
MGMT 3105 Global Business in the 21st Century (5 cr.)	MGMT 3205 Telecommunications and Networking (5 cr.)
MGMT 3106 Entrepreneurship/Small Business (5 cr.)	MGMT 3206 Distributed Systems (5 cr.)
MGMT 3107 Critical Thinking and Decision-Making (5 cr.)	MGMT 3207 Data Warehousing, Data Mining, and Decision Support Systems—Executive Information Systems (5 cr.)
MGMT 5101 Business Capstone Project (Strategic) (5 cr.)	MGMT 5201 IS Capstone (5 cr.)
Electives (5 credits/1 course)	
One course from any other concentration is required	One course from any other concentration is required

Totals

General Education	90
Orientation	6
Prerequisites	0
Core	25
Major	40
Concentration	15
Electives	5
Total	*181 quarter credits*

Business Administration Core Curriculum

MGMT 1000 Success Strategies in the Online Environment (5 cr.)
MGMT 1001 Developing Student Portfolios (1 cr.)
MGMT 2001 Statistics (5 cr.)
MGMT 2100 Microeconomics (5 cr.)
MGMT 2101 Macroeconomics (5 cr.)
MGMT 3001 Management Principles in the 21st Century (5 cr.)
MGMT 3002 Marketing (5 cr.)
MGMT 3003 Human Resource Management (5 cr.)
MGMT 3004 Financial Management (5 cr.)
MGMT 3005 Information Systems in Enterprises (5 cr.)
MGMT 3101 Ethical Leadership (5 cr.)
MGMT 3102 The Dynamics of Change (5 cr.)
MGMT 3103 Knowledge Management and Organizational Learning (5 cr.)
MGMT 3104 Accounting Principles (5 cr.)
MGMT 3105 Global Business in the 21st Century (5 cr.)
MGMT 3106 Entrepreneurship/Small Business (5 cr.)
MGMT 3107 Critical Thinking and Decision-Making. (5 cr.)
MGMT 5101 Business Capstone Project (Strategic) (5 cr.)

Business Administration Concentrations

Finance
Individuals with the ability to guide and forecast the financial outcome of an organization are invaluable assets. Students learn how to effectively assess and guide the operation of an organization. They gain insights into the key financial levers of an organization and as a result, help management direct the organization to optimize its value to both its employees and other shareholders.

MGMT 4101 Corporate Finance (5 cr.)
MGMT 4102 Financial Institutions and Markets (5 cr.)
MGMT 4103 International Finance (5 cr.)

Global Business
Today, there are no borders when it comes to business. Organizations compete on a world stage where competitive threats now come from half-a-world away. This is the new reality in virtually all businesses, big and small. Students gain the ability not only to understand and operate in this highly complex environment, but compete and succeed. The school's Global Business concentration familiarizes students with key practices of international business that can be applied both globally and at home. They are prepared to engage in global business by understanding how culture, market, business context, government, and international organizations impact business.

MGMT 4110 International Marketing (5 cr.)
MGMT 4111 International Finance (5 cr.)
MGMT 4112 International Business Strategy (5 cr.)

Human Resource Management
Organizations today have only one long-term strategic competitive advantage—its people. Finding, keeping, and developing highly prized talent is critical to achieving and maintaining a competitive advantage and building future business success. 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.

MGMT 4120 Strategic Human Resource Management (5 cr.)
MGMT 4121 Human Resource Development and Change (5 cr.)
MGMT 4122 Human Resource Management: Analysis and Problems (5 cr.)

Knowledge and Learning Management
The leading organizations of tomorrow will all have one thing in common: the ability to export knowledge to their employees. This is the ability to get the right information to the right individuals when they need it to change an organization's strategy, its structure, its operations, and ultimately its fortunes. Successful organizations understand how to become learning organizations where adult learning is understood and leveraged. Knowledge management and learning management are brand new fields, which support the systems use of information, knowledge, and learning.

MGMT 4130 Integrating Knowledge Management with Strategic Initiatives (5 cr.)
MGMT 4131 Advanced Knowledge Management Concepts (5 cr.)
MGMT 4132 E-Systems (5 cr.)

Management
The concentration in management provides students with advanced knowledge and skills in international management, human resource management, and knowledge management. The focus is on aligning contemporary management practices with strategic direction. Students focus on emerging trends in the international business arena, techniques for attracting and retaining effective human resources, and integrating knowledge management with quality initiatives and organizational change.

MGMT 4112 International Business Strategy (5 cr.)
MGMT 4120 Strategic Human Resource Management (5 cr.)
MGMT 4130 Integrating Knowledge Management with Strategic Initiatives (5 cr.)

Marketing

If a consumer does not value a product or service or is unaware of it, it will cease to exist. This is why marketing has become the central point in driving successful organizations worldwide. Students develop insights into an organization's marketing effort by learning not only the traditional disciplines of alternate marketing channels, sales management, advertising, and research, but also emerging marketing approaches related to consumer motivation, global customer management, customer relationship management, and marketing on the Internet.

MGMT 4140 Marketing Management (5 cr.)
MGMT 4141 International Marketing (5 cr.)
MGMT 4142 Case Study: Services Marketing (5 cr.)

Information Systems Core Curriculum

MGMT 1000 Success Strategies in the Online Environment (5 cr.)
MGMT 1001 Developing Student Portfolios (1 cr.)
MGMT 2001 Statistics (5 cr.)
MGMT 3001 Management Principles in the 21st Century (5 cr.)
MGMT 3002 Marketing (5 cr.)
MGMT 3003 Human Resource Management (5 cr.)
MGMT 3004 Financial Management (5 cr.)
MGMT 3005 Information Systems in Enterprises (5 cr.)
MGMT 3201 Information Systems Architecture I (5 cr.)
MGMT 3202 Information Systems Architecture II (Object Analysis-Design) (5 cr.)
MGMT 3203 Information Databases and Transaction Processing (5 cr.)
MGMT 3204 Business Process Redesign (5 cr.)
MGMT 3205 Telecommunications and Networking (5 cr.)
MGMT 3206 Distributed Systems (5 cr.)
MGMT 3207 Data Warehousing, Data Mining, and Decision Support Systems—Executive Information Systems (5 cr.)
MGMT 5201 Information Systems Capstone (5 cr.)

Information Systems Concentrations

Digital Enterprise

As many organizations have discovered in recent years, too much e-business or the incorrect e-business can be as bad as none at all. The focus of this concentration is to provide students with a set of skills needed to successfully determine, plan, and implement the right e-business activities for their enterprise. Students concentrate on the Internet/Web from an enterprise perspective, integrating e-systems and processes while implementing a complete a digital enterprise system.

MGMT 4201 The Digital Enterprise (5 cr.)
MGMT 4202 Comprehensive Enterprise Information Systems Engineering (5 cr.)
MGMT 4203 Project Management (5 cr.)

End-User Information Systems

Organizations today need information systems that are designed with the end-users in mind. This concentration culminates in a team activity, producing a working system from real-world specifications. Students use modern methods used to plan for and implement information technologies in the workplace, including software packages, operating systems, and hardware considerations.

MGMT 4210 Organizational and End-user Information Systems Concepts (5 cr.)
MGMT 4211 End-User Technology Solutions (5 cr.)
MGMT 4212 Comprehensive Collaborative Project (5 cr.)

Information Technology

Managing information technologies more effectively, using the collection of tools that makes it easier to use, create, manage, and exchange information, is the objective of the Information Technology (IT) concentration.

MGMT 4201 The Digital Enterprise (5 cr.)
MGMT 4211 End-user Technology Solutions (5 cr.)
MGMT 4212 Comprehensive Collaborative Project (5 cr.)

Baccalaureate-Level Policies and Procedures

The policies listed in this section pertain to students in the baccalaureate degree completion programs. Many university-wide policies in this catalog also pertain to baccalaureate students; hence, students are responsible for knowing them.

Admission Policies

Contingent Admission

Applicants anticipating beginning the B.S. program with an incomplete application file may be approved for contingent admission upon the recommendation of the chair of business and management and/or the chair of information systems and technology. Contingent admission is for one quarter only, and all materials must be submitted within 90 days of the individual's matriculation; final admission will not be offered until the contingency has been met. Contingently admitted students not able to provide the appropriate information within the specified time period will not be allowed to proceed with his or her program. An example of a contingent admission might be a prospective student who has been able to provide only an unofficial copy of her or his transcript to meet an admission deadline. Contingent admission will not be offered when an official and timely TOEFL, MELAB, or IELTS score is required but not provided.

Conditional Admission

Occasionally, an applicant to the baccalaureate degree program will not meet the admissions criteria. With the recommendation of the chair of business management or chair of information systems and technology such an applicant may be granted provisional admission for:

Not meeting the appropriate prerequisite course requirements for a given major at the baccalaureate level. Students enrolling in a specific program may not have obtained the required prerequisite courses for said major. For example: a student with a previous major in English, now wanting to obtain a major in Business Administration will not have the necessary prerequisite business courses. Students admitted provisionally, with the recommendation of the chair of business and management and or the chair of information systems and technology, may take up to a maximum of three courses (15 quarter credits) of required prerequisites concurrently with pre-approved courses in the core, major, concentration, or electives area. Those seeking concurrent enrollment and provisional/probationary admission must consult with an academic advisor prior to enrollment and have an application for concurrent enrollment approved in writing.

The minimum number of credits for admission is 90 quarter credits; however, some applicants may not have the required distribution of credits within the general education area, while meeting the 90 minimum credit requirement. Students admitted provisionally with the recommendation of the chair of business and management or the chair of information systems and technology may take up to 20 quarter credits (four courses) of 1000–2000-level credits concurrently with their upper division course work at Walden. Those seeking concurrent enrollment and provisional/probationary admission must consult with an enrollment advisor prior to enrollment and an application for concurrent enrollment must be approved in writing by the chair of business and management or the chair of information systems and technology.

These requirements may be modified based on articulation agreements formally negotiated with a regionally accredited community college.

Deferred Admission

Students may defer admission for up to two quarters with the written request for a deferred admission date.

Transcript Evaluation

General education requirements (i.e., A.A., A.S., or equivalent) must be met through credit earned from an institution accredited by one of the regional accreditation associations, an institution accredited by a professional/specialized or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA), or from a non-U.S. institution, in a discipline or field related to the program/concentration for which application is made. The National Association of Credential Evaluation Services (NACES) must evaluate a degree/course work awarded from a non-U.S. institution as equivalent to an associate's degree or bachelor's course work awarded by a U.S. institution. To gain a B.S. degree from Walden University, the undergraduate student must complete a minimum of 180 quarter credits totaling 90 in general education and electives and 90 at the upper-division level (3000–4000). Individual degree programs may have differing credit requirements.

Minimum Credits Earned at Walden University

Students must fulfill a minimum requirement of 45 credits within the major area through Walden University to receive a Walden B.S. degree. Note: specific degree program minimum major requirements may vary among majors and may be slightly more than 45 credits depending upon the major. If a student has received transfer credit for a course with duplicated learning in a required course in his or her major area, the academic advisor will recommend another course so the student may meet the total number of required credits in the major area.

General Education

The baccalaureate degree program requires students to have completed general education requirements (minimum 90 quarter credits) prior to admission (note provisional/probationary admission for any exceptions).

Articulation

Students who have earned an A.A. or A.S. degree from an institution accredited by one of the regional accreditation associations, an institution accredited by a professional/specialized or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA), or from a non-U.S. institution, in a discipline or field related to the program/specialization for which application is made. The National Association of Credential Evaluation Services (NACES) must evaluate a degree/course work awarded from a non-U.S. institution as equivalent to an associate's degree or bachelor's course work awarded by a U.S. institution. Students must also satisfy the general education requirements of Walden University. A transcript evaluation, prior learning evaluation, examination credit, and Servicemembers Opportunity Colleges or American Council on Education credit review will be completed by an enrollment advisor with a determination made for both the 90-credit general education and elective credit and the 90-credit major area (upper-division level). Baccalaureate degree program graduates may apply for early admission in certain master's programs at the university.

Transfer of Credit

Credit transfer is available in the B.S. program. Students are responsible for reviewing and understanding credit transfer limits, standards, criteria, and procedures before applying for credit transfer. The minimum acceptable transfer for general education and elective courses (1000–2000) is 90 quarter credits. The maximum allowed for transfer applicable to the upper-division major is 45 quarter credits. (Please note: Degree requirements in specific majors may exceed university requirements.)

Students seeking a B.S. degree must complete a minimum of 45 credits at Walden University; more may be required in individual cases.

To be considered for acceptance in transfer from a U.S. institution, credits must have been:

1. At the grade of "C" or better (2.0 on a 4.0 scale) from an institution accredited by one of the regional accreditation associations, an institution accredited by a professional/specialized or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA), or from a non-U.S. institution, in a discipline or field related to the program/concentration for which application is made. The National Association of Credential Evaluation Services (NACES) must evaluate a degree/course work awarded from a non-U.S. institution as equivalent to an associate's degree or bachelor's course work awarded by a U.S. institution.
2. Arrayed as follows within general education and elective requirements of undergraduate studies:

Associate of Arts or Associate of Science Degree	90 quarter credits
–or–	
credits taken concurrently or prior to admission and arrayed as follows:	60 quarter credits
Arts and Sciences	and
Communication (min. 9 credits, one of which must be a college composition course)	30 quarter credits
Humanities (min. 9 credits)	
Social/Behavioral Sciences (min. 9 credits)	
Math/Science (min. 9 credits)	
Other Art and Science	
Electives	
Total	90 quarter credits

3. No pre-freshman or remedial credit will be accepted for transfer (below 1000 level).

4. Credit will not be awarded twice for the same learning.
5. Students who want to transfer competency-based or experiential learning credits from another regionally accredited institution must submit:

   • Official transcripts indicating a grade of "C" or better.
   • Written narrative detailing the competency-based credits.

6. Prior learning credit is designated on the official Walden transcript with a "PLC" designation.
7. Credit must be earned in courses where the content meets the general education and elective requirements listed above, or is equivalent to the content of corresponding Walden University courses.
8. To be considered for acceptance in transfer, credits or other units from foreign institutions must satisfy the criteria above and be evaluated by an approved agency.

Prior Learning Credit

Students admitted to the B.S. program may apply "prior learning" credit toward the 90-credit, general education and elective requirements and up to a maximum of 45 additional credits within the "major" area. Students are required to complete a minimum of 45 Walden credits within the major area to receive a Walden B.S. degree.

1. The prior learning credit policy is strictly followed:

   • The university is a member of DANTES and will provide information to students allowing them to explore the option of credit by examination (CLEP/DANTES).
   • Retaking an examination may occur only one time per subject.
   • A six-month waiting period must be completed before retaking an examination.
   • Credits earned by examination will be officially awarded after a student has successfully completed a minimum of eight hours with Walden.
   • Walden will accept essay or non-essay versions of the CLEP English Composition Exam. The fee for challenging a course through credit by examination is paid upon application for the examination and is not refundable.

2. Walden University is a designated four-year Servicemember Opportunity College (SOC) institution providing opportunities for men and women in the military service to complete educational programs by means of various modes of instruction. Transfer of such military service education programs will be in keeping with SOC guidelines.

3. The American Council on Education (ACE) has developed an approval process for offering applicable elective study in place of traditional course work. Maximum amounts of transferable ACE credit allowed are:

   • 21 approved credits for lower-division-level work (1000–2000)
   • 27 approved credits for upper-division-level work (2000–3000)

4. For the purpose of conversion of semester credits to quarter credits, the applied formula is:

   X semester credits multiplied by 1.5 = X quarter credits
   (30 semester credits multiplied by 1.5 = 45 quarter credits)

Academic Progress Standards

All baccalaureate students must meet academic progress standards. Students are advised that progress guidelines for financial aid are separate and discrete from the university's academic progress standards. Students must complete a minimum of three courses per year of enrollment.

Students must maintain an overall undergraduate G.P.A. of 2.0 in classes taken at the university.

Undergraduate Course Grading Scale

Letter Grade	Point Value	Definition Criteria
A	4.0	Students will have met all participation requirements; completed all assignments, group projects, and papers. He or she will have met the evaluation criteria for the course as specified in the syllabus and submitted superior quality work.
B	3.0	Above average. Students will have met all participation requirements, completed all assignments, group projects, and papers, and have met the evaluation criteria for the course as specified in the syllabus; and have submitted satisfactory quality work.
C	2.0	Average. Students will have met all participation requirements, completed all assignments, group projects, and papers, and have met the evaluation criteria for the course as specified in the syllabus; and have submitted satisfactory quality work.
D	1.0	Marginal.
F	0.0	Unsatisfactory. Students will not have met the criteria for a passing grade.
P	N/A	Pass. Students will have passed the course satisfactorily.
I	N/A	Incomplete. Students will not have met all participation requirements, or completed all assignments at the 55% completion level. The student must have requested an incomplete from the instructor before the final withdrawal date of the quarter.
NC	N/A	No Credit. Administrative assignment only.
W	N/A	Withdrawal. Administrative assignment only.

Grade Point Average

The registrar calculates grade point averages (G.P.A.) for Walden courses according to the point values stated in the grading scale above. Grades of "NC" (No Credit) and "W" (Withdrawal) are non-punitive and do not figure into the grade point average. However, the designations of "NC" and "W" do appear on the transcript. A grade of "P" (Pass) appears on the transcript but is not calculated in the G.P.A. Grades of "I" (Incomplete) are not calculated in the G.P.A. Students in B.S. completion programs must maintain a G.P.A. of 2.0 or above to graduate.

Grades of Incomplete

Students receiving a grade of "I" (Incomplete) for a course must complete the course requirements by the last day of the following six-week academic term at which time a grade will be awarded. Failure to complete the course requirements within the time allowed causes the grade of "I" (Incomplete) to default to an "F"(Unsatisfactory) on the student's record.

If a student is unable to complete the requirements for a course where an "I" (Incomplete) has been awarded, and extreme circumstances exist, the student may petition to the chair of business and management or the chair of information systems and technology to extend the "I" grade for one additional six-week term. Such petitions must be submitted and approved prior to the beginning of the quarter immediately following the assignment of the "I" grade. Decisions on petitions are at the discretion of the chair of business and management or the chair of information systems and technology. If an extension is granted and the "I" grade is not changed by the end of the second quarter, the grade defaults to an "F" (Unsatisfactory).

If a student withdraws from the university, the student has until the last day of the current six-week term to complete work for any courses listed as "I" (Incomplete) on the student's record. Failure to complete the course requirements within the time allowed causes the grade of "I" (Incomplete) to default to an "F"(Unsatisfactory) on the student's record.

Course Participation Policy

Participation requirements in all bachelor-level courses are determined by the instructor, who may ask for postings to the Blackboard discussion board two to five days per week for attendance purposes. Because of the short length and intensive nature of the six-week course, four or five days will be required in most courses with multiple responses in a single day being necessary for adequate participation in a significant proportion of the assignments.

Withdrawing from a Course

Students must notify the registrar in writing of his or her intention to withdraw from a course. The registrar must receive written notification no later than the 26th day of the six-week term to award a "W" grade. Students who fail to withdraw prior to the 26th day of the six-week term will receive the grade the instructor determines to be appropriate given the course requirements.

Enrollment Standards

The university requires students to adhere to the appropriate enrollment criteria and standards as specified below.

Minimum Enrollment Requirement/Maximum Enrollment Limit

Baccalaureate students must complete a minimum of 45 credits and four quarters with Walden to receive the Walden University B.S. degree. Students accepted into the B.S. degree program must transfer into his or her program a minimum of 90 undergraduate credits for admission into the minimum 180-credit program.

The maximum enrollment limit for baccalaureate students is four years. The student's Program of Study will serve as the guide for the student, detailing those courses accepted in transfer, including prior learning assessment and credit by examination. Upper-division courses will also be detailed within the student's Program of Study and guide the student in attainment of his or her B.S. degree program requirements. Please note: The specific major a student may be admitted to will determine the exact number of required credits.

Academic Progress Standards

The academic progress standards for the baccalaureate program appear below. Students are advised that the satisfactory progress guidelines for continued receipt of financial aid are separate and discrete from the university's academic progress standards.

Minimum standards for "good academic standing"'

• 15 credits completed (minimum three courses) per year
• Minimum 2.0 G.P.A.

Maximum Registration Limit

Students may register for a maximum of three courses per quarter. Students who want to register for more than three courses in a quarter may request special permission from the chair of business and management or the chair of information systems and technology.

Walden Undergraduate Online Writing Lab (WOWL)

At Walden University, the writing experience provides the major learning method in the B.S. program. The critical-thinking skills and facility of expression inherent in the writing process are tools that directly affect each student's success, not only at Walden, but also in meeting expectations of current and future employers.

The School of Management is committed to providing a successful writing experience through the Undergraduate Online Writing Lab, which addresses the needs of the undergraduate student. In addition to online writing resources, the site also is the home of the Writing Tutorial Support Services program tailored to address specific writing issues. Students who have simple questions or need occasional writing assistance may use the Drop-In Writing Support Service. Students who need more on-going assistance may use the Contract Writing Support Service.

Students may drop-in with a simple question or self refer, or an instructor may refer a student for writing support services to the Walden OWL.

Master of Business Administration

The Master of Business Administration (M.B.A.) program provides students with insights and cross-discipline skills to meet the demands of their profession. The curriculum guides students in the efficient use of e-business for customer relationship management, effective integration of knowledge to achieve breakthrough performance, new management approaches for supply-chain management, and the ability to bridge the best ideas of business and nonprofit sectors.

Degree Requirements

68 quarter credit hours
MMBA 6000 Success Strategies in the Online Environment (4 cr.)
Core curriculum (44 cr.)
Specialized curriculum (12 cr.)
Electives (8 cr.)
Minimum 3.0 G.P.A.
Continuous registration and course participation

Specializations

General
E-Business
Finance
Global Business
Health Services
Human Resource Management
Knowledge Management
Learning Management
Marketing
Management of Technology
Nonprofit Management
Risk Management/Insurance

Curriculum

The M.B.A. program offers a diverse curriculum to maximize the learning opportunities for students' specific professional and educational needs. The core curriculum consists of basic courses, advanced courses, and a capstone. The core curriculum is followed by a set of courses specific to the chosen specialization. All courses are six weeks in duration. The M.B.A. program allows students to obtain a dual degree by combining with other master's degrees at Walden. The dual-degree options include: M.B.A. and M.S. in Public Health or M.B.A. and Master of Public Administration.

Note: Students must have access to Microsoft Office for the M.B.A. curriculum

Core Curriculum

"Orientation"
MMBA 6000 Success Strategies in the Online Environment (4 cr.)

"Core A" - Basic Core Courses
MMBA 6100 Management Practices (4 cr.)
MMBA 6105 Organizational Behavior (4 cr.)
MMBA 6110 Management Information Systems (4 cr.)
MMBA 6120 Business Statistics (4 cr.)

"Core B" - Advanced Core Courses
MMBA 6130 Fundamentals of Marketing (4 cr.)
MMBA 6140 Managerial Accounting (4 cr.)
MMBA 6150 Managerial Economics (4 cr.)
MMBA 6160 Financial Management (4 cr.)
MMBA 6170 Global Management (4 cr.)
MMBA 6180 Legal and Ethical Issues for Managers (4 cr.)

"Core C" - Capstone Course to be taken after completion of all other courses, including electives and specialization courses
MMBA 6190 Strategic Management and Planning (4 cr.)

General

The general program includes the orientation course, core courses, and any five elective courses selected from the specializations.

E-Business Specialization

The e-business specialization provides students with the expertise to effectively deploy e-solutions, including business-to-business, supply-chain management, and customer relationship management.

MMBA 6241 E-Business Technology (4 cr.)
MMBA 6242 E-Business Marketing (4 cr.)
MMBA 6243 Case Study: E-Business Strategy (4 cr.)

Finance Specialization

The Finance specialization prepares students to effectively assess the entire operation of an organization and use that information to guide it to a successful future. Students learn how to define and identify the key financial levers in an organization; and as a result, focus an organization in a direction that optimizes its value to both its employees and shareholders.

MMBA 6201 Corporate Finance (4 cr.)
MMBA 6202 Financial Institutions and Markets (4 cr.)
MMBA 6203 Case Study: Financial Modeling (4 cr.)

Global Business Specialization

The Global Business specialization provides students with key practices of international business that can be applied both globally and at home. Students are prepared to manage on a global scale by understanding how culture, market, business context, government, and international organizations impact businesses.

MMBA 6251 International Trade (4 cr.)
MMBA 6252 International Finance (4 cr.)
MMBA 6253 Case Study: International Business Strategy (4 cr.)

Health Services Specialization

The Health Services specialization provides students with expertise on health delivery systems, health policy, health administration, overall management, and health finance. Courses are taken from the M.S. in Public Health program.*

PUBH 6250 U.S. and International Health Care Systems (4 cr.)
PUBH 6920 Health Services Financial Management (4 cr.)
PUBH 6130 Health Care Organization, Policy, and Administration (4 cr.)

*Note: 12-week courses

Human Resource Management Specialization

This specialization provides students with expertise in areas in 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.

MMBA 6271 Human Resources Management (4 cr.)
MMBA 6272 Human Resource Development and Change (4 cr.)
MMBA 6273 Case Study: Applications in Human Resource Management and Professional Practice (4 cr.)

Knowledge Management or Learning Management Specialization

Knowledge and learning management are brand new fields, and these specializations prepare students to address critical issues of organizational change, knowledge sharing, adult learning, and corporate universities. Courses are taken from the AMDS and Education programs.

AMDS 8335/EDUC 8821 Principles of Knowledge Management (4 cr.)
AMDS 8801/EDUC 8822 Principles of Learning Management (4 cr.)

Note: The orientation course, MMBA 6000, serves as the third course in this specialization.

Marketing Specialization

This specialization provides students with critical marketing concepts, including alternate marketing channels, sales management, advertising and research, emerging approaches to consumer and dealer motivation, global customer management, relationship marketing, and marketing on the Internet.

MMBA 6221 Advanced Marketing Management (4 cr.)
MMBA 6222 International Marketing (4 cr.)
MMBA 6223 Case Study: Services Marketing (4 cr.)

Management of Technology Specialization

The Management of Technology specialization prepares students to integrate technology into the overall strategic objectives and competencies of an organization, evaluate technology options, develop methods for transferring and assimilating new technology, manage large complex projects, and manage an organization's internal use of technology.

MMBA 6261/AMDS 8115 Management of Technology (4 cr.)
MMBA 6262/AMDS 8125 Organizational Performance Improvement (4 cr.)
MMBA 6263/AMDS 8135 Case Study: Project Management (4 cr.)

Nonprofit Management Specialization

Competition among fund raising organizations for donations is more sophisticated than ever. Fund raising that was once done by individuals has become a formal marketing activity for many. This specialization prepares students to apply entrepreneurial concepts to achieve essential objectives in the nonprofit area.*

MMBA 6291 The Third Sector: Governance, Entrepreneurship, and Social Change (4 cr.)
MMBA 6292 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
MMBA 6293 Nonprofit Management (4 cr.)

12-week courses

Risk Management/ Insurance Specialization

This specialization prepares students to identify and analyze risks and to develop effective risk-management techniques, including insurance, to protect organizations and operations. Nontraditional risk-management techniques, such as risk financing through market instruments, contractual transfers, and captive insurers, are developed.

MMBA 6201 Corporate Finance (4 cr.)
MMBA 6202 Financial Institutions and Markets (4 cr.)
MMBA 6213 Case Study: Risk Management and Insurance (4 cr.)

Ph.D. in Applied Management and Decision Sciences

The Ph.D. in Applied Management and Decision Sciences (A.M.D.S.) program prepares students to anticipate the impact of global interdependencies, technology, and diversity on themselves and on the organizations they lead. Through applied research, the curriculum offers a deeper understanding of the primary trends impacting the 21st century enterprise, including the important management disciplines of finance, leadership and organizational change, knowledge and learning management, and decision-making.

Degree Requirements

KAM-Based Specializations: 128 quarter credit hours

Online orientation*

Professional Development Plan and Program of Study

Minimum 10 quarters of enrollment

Six Knowledge Area Modules (84 cr.)

Foundation Research Sequence Seminars (14 cr.)

Proposal, dissertation, and oral presentation (30 cr.)

32 residency units

KAM-/Course-Based Specializations: 128 quarter credit hours

Online orientation

Professional Development Plan and Program of Study

Minimum 10 quarters enrollment

Core course work (42 cr.)

Any three Knowledge Area Modules (KAMs) or a combination of two KAMs and three Knowledge and Learning Management courses (42 cr.)

Foundation Research Sequence (14 cr.)

Proposal, dissertation, and oral presentation (30 cr.)

32 residency units

Specializations

General Program

Engineering Management

Finance

Information Systems Management

Knowledge Management

Learning Management

Leadership and Organizational Change

Operations Research

Self-Designed

Curriculum

The A.M.D.S. curriculum offers an interdisciplinary approach to the study of management, using both the KAM and combined KAM-course models in the Information Systems Management specialization and the Knowledge Management or Learning Management specializations. Students may elect the General Program, choose a specialization that fits a personal/career objective or design an individualized specialization.

Orientation

At the start of their program, all doctoral students in the School of Management must complete an orientation process. Most doctoral students will complete SBSF 8001 Strategies for Success in a Walden University Doctoral Program: An Academic Orientation and SBSF 8002 Writing a Quality Knowledge Area Module. Each of these online courses is six weeks in length. The courses are taught in series in the first quarter of the student's program. Students in the Information Systems Management (ISM) specialization take AMDS 8000 for their orientation. Students in Public Policy and Administration take MMPA 6000 for their orientation. Public Policy and Administration students take PPPA 8000 for their orientation. Continuing doctoral students may take SBSF 8002 at any time in their program.

General Program

Students choosing the general program complete the following core and specialized curriculum requirements:

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)

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 Societal Development (5 cr.)
Depth: SBSF 8120 Current Research in Societal Development (5 cr.)
Application: SBSF 8130 Professional Practice and Societal Development (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)

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 (5 cr.)
Depth: SBSF 8220 Current Research in Human Development (5 cr.)
Application: SBSF 8230 Professional Practice and Human Development (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)

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 (5 cr.)
Depth: SBSF 8320 Current Research in Organizational and Social Systems (5 cr.)
Application: SBSF 8330 Professional Practice and Organizational and Social Systems (4 cr.)

Foundation Research Sequence (14 total credit hours)

The first two components are online seminars, requiring students to participate in weekly, Web-based seminar discussions. The third component combines online activities and a face-to-face meeting at Walden's Summer Session or other designated residency. Faculty members guide discussions, require specific readings, and evaluate assignments.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)

Topics in Seminar I include philosophy of science and social science; construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. Completion within first three quarters of enrollment is required.

AMDS 8427 Foundation Research Seminar II: Design in Applied Management and Decision Sciences Research (5 cr.)
Topics in Seminar II include theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental design; language, logic, and execution of qualitative designs; and integrated qualitative and quantitative designs. Writing the dissertation prospectus. 8427 is a prerequisite to nominating the supervising committee. (Prerequisite: SBSF 8417. This seminar is offered each year during the fall and spring quarters and generally taken when students are developing their dissertation proposal.)

AMDS 8437 Foundation Research Seminar III: Data Analysis in Applied Management and Decision Sciences Research (5 cr.)
Descriptive statistics; statistical inference; quantitative techniques, including analysis of variance and covariance, multiple linear regressions, and various nonparametric techniques. Software for data analysis. Qualitative data reduction and analysis. Data management techniques. Integrating qualitative and quantitative data for analysis. (Prerequisite: SBSF 8417. Attendance at a designated Walden residency is required. This seminar is offered each year during winter and summer quarters.)

Specialized Knowledge Area Module V: Organizational Dynamics and Development (14 total credit hours)
Breadth: AMDS 8510 Theories of Organizational Dynamics and Development (5 cr.)
Depth: AMDS 8520 Contemporary Research and Issues in Theories of Organizational Dynamics and Development (5 cr.)
Application: AMDS 8530 Professional Practice Application of a Theory of Organizational Dynamics and Development (4 cr.)

Specialized Knowledge Area Module VI: Decision Sciences (14 total credit hours)
Breadth: AMDS 8610 Decision Theory and Analysis (5 cr.)
Depth: AMDS 8620 Current Research in Decision Sciences (5 cr.)
Application: AMDS 8630 Models for Decision-Making (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Applied Management (14 total credit hours)
Breadth: AMDS 8710 Case Study Research (5 cr.)
Depth: AMDS 8720 Current Case Study Research (5 cr.)
Application: AMDS 8730 Case Study in Applied Management (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Engineering Management Specialization

The Engineering Management specialization allows either practicing engineers who plan a move into management or engineers who are already managers to learn the social and behavioral aspects of management. Students gain foundational knowledge in the areas of societal development, human development, organizational and social systems, and principles of societal and behavioral science research to add to their understanding of engineering principles.

Core KAMs I, II, III and Foundation Research Seminar Sequence (56 total credit hours)
(as described under the General Program)

Specialized Knowledge Area Module V: Engineering Management Quality (14 total credit hours)
Breadth: AMDS 8514 Global Total Quality Management (5 cr.)
Depth: AMDS 8524 Methods and Tools for Managing Quality Improvement (5 cr.)
Application: AMDS 8534 Reliability and Cost of Quality (4 cr.)

Specialized Knowledge Area Module VI: Engineering Management of Globally Competitive Goods and Services (14 total credit hours)
Breadth: AMDS 8614 Management for World Class Products (5 cr.)
Depth: AMDS 8624 Collaborative/Concurrent Engineering Management (5 cr.)
Application: AMDS 8634 Product Life Cycle Cost and Time-to-Market (4 cr.)

Specialized Knowledge Area Module VII: Advanced Studies in Engineering Management (14 total credit hours)
This KAM is intended to fit the particular educational needs of the student and provide an opportunity for the student to more fully manage his or her educational program. This can be achieved through any of three alternatives:

• Complete case study in engineering management.
• Pursue further Engineering Management specialization.
• Acquire related knowledge in management areas not previously studied.

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Finance Specialization

The Finance specialization integrates foundational study in management and decision sciences with specialized topics in financial theory, systems, and practices. During the program, students examine the development of financial market cultures, financial decision-making techniques, and the impact of financial models on social, political, and economic systems. Students research and apply theories related to corporate finance, investment, and international finance. The curriculum also includes case study analysis, principles of social and behavioral research, and an emphasis on applied change in financial domains.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: AMDS 8123 Current Research in Societal and Cultural Development (Finance) (5 cr.)
Application: AMDS 8133 Professional Practice in Societal and Cultural Development (Finance) (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: AMDS 8223 Current Research in Human Development (Finance) (5 cr.)
Application: AMDS 8233 Professional Practice and Human Development (Finance) (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: AMDS 8323 Current Research in Organizational and Social Systems and Systems Engineering (Finance) (5 cr.)
Application: AMDS 8333 Professional Practice in Organizational and Social Systems (Finance) (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Corporate Financial Theory (14 total credit hours)
Breadth: AMDS 8513 Theory of Corporate Finance (5 cr.)
Depth: AMDS 8523 Current Research in Corporate Finance (5 cr.)
Application: AMDS 8533 Professional Practice: Application of Corporate Finance (4 cr.)

Specialized Knowledge Area Module VI: Investment and International Finance (14 total credit hours)
Breadth: AMDS 8613 Theory of Investments and International Finance (5 cr.)
Depth: AMDS 8623 Current Research in Investments and International Finance (5 cr.)
Application: AMDS 8633 Professional Practice: Application of Investments and International Finance (4 cr.)

Specialized Knowledge Area Module VII: Applied Business Finance Case Analysis (14 total credit hours)
Breadth: AMDS 8713 The Case Study as a Research Technique (5 cr.)
Depth: AMDS 8723 Current Case Study Research in Finance/Financial Management (5 cr.)
Application: AMDS 8733 Professional Practice: Finance/Financial Management Case Study (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Leadership and Organizational Change Specialization

The Leadership and Organizational Change specialization prepares practitioners to work with emerging leadership paradigms and the process of facilitating creative and constructive organizational change. The specialization assumes practitioners are concerned with designing interventions that promote effective leadership development, interpersonal relationships, group and organizational dynamics, which lead to higher performance levels. The specialization incorporates global perspectives on leadership and organizational change and requires students to gain a solid understanding of other cultures.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8110 Theories of Societal Development (5 cr.)
Depth: AMDS 8122 Cross-Cultural Aspects of Organizational Change (5 cr.)
Application: AMDS 8132 Professional Practice and Organizational Change (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: AMDS 8222 Leadership and Human Development (5 cr.)
Application: AMDS 8232 Professional Practice in Leadership and Human Development (4 cr.)

*Core Knowledge Area Module III: Principles of Organizational and Social Systems
(14 total credit hours)*
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: AMDS 8322 Current Research in Organizational Systems (5 cr.)
Application: AMDS 8332 Professional Practice and Organizational Systems (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Leadership Development (14 total credit hours)
Breadth: AMDS 8512 Classical and Emerging Paradigms of Leadership (5 cr.)
Depth: AMDS 8522 Current Research on Leadership Development (5 cr.)
Application: AMDS 8532 Professional Practice Application of a Theory of Leadership Development (4 cr.)

Specialized Knowledge Area Module VI: Organizational Change Models (14 total credit hours)
Breadth: AMDS 8612 Model of Organizational Change and Development (5 cr.)
Depth: AMDS 8622 Current Research on a Model of Organizational Change (5 cr.)
Application: AMDS 8632 Professional Practice Application of an Organizational Change Model (4 cr.)

Specialized Knowledge Area Module VII: The Case Study (14 total credit hours)
Breadth: AMDS 8712 The Case Study as a Research Technique (5 cr.)
Depth: AMDS 8722 Current Case Study Research in Leadership and Organizational Change (5 cr.)
Application: AMDS 8732 Professional Practice Application: Leadership or Organizational Change Case Study (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Operations Research Specialization

The Operations Research specialization (often referred to as Management Science or by the acronym OR/MS) prepares practitioners to work within paradigms familiar to social scientists as will be increasingly necessary in the next century. The Operations Research specialization assumes the need for a solid understanding of other cultures as graduates of the program enter a global business community. It must be understood that this specialization is one of research implementation, not implementation research.

Core Knowledge Area Module I: Principles of Societal Development (14 total credit hours)
Breadth: SBSF 8111 Theories of Societal and Cultural Development (5 cr.)
Depth: AMDS 8121 Current Research in Societal and Cultural Development (Operations Research) (5 cr.)
Application: AMDS 8131 Professional Practice and Societal and Cultural Development (Operations Research) (4 cr.)

Core Knowledge Area Module II: Principles of Human Development (14 total credit hours)
Breadth: SBSF 8210 Theories of Human Development (5 cr.)
Depth: AMDS 8221 Current Research in Human Development—Decision Analysis (Operations Research) (5 cr.)
Application: AMDS 8231 Professional Practice and Human Development—Applied Decision Analysis (Operations Research) (4 cr.)

Core Knowledge Area Module III: Principles of Organizational and Social Systems (14 total credit hours)
Breadth: SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
Depth: AMDS 8321 Current Research in Organizational and Social Systems—Systems Engineering (Operations Research) (5 cr.)
Application: AMDS 8331 Professional Practice and Organizational and Social Systems—Applications of Systems Engineering and Analysis (Operations Research) (4 cr.)

Foundation Research Sequence (14 total credit hours) (as described under the General Program)

Specialized Knowledge Area Module V: Deterministic Operations Research Techniques (14 total credit hours)
Breadth: AMDS 8511 Theory of Deterministic Methods (5 cr.)
Depth: AMDS 8521 Current Research in Deterministic Methods (5 cr.)
Application: AMDS 8531 Professional Practice: Application of Deterministic Methods (4 cr.)

Specialized Knowledge Area Module VI: Stochastic Operations Research Techniques (14 total credit hours)
Breadth: AMDS 8611 Theory of Stochastic Methods (5 cr.)
Depth: AMDS 8621 Current Research in Stochastic Methods (5 cr.)
Application: AMDS 8631 Professional Practice: Application of Stochastic Methods (4 cr.)

Specialized Knowledge Area Module VII: The Case Study (14 total credit hours)
Breadth: AMDS 8711 The Case Study as a Research Technique (5 cr.)
Depth: AMDS 8721 Current Case Study Research in Operations Research (5 cr.)
Application: AMDS 8731 Professional Practice: Operations Research Case Study (4 cr.)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Information Systems Management Specialization

The Information Systems Management (ISM) curriculum blends both theory and practice in information systems management in a real-world context. Management education has traditionally focused on the basics: people, money, material, equipment, and management. Today's professionals also must know how to manage information, an essential competitive asset in the new economy. The program helps develop innovative problem-solving and effective information-management skills. Students will gain a broad range of knowledge to meet the high demands of computer, communications, information, and other information-based industries.

Core Courses (44 total credit hours)
MMBA 6110 Management Information Systems (4 cr.)

Technology Management:

AMDS 8115 Management of Technology (4 cr.)
AMDS 8125 Organizational Performance Improvement (4 cr.)
AMDS 8135 Project Management (4 cr.)

Information Technology:

AMDS 8215 Systems Analysis, Design, and Implementation (4 cr.)
AMDS 8225 Database Concepts (4 cr.)
AMDS 8235 Communications and Networking (4 cr.)

Managing Emerging Technologies:

AMDS 8315 Emerging Technology Assessment and Risk Management (4 cr.)
AMDS 8325 E-Commerce Strategies (4 cr.)
AMDS 8335 Principles of Knowledge Management (4 cr.)

Advanced Individual Studies
AMDS 8300 Advanced Individual Studies (4 cr.)

Foundation Research Sequence (14 total credits) (as described in the General Program)

KAMs V, VI, VII from the General Program or from any of the specializations (42 credits)

Dissertation (30 credit hours)
AMDS 9000 Dissertation

Knowledge Management and Learning Management Specializations

The Knowledge Management and the 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 are focused on 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.

Core Courses
AMDS 8800/EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management (4 cr.) (six-week course)
AMDS 8335/EDUC 8821 Principles of Knowledge Management (4 cr.) (six-week course)
AMDS 8801/EDUC 8822 Principles of Learning Management (4 cr.)
AMDS 8899/EDUC 8899 Capstone Seminar (6 cr.)

Foundation Research Sequence (14 total credits) (as described in the General Program)

Knowledge Management
AMDS 8810 Integrating Knowledge Management with Strategic Initiatives (4 cr.)
AMDS 8811 Advanced Knowledge Management Concepts (4 cr.)
AMDS 8812 Expert Systems (4 cr.)
AMDS 8813 E-Systems (4 cr.)

Two courses from Learning Management (8 total credits)

Three appropriate KAMs (42 total credits)

Dissertation (30 credits)
AMDS 9000 Dissertation

Learning Management
EDUC 8830 Adult Learning (4 cr.)
EDUC 8831 Lifelong Learning (4 cr.)
EDUC 8832 Education Design for Adult Learners (4 cr.)
EDUC 8833 Integration of Knowledge and Learning Management with Strategic Educational Initiatives (4 cr.)

Two courses from Knowledge Management (8 total credits)

Three appropriate KAMs (42 total credits)

Dissertation (30 credits)
AMDS 9000 Dissertation

Self-Designed Specialization

Students in the Ph.D. in Applied Management and Decision Sciences program have the option to self-design a specialization. A self-designed specialization must fit within the existing KAM curriculum structure of the General Program. A self-designed specialization must be developed in consultation with program faculty and approved by the faculty chair.

Declaring a Self-Designed Specialization
Students wanting to pursue a Program of Study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan. The Professional Development Plan 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 in the Self-Designed specialization should complete the Program of Study using the General Program 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 own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

Students must attach two copies of the Request to Declare a Specialization form to the Professional Development Plan when submitting it for review and evaluation. Forms are available on the university Web site and from Student Records.

Completing a Self-Designed Specialization
To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, demonstrating in all academic work doctoral-level competency in the specialization area. Academic work that does not adequately support the declared specialization will be returned to the student for revision. Upon validation of completion of all degree requirements, the specialization title is identified on official transcripts. Students pursuing a self-designed specialization must attach a copy of the approved Request to Declare a Specialization form to all learning agreements, KAMs, the proposal, and the dissertation.

Master of Public Administration

The Master of Public Administration (M.P.A.) program prepares public/nonprofit administrators to excel in public service performance in an increasingly complex, politicized, intergovernmental environment. The program provides learners the time, resources, and guidance needed to develop well-grounded new public policies and management practices. Students will become educated public/nonprofit management professionals who improve the services of governmental and nongovernmental institutions as they change and integrate.

Degree Requirements

56 quarter credit hours

MMPA 6000 Introduction and Orientation to Online Learning (4 cr.)

Core curriculum (40 cr.)

Specialized curriculum (12 cr.)

Portfolio

Specializations

General Program

Democratic Institutions (Nonprofit Management and Leadership)

E-Government

Public Policy

Health Services

Knowledge Management

Public Management and Leadership

M.P.A. students who do not seek a specialization as part of their master's program must fulfill a total of 52 credit hours and must take two elective courses of their choice (eight credits) from courses within the School of Management or other schools within the university.

Important Information for M.P.A. students entering on or after March 1, 2003
While the requirements for the Master of Public Administration (MPA) degree have not changed, the course credit allocation has been modified in the following ways to ensure that the credits in this program reflect the course work completed:

MMPA 6000 Introduction and Orientation to Online Learning is a credit-bearing (4 cr.) and graded course.

Curriculum

The M.P.A. curriculum consists of 44 credits of core courses divided into three content areas: foundation, public management, and policy and administration. Students advance to the 12-credit specialized curriculum after the completion of the core curriculum. A specialization comprises three courses in a designated field. The M.P.A. curriculum culminates in a portfolio of a student's work. Students who choose not to pursue a specialization may take two elective courses from throughout the university.

Core Courses

Foundation

MMPA 6000 Introduction and Orientation to Online Learning (4 cr.)
MMPA 6100 Historical Foundations and Professional Development (4 cr.)
MMPA 6110 Organizational Theory and Behavior (4 cr.)
MMPA 6120 Managing at the Boundaries (4 cr.)

Public Management

MMPA 6130 Applied Research (4 cr.)
MMPA 6140 Strategic Management of Information (4 cr.)
MMPA 6150 Budgeting and Fiscal Management (4 cr.)
MMPA 6160 Human Resource Management (4 cr.)

Policy and Administration

MMPA 6170 Professional Leadership and Ethics (4 cr.)
MMPA 6180 Policy Analysis (4 cr.)
MMPA 6190 Capstone Seminar (4 cr.)

General Program

A general program is created by taking two courses in any of the M.P.A. specializations or electives chosen from within the university.

Democratic Institutions (Nonprofit Management and Leadership) Specialization

This specialization prepares students to apply entrepreneurial ideas and concepts to the nonprofit arena as they assume a leadership role in the rapidly changing nonprofit sector. Competition among fund-raising organizations for donations is more sophisticated than ever. Financial management, accountability, program effectiveness, and sophisticated management practices are key to nonprofits success.

MMPA 6260 The Third Sector: Governance, Entrepreneurship, and Social Change (4 cr.)
MMPA 6261 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
MMPA 6262 Nonprofit Management (4 cr.)

E-Government Specialization

This specialization prepares students to manage e-government solutions and to participate effectively in the technology enriched environment of modern government and nonprofit enterprises. Around the world, use of the Internet and related information and communication technologies is dramatically improving public services to citizens, providing better licensing and regulation of businesses and equipping public servants with better tools to do their jobs more cost-effectively.

MMPA 6270 E-Government: An Introduction to Digital Government (4 cr.)
MMPA 6271 E-Government: Promising Practices and Emerging Trends (4 cr.)
MMPA 6272 E-Government: Applications and Case Studies in Public Services (4 cr.)

Public Policy Specialization

This specialization prepares students not only to function knowledgeably within this context, but to influence and shape public policy development and implementation. Public policy provides a critical context within which organizations and individuals act in a democratic society.

MMPA 6280 Policy and Politics in American Political Institutions (4 cr.)
MMPA 6281 Program Evaluation (4 cr.)
MMPA 6282 Public Policy and Finance (4 cr.)

Health Services Specialization

In this specialization, students will learn about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment. Americans have seen radical changes in the health care 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 have changed the way health care is delivered. As the health care environment changes, managers must quickly adapt to succeed.

PUBH 6250 U.S. and International Health Care Systems* (4 cr.)
PUBH 6920 Health Services Financial Management* (4 cr.)
PUBH 6130 Health Care Organization, Policy, and Administration* (4 cr.)

*12-week course

Public Management and Leadership Specialization

This specialization prepares students to take on the challenges of management in the public sector. Advanced and cutting-edge issues surrounding managing rapidly changing, responsive, and accountable public services provided.

MMPA 6290 Strategic Context of Public Management and Leadership (4 cr.)
MMPA 6291 Transformative Change in a Shared Power World (4 cr.)
MMPA 6292 Language, Thought, and Symbolic Managing and Leadership (4 cr.)

Knowledge Management Specialization

This specialization prepares 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 curriculum is focused on organizational change (e.g., Total Quality, Six Sigma, re-engineering, Malcolm Baldrige National Quality Award) and organizational learning, including the deployment of corporate universities.

AMDS 8800/EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management (4 cr.)
AMDS 8335/EDUC 8821 Principles of Knowledge Management (4 cr.)
AMDS 8801/EDUC 8822 Principles of Learning Management (4 cr.)

Ph.D. in Public Policy and Administration

The Ph.D. in Public Policy and Administration (P.P.A.) program prepares students to meet the challenges of social governance and effective service delivery as government and nonprofit institutions become increasingly intertwined. The curriculum is grounded in scientific inquiry and scholarship to provide practical solutions to add to the understanding of democratic institutions. The program prepares leaders with the knowledge and skills to envision plans, develop policies, and manage resources within and at the boundaries between economic sectors.

Degree Requirements

128 quarter credit hours
Orientation course PPPA 8000 Success Strategies in the Online Learning Environment (4 cr.)
Professional Development Plan and Program of Study
Core course curriculum (32 cr.)
Elective courses (12 cr.)
Foundation Research Sequence (14 cr.)
Specialized KAM curriculum (36 cr.)
Dissertation (30 cr.)
32 residency units
Minimum enrollment of 8–9 quarters depending on the transfer of credits awarded.

Specializations

Public Management and Leadership
E-Government
Public Policy
Democratic Institutions (Nonprofit Management and Leadership)
Health Services
Knowledge Management

Curriculum

The Ph.D. in Public Policy and Administration curriculum combines a course-based core curriculum divided into three concentration areas: Foundation, Public Management, and Policy and Leadership. The Foundation Research Sequence (FRS) seminars are the same as the A.M.D.S. program. Electives are chosen from courses within School of Management and the School of Health and Human Services, or students may register for individual studies. The six specializations all have several concentrations and utilize a common KAM curriculum with topic areas chosen by the student in KAM VII. Students generally complete both the core courses and two of the three FRS seminar requirements (SBSF 8417 & PPPA 8437) before moving on to the elective courses and specialized KAMs. The third FRS seminar, PPPA 8427, should be taken when a student is at the point of developing their dissertation proposal, which is generally as they are completing their final KAM.

Public Management and Leadership Specialization

Public management is under reform. Public managers are held more accountable, and sophisticated computer and telecommunications technology is increasingly being utilized in a variety of e-government solutions. 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. This specialization prepares scholar-practitioners to lead reform in public administration. Students may concentrate in state and local government, public finance, or health administration.

E-Government Specialization

As governmental institutions apply technological advances in communication and policy development, the evolution of e-government spells important changes in how they operate and relate to constituents. Using technology effectively and ethically is a new and important challenge to democratic institutions.

Health Services Specialization

In this specialization, students will learn about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment. Americans have seen radical changes in the health care 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 have changed the way health care is delivered. As the health care environment changes, managers must quickly adapt to succeed.

Knowledge Management Specialization

This specialization prepares 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 curriculum is focused on organizational change (e.g., Total Quality, Six Sigma, re-engineering, Malcolm Baldrige National Quality Award) and organizational learning, including the deployment of corporate universities.

Public Policy Specialization

Developing and implementing forward-thinking public policy and engaging citizens in the process is critical to the health of our society. Public and nonprofit administrators who are intimately involved in both executive and legislative/board policy and decision-making play an important role in policy development and implementation. By allowing students to apply their research in practical ways, the Public Policy specialization prepares students not only to form and understand policies, but also to manage the full implementation and acceptance of them.

Democratic Institutions (Nonprofit Management and Leadership) Specialization

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 Democratic Institutions specialization investigates these issues and prepares you to become knowledgeable social-change agents through scholarly inquiry, applied research, and effective participation in these nonprofit institutions. Students may concentrate in citizen participation, governance of nonprofit organizations or strategic planning.

Core Curriculum
(36 total credit hours)
PPPA 8000 Success Strategies in the Online Learning Environment (4 cr.)

Foundation (12 total credit hours)
MMPA 6100 Historical Foundations and Professional Development (4 cr.)
MMPA 6110 Organizational Theory and Behavior (4 cr.)
MMPA 6120 Managing at the Boundaries (4 cr.)

Public Management (12 total credit hours)
MMPA 6140 Strategic Management of Information (4 cr.)
MMPA 6150 Budgeting and Fiscal Management (4 cr.)
MMPA 6160 Human Resource Management (4 cr.)

Policy and Leadership (8 total credit hours)
MMPA 6170 Professional Leadership and Ethics (4 cr.)
MMPA 6180 Policy Analysis (4 cr.)

Elective Curriculum
(12 total credit hours)

Democratic Institutions (Nonprofit Management and Leadership)
MMPA 6260 The Third Sector: Governance, Entrepreneurship, and Social Change (4 cr.)
MMPA 6261 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
MMPA 6262 Nonprofit Management (4 cr.)

E-Government Specialization
MMPA 6270 E-Government: An Introduction to Digital Government (4 cr.)
MMPA 6271 E-Government: Promising Practices and Emerging Trends (4 cr.)
MMPA 6272 E-Government: Applications and Case Studies in Public Services (4 cr.)

Public Policy Specialization
MMPA 6280 Policy and Politics in American Political Institutions (4 cr.)
MMPA 6281 Program Evaluation (4 cr.)
MMPA 6282 Public Policy and Finance (4 cr.)

Health Services Specialization
PUBH 6250 U.S. and International Health Care Systems* (4 cr.)
PUBH 6920 Health Services Financial Management* (4 cr.)
PUBH 6130 Health Care Organization, Policy, and Administration* (4 cr.)

*12-week course

Public Management and Leadership Specialization
MMPA 6290 Strategic Context of Public Management and Leadership (4 cr.)
MMPA 6291 Transformative Change in a Shared Power World (4 cr.)
MMPA 6292 Language, Thought, and Symbolic Managing and Leadership (4 cr.)

Knowledge Management Specialization
AMDS 8800/EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management (4 cr.)

AMDS 8335/EDUC 8821 Principles of Knowledge Management (4 cr.)
AMDS 8801/EDUC 8822 Principles of Learning Management (4 cr.)

Foundation Research Sequence
(14 total credit hours)
SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
PPPA 8427 Research Seminar II: Research Design (5 cr.)
PPPA 8437 Research Seminar III: Data Analysis (5 cr.)

Specialized Curriculum
(36 total credit hours)

The specializations are pursued through the completion of the following common specialized KAM curriculum:

Specialized Knowledge Area Module V: Democratic Governance (12 total credit hours)
Breadth: PPPA 8510 Theories of Democratic Governance (4 cr.)
Depth: PPPA 8520 Contemporary Research and Issues in Democratic Governance (4 cr.)
Application: PPPA 8530 Professional Practice Application of Democratic Governance (4 cr.)

Specialized Knowledge Area Module VI: Organizational Leadership and Change (12 total credit hours)
Breadth: PPPA 8612 Classical and Emerging Paradigms of Leadership and Organizational Change (4 cr.)
Depth: PPPA 8622 Current Research on Leadership and Organizational Change (4 cr.)
Application: PPPA 8632 Professional Practice Application of a Theory of Leadership and Organizational Change (4 cr.)

Specialized Knowledge Area Module VII: Specialization Topics (12 total credit hours)
Breadth: PPPA 8710 Theories in Selected Specialization Topic (4 cr.)
Depth: PPPA 8720 Current Research in Specialization Topic (4 cr.)
Application: PPPA 8730 Professional Practice Application of Specialization Topic (4 cr.)

Dissertation (30 credit hours)
PPPA 9000 Dissertation (30 cr.)

Course Descriptions

Bachelor of Science Courses

MGMT 1000 Success Strategies in the Online Environment (5 cr.)

After successful completion of the course, students will be prepared to use Blackboard, email, Web browsers and other techniques of online communication and interaction. Students will also learn about the skills required to perform successfully in the program, including writing skills, critical-thinking skills, using library resources, registration, and time management. Students will be introduced to student services, including financial aid and academic counseling.

MGMT 1001 Developing Student Portfolios (1 cr.)

This course provides students with a framework for developing a student portfolio. Students learn about the value of creating a student portfolio and how it is used to communicate and demonstrate the student's academic accomplishments. Students are introduced to tools and techniques that will help them to develop, manage, and maintain a student portfolio. Participants will demonstrate the ability to apply the structure and methods presented in this course by composing a high-level design and comprehensive outline for a student portfolio. (Prerequisite: Blackboard Software Orientation. This course is taken in conjunction with MGMT 1000 Success Strategies in the Online Environment).

Business Administration Courses

MGMT 2001 Statistics (5 cr.)

This course will examine the fundamentals of probability and descriptive and inferential statistics. Hypothesis testing, simple regression, and correlation analysis will be covered, with an emphasis on the application of these techniques to business decision-making. The analysis and application of statistics in cases will be stressed.

MGMT 2100 Microeconomics (5 cr.)

The principles of microeconomics explain how in a market economy the price system answers the fundamental economic questions: "what, how, and for whom" are goods and services produced and distributed. The behaviors of households that supply factors of production—natural resources, labor, and capital—to firms, and that purchase consumer goods and services from firms are examined. Examined also are 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.

MGMT 2101 Macroeconomics (5 cr.)

Macroeconomics studies the influence of governments on national and international economic performance with a focus on government monetary (interest rates and money supply) and fiscal (taxation) policies designed to moderate the ebb and flow of the business cycle between recessions and booms. Government policy is studied through several macroeconomic models—Keynesian, Monetarist, Classical. Included also are the effects on the economy and on government policies of foreign trade and investments.

MGMT 3001 Management Principles in the 21st Century (5 cr.)

Students will gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so that the student examines the interrelationships among the major business disciplines and gains a comprehensive perspective with which to organize additional study in management. Practical applications of the manager's role in planning, organizing, staffing, directing, and controlling are demonstrated and evaluated.

MGMT 3002 Marketing (5 cr.)

Students examine basic marketing functions and the execution of successful marketing processes. They will gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including, customer relationship management (CRM). (Prerequisite: MGMT 3001.)

MGMT 3003 Human Resource Management (5 cr.)
The course provides students with a comprehensive overview of human resource management. Traditional topics such as job analysis and design, recruitment, selection, performance appraisal, training, staffing, career management, compensation, benefits, health and safety, and employee relations will be examined. Technology-based resources are also evaluated. (Prerequisite: MGMT 3001.)

MGMT 3004 Financial Management (5 cr.)
The principles of finance are examined from an applied perspective of the difficult strategic and operational decisions that exist in the business environment. The general objective is to provide decision-makers with the financial and managerial finance theory, concepts, and tools necessary to make better financial management decisions as well as to conduct sound financial analysis. (Prerequisite: MGMT 3001.)

MGMT 3005 Information Systems in Enterprises (5 cr.)
An introduction to enterprise information systems, the course reviews their characteristics, their impact on the enterprise, how they fit in organizations, their current architectures, current enabling tools, and project cycle.

MGMT 3101 Ethical Leadership (5 cr.)
Several important aspects of business ethics are examined from both a philosophical and practical perspective. Students explore ethical dilemmas that develop in a complex environment of relationships involving an organization and its competitors, customers, employees, stockholders, the government, the environment, and society in general. (Prerequisite: MGMT 3001.)

MGMT 3102 The Dynamics of Change (5 cr.)
Students examine change as it impacts people, processes, and products. They will learn to employ tools for dealing with and managing change. They will learn methods for coping with change as an individual, a member of a group, and a member of an organization. (Prerequisite: MGMT 3001.)

MGMT 3103 Knowledge Management and Organizational Learning (5 cr.)
Students learn how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge 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: MGMT 3001.)

MGMT 3104 Accounting Principles (5 cr.)
Accounting Principles is an introduction to accounting. The course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to have a clear understanding of the policies and procedures in an accounting system, be able to prepare basic financial statements, have an understanding of the acceptable methods of valuing assets, liabilities, and owner's equity and have an appreciation for the value of computer technology in accounting. (Prerequisite: MGMT 3001.)

MGMT 3105 Global Business in the 21st Century (5 cr.)
This course is a survey of the global business environment in the 21st century. It introduces the basic concepts of global business activity and theory. Students will be introduced to the major foreign environmental forces with the focus on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. (Prerequisite: MGMT 3001.)

MGMT 3106 Entrepreneurship/Small Business (5 cr.)
This course examines the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business. Students will 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 will be examined, concentrating on issues ranging from legal matters to employment decisions. (Prerequisite: MGMT 3001.)

MGMT 3107 Critical Thinking and Decision-Making (5 cr.)
Students become familiar with the importance of the scientific method as the basis for critical thinking and decision-making. Problem solving and decision-making based on recognizing problems, gathering data, developing alternatives, and choosing a solution is a critical skill for the professional manager. Throughout the course, students will apply these skills to a variety of everyday business examples. (Prerequisite: None.)

Information Systems Courses

MGMT 3201 Information Systems Architecture I (5 cr.)
This course emphasizes the components of an information system, introduces problem-solving and design paradigms, introduces algorithm development and object-oriented programming, and ties together the components of an information system and the processes by which they are developed. Learning activities include developing the ability to use the concepts to develop simple programs or program components. (Prerequisite: MGMT 3005.)

MGMT 3202 Information Systems Architecture II (Object Analysis-Design) (5 cr.)

An introduction to the concept of information abstraction, the course examines the role of abstraction in the development of the information systems architecture. The basic types of data and information elements will be described, data structures will be developed, and the interaction of data structures and how they interact with the hardware elements of an information system will be explored. Object-oriented case studies will be used. Students will develop object-oriented applications that illuminate the impact of information abstraction. A course project will be completed. (Prerequisite: MGMT 3201.)

MGMT 3203 Information Databases and Transaction Processing (5 cr.)

Students are introduced to the concepts of data modeling and to current models with their approaches to the organization of data. The design and normalization of data for the database of choice is discussed. Query processing is presented, and students exercise a query processor against a database that they have created. Students are introduced to transaction processing with the associated concurrence, integrity, and recovery problems of a transaction-based system. (Prerequisite: MGMT 3005.)

MGMT 3204 Business Process Redesign (5 cr.)

The concepts and methodology for business process redesign (BPR) are presented. Emphasis is placed on how information systems serve as enablers for business process redesign. Students learn how to analyze business processes and redesign them for dramatic results. The course includes case studies that provide practical application of the concepts and methodologies. (Prerequisite: MGMT 3005.)

MGMT 3205 Telecommunications and Networking (5 cr.)

Students will become familiar with and have a working knowledge of the connectivity issues, performance issues, and the standards and protocols of a variety of networking configurations. (Prerequisite: MGMT 3005.)

MGMT 3206 Distributed Systems (5 cr.)

Students explore distributed systems at the organizational level, at the user support level, and at the functional level. The goal is to produce people who can design, implement, and manage a distributed system. Emphasis is placed on understanding the information components of the system and the combining of these components to meet the information needs of the organization. The issues of system reliability, performance, security, and cost are addressed. (Prerequisites: MGMT 3201 and MGMT 3202.)

MGMT 3207 Data Warehousing, Data Mining, and Decision Support Systems—Executive Information Systems (5 cr.)

This course enables students to acquire a broad understanding of business management information systems and their components while incorporating the use of data and analysis models. (Prerequisites: MGMT 3201 and MGMT 3202.)

Finance Courses

MGMT 4101 Corporate Finance (5 cr.)

Students gain an understanding of the decisions made by finance managers in organizations. These decisions include choosing between competing investment opportunities, asset valuation, measuring risk and return, financing of the firm's operations, dividend policy, capital structure decisions, and valuation of financial instruments.

MGMT 4102 Financial Institutions and Markets (5 cr.)

This course investigates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. 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.

MGMT 4103 International Finance (5 cr.)

This course introduces students to the field of international finance. Primarily, emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking.

Global Business Courses

MGMT 4110 International Marketing (5 cr.)

This course is designed to introduce students to the complex world of international marketing. Students gain familiarity with the cultural, legal, technology, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment.

MGMT 4111 International Finance (5 cr.)

This course introduces students to the field of international finance. Primarily, emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking.

MGMT 4112 International Business Strategy (5 cr.)
Students complete case studies to understand multinational corporate management issues including strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions.

Human Resource Management Courses

MGMT 4120 Strategic Human Resource Management (5 cr.)
Students learn to align human resource management functions and activities with corporate strategic goals. Strategies, such as incentive cash and/or stock compensation programs, employee ownership, and nonmonetary rewards, are compared and contrasted. The impact on employee motivation and retention is also examined.

MGMT 4121 Human Resource Development and Change (5 cr.)
Students explore leadership theories, develop and improve leadership skills, apply leadership knowledge and skills in a practical setting, assess their leadership skills, and develop a plan to improve those skills.

MGMT 4122 Human Resource Management: Analysis and Problems (5 cr.)
The role of human resource management is examined in the areas of performance appraisal systems, compensation, and labor-management issues. The role of federal regulations, including equal opportunity, sexual harassment, discrimination, and other employee-related regulations, is reviewed.

Knowledge and Learning Management Courses

MGMT 4130 Integrating Knowledge Management with Strategic Initiatives (5 cr.)
Students examine how the emerging concepts of knowledge management work with other strategic initiatives, including total quality, ISO 9000, Malcolm Baldrige's Performance Excellence, process re-engineering, benchmarking Six Sigma, lean development, and organizational change.

MGMT 4131 Advanced Knowledge Management Concepts (5 cr.)
Students explore the future direction of knowledge management based on the history of knowledge, the demands of global competition, the needs of 21st century organizations, and the views of futurists looking at both organizational change and organizational learning.

MGMT 4132 E-Systems (5 cr.)
Students review the role of e-systems, Internet, e-commerce, e-business, B2B with the effective use of acquisition, assessment, evaluation, and dissemination of knowledge.

Marketing Courses

MGMT 4140 Marketing Management (5 cr.)
The course is designed to instruct students in creative decision-making for marketing mix, channels of distribution, and industrial and international marketing. Special emphasis is on the development, organization, implementation and control of the marketing plan.

MGMT 4141 International Marketing (5 cr.)
Students are introduced to the world of international marketing. Students explore culture, legal, technology, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment.

MGMT 4142 Case Study: Services Marketing (5 cr.)
Students evaluate the difference between product and service marketing, service marketing mix, total quality management and customer perceptions of services, and pricing of services. Students develop a comprehensive market plan in the context of real-world, service challenges.

Digital Enterprise Courses

MGMT 4201 The Digital Enterprise (5 cr.)
This course provides an introduction to the most important concepts in e-business, including the basics of the Internet/Web, business strategies, marketing, technology, e-commerce, and legal/ethical issues. Students gain a solid background in the new digital enterprise fundamentals. (Prerequisite: MGMT 3005.)

MGMT 4202 Comprehensive Enterprise Information Systems Engineering (5 cr.)
Students learn how to integrate systems technical knowledge and processes to complete an enterprise information systems design. Methodologies for use in the development of information systems are presented and used in this course. Students experience a comprehensive information systems project, in which as a group, the students develop information systems specifications for an enterprise. (Prerequisites: MGMT 3201 and MGMT 3202.)

MGMT 4203 Project Management (5 cr.)
This course presents systematic approaches to planning, organizing, regulating, and leading projects to successful completion. Students gain insights into the practical tools and skills to successfully manage projects from the planning stage to final completion and subsequent evaluation. (Prerequisite: MGMT 3005.)

End-User Information Systems Courses

MGMT 4210 Organizational and End-User Information Systems Concepts (5 cr.)

This course presents an overview of organizational and end-user information systems (OEIS), including technologies, business processes, and worker performance. This course emphasizes methods used to plan for and implement information technologies in the workplace. Advances in information systems hardware and software and appropriate applications are discussed. Emphasis is on understanding end-user needs and how to select and design systems to address them. Work-flow and systems analysis methodology, work (re)design, organizational change, systems implementation, and management issues are covered. Basic computer literacy is assumed. (Prerequisite: MGMT 3005.)

MGMT 4211 End-User Technology Solutions (5 cr.)

This course provides a comprehensive overview of technology solutions for the Organizational and End-user Information Systems (OEIS) environment, including software packages, operating systems, and hardware considerations. Students analyze, select, and evaluate computer software and hardware to address business needs. The course emphasizes the development of business applications using software packages (word processing, spreadsheets, databases, presentation graphics, project management, and desktop publishing and accompanying documentation and help-screens). (Prerequisites: computer literacy; demonstrated skill in using application software; MGMT 3005.)

MGMT 4212 Comprehensive Collaborative Project (5 cr.)

A summative experience is provided for the student, incorporating a range of activities that they have prepared for previous courses. Students will participate in a team activity, producing working systems from real-world specifications. Generally, this course will be done in collaboration with an industry systems-development team working on a complex systems-development project. The specific course content is determined by the specifications of the system being worked on. The project selected should be of sufficient complexity to require the use of the majority of the student's undergraduate technical education as he or she works toward a systems solution for the project. (Prerequisites: MGMT 3201 and MGMT 3202)

MGMT 5101 Business Capstone Project (Strategic) (5 cr.)

The student plans, completes, and writes a report for a capstone project by applying and integrating a variety of skills, tools, and knowledge to a complex, real-world problem. A student's capstone project report is a professional product that demonstrates what the student understands about solving complex problems. Students choose capstone topics that will benefit themselves and their employers. This makes the work interesting and provides the greatest return in terms of learning and professional satisfaction. Course projects are often excellent capstone topics. Many courses offer the opportunity to continue work on the same topic started in a previous course. (Prerequisite: Successful completion of all other courses.)

MGMT 5201 Information Systems Capstone (5 cr.)

The student plans, completes, and writes a report for a capstone project by applying and integrating a variety of systems skills, tools, and knowledge to a real-world complex system. A student's capstone project report is a professional product that demonstrates what the student understands about complex systems. We encourage students to choose capstone topics that will benefit themselves and their employers. This makes the work interesting and provides the greatest return in terms of learning and professional satisfaction. Course projects are often excellent capstone topics. Many capstone courses offer the opportunity to continue work on the same topic started in a previous course. (Prerequisite: Successful completion of all other courses.)

M.B.A. Courses

MMBA 6000 Success Strategies in the Online Environment (non-credit)

This course introduces the student to Walden University, Blackboard, and the M.B.A. program. The course prepares the student to use not only Blackboard but also Internet tools, email, Web browsers, techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical-thinking skills, group work skills, and to finalize their course of study. The course is required of all students and is a prerequisite for taking any other course in the M.B.A. program. Following successful completion of this orientation, the student will be admitted to the first class.

MMBA 6100 Management Practices (4 cr.)

This basic management course covers the theory and practice of management, with emphasis on application of concepts. After an introduction to management, learners study the management functions of planning, organizing, leading, and controlling. Contemporary issues of ethics, diversity, and globalization are integrated into the study of management functions. In this course, learners analyze case studies from major companies and use interactive tools on the Internet to further enhance their skill, knowledge, and application.

MMBA 6105 Organizational Behavior (4 cr.)

In Organizational Behavior the three levels of analysis are individual, group, and organization system. This course investigates the individual and the foundations of individual behavior, including personality and emotions, motivation and decision-making. The course examines the foundations of group behavior, work teams, communication, leadership and creating trust, power and politics, and conflict and negotiation. Finally, the course examines the foundations of organization structure, technology and work design, performance appraisal and reward systems, organizational culture, and organizational change and development. Three contemporary topics will also be studied: diversity, globalization, and ethics.

MMBA 6110 Management Information Systems (4 cr.)

This course is designed to deliver an in-depth understanding of information resources in organizations and their business implications. Ceaseless developments in the IT world are forcing management to totally rethink their approach to business and to explore new ways of structuring the organization to respond efficiently to the demands of customers and employees.

MMBA 6120 Business Statistics (4 cr.)

This course examines the applications to business of the fundamentals of probability, descriptive and inferential statistics, hypothesis testing, and regression and correlation analysis.

MMBA 6130 Fundamentals of Marketing (4 cr.)

This course surveys the fundamental concepts and processes involved in marketing products and services in today's competitive, dynamic marketplace. Major decisions relating to market segmentation and targeting, and the development of a marketing mix are examined within a conceptual framework that helps organizations plan, implement, and control the sum total of their marketing activities.

MMBA 6140 Managerial Accounting (4 cr.)

This course prepares students to use the language of business accounting. Students learn to examine financial statements to check the company's profitability, liquidity, solvency, and return to shareholders. Students learn to use accounting data to make decisions in business, such as product pricing, cost cutting, new equipment acquisition and new enterprise start up.

MMBA 6150 Managerial Economics (4 cr.)

This is a basic economics course that covers applied economic theory, practice, and thinking. It emphasizes selected micro- and macroeconomic topics that are pertinent to contemporary business decision making. Students learn to use fundamental economic concepts by applying them to specific real-world problems or events. The evaluation of current issues, such as government regulation, e-commerce, monetary policies, energy shortages, and international trade, is incorporated into the course through student research that builds on the concepts presented in the course and on information obtained from the Internet and other publicly available data sources.

MMBA 6160 Financial Management (4 cr.)

This course applies introductory finance principles to solving realistic personal and corporate financial problems using the Excel spreadsheet program. The course covers the "three pillars" of financial management: the time value of money, asset valuation, and risk management. The time value of money is applied to solving problems in corporate capital budgeting and for personal financial planning. Asset valuation methods are applied to valuing stocks, bonds, investment projects, and futures and options contracts. Risk management first identifies sources of business risk and quantifies that risk. Second, it reduces risk by diversifying assets, by hedging risk through futures contracts, and/or insuring against risk through the purchase of option contracts.

MMBA 6170 Global Management (4 cr.)

This course examines the scope of business expansion to a multinational and beyond to a global level. It discusses how government, diplomacy, and operations of international organizations facilitate the integration of national markets into a global market. It also contrasts international with domestic risk management, including hedging foreign exchange exposure, translating foreign earnings to domestic financial statements, dealing with international taxation, and investors' exposures to political interference with business in diverse countries (sovereign risk). Moreover, it identifies and discusses cross-cultural factors that affect business strategies, investment decisions, operations, marketing and human relations. Finally, it considers some of the more prominent U.S. laws that reach beyond U.S. borders to affect the operations of U.S.-based global firms, including legislation on corrupt practices.

MMBA 6180 Legal and Ethical Issues for Managers (4 cr.)
Through class group case discussion, this course analyzes applied legal and ethical decision-making across a broad spectrum of companies and subjects pertinent to the modern business organization. This course will introduce and explore with participants a range of ethical theories, concepts and ideas about organizational decision-making, with the intent of making M.B.A. participants more ethically aware decision-makers and effective and thoughtful senior leader-managers. The course will seek to help students develop their own values and ethical philosophies thereby assisting in their professional growth and development.

MMBA 6190 Strategic Management and Planning (Capstone) (4 cr.)
This is an integrative, capstone course in strategic management and business policy for those about to complete their M.B.A. graduate study. The course focuses on long-range, strategic problems faced by a CEO and top management team of the organization. Strategy implementation problems faced by department- or division-level managers are also considered. The course builds on and synthesizes students' prior course work and knowledge in different functional areas and applies this integrated understanding of business and management issues to real-world case problems and business decisions.

Finance Courses

MMBA 6201 Corporate Finance (4 cr.)
This course applies financial tools to investigate practical problems using real-world data sets and case studies. The practical problems investigated include finding hurdle rates for investment decisions, measuring returns on investments, evaluating financial structure decisions, defining the dividend policy, and valuing operations.

MMBA 6202 Financial Institutions and Markets (4 cr.)
A broad range of financial institutions and services is covered. The course evaluates the reaction of financial institutions in meeting the demands of retail customers and how these institutions accommodate resulting risks. The course evaluates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. The course also covers the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds.

MMBA 6203 Case Study: Financial Modeling (4 cr.)
This course uses Excel models to accomplish financial analyses of key business decisions, including valuation, leasing and leverage leases, portfolio models with and without short sales, option pricing models and portfolio insurance, real options for valuation, and calculations for bond returns and durations.

Risk Management and Insurance Courses

MMBA 6213 Case Study: Risk Management and Insurance (4 cr.)
The course uses risk management concepts to evaluate potential corporate exposure, including 1) identifying and analyzing loss exposures, 2) selecting alternative techniques to reduce exposures, 3) selecting appropriate techniques to reduce risks, and 4) implementing and monitoring the selected technique. The course explores nontraditional risk-management techniques, such as risk financing through market instruments, contractual transfers, and captive insurers. Students develop a risk-assessment instrument that can be applied to evaluate future risks of any organization.

Marketing Courses

MMBA 6221 Advanced Marketing Management (4 cr.)
The course investigates advanced management concepts in the areas of market segmentation, multiple market channels, competitive intelligence, integrated marketing, and e-business. Students work together in teams to develop a comprehensive management-marketing plan for one new product or service chosen by the team at the beginning of the course.

MMBA 6222 International Marketing (4 cr.)
The course covers global visions, global marketing management, international pricing, political environment, legal aspects, and business ethics. Students work in teams to develop a comprehensive international marketing plan.

MMBA 6223 Case Study: Services Marketing (4 cr.)
The course evaluates the differences between product and services marketing. Examines the service marketing mix, total quality management, customer perceptions of services, pricing of services, and relationship marketing. Students apply critical service marketing concepts to real-world situations using team case studies.

E-Business Courses

MMBA 6241 E-Business Technology (4 cr.)
The course provides an in-depth understanding of how to integrate an end-to-end e-business technology plan into an enterprise infrastructure and how to determine its business value. The focus is supply chain management (SCM) and the necessary concepts associated with the infrastructure, including networks, security, back-end processes, EDI, VANs, ISPs, and portals. The course covers the issues of system planning, performance, capacity planning, testing, and system management.

MMBA 6242 E-Business Marketing (4 cr.)
The course focuses on customer relationship management (CRM) for both traditional firms and digital start-ups. Traditional and e-marketing practices are compared and contrasted with a focus on the important elements of the user interface.

MMBA 6243 Case Study: E-Business Strategy (4 cr.)
The course addresses business-to-business (B2B) issues with an overview of business strategies. Examines case studies of business process fundamentals and processes improvements. The course includes a business plan outline, a strategy handbook for the Internet, and insights into the criteria used by investors to make funding decisions for new companies. Students develop a comprehensive strategic plan for an e-business.

Global Business Courses

MMBA 6251 International Trade (4 cr.)
The course investigates the relationship of microeconomics and the special characteristics of trade. The course covers trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

MMBA 6252 International Finance (4 cr.)
The course addresses open economy, macro-economic models, and policies. The course covers 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.)
The course investigates case studies of multinational corporate management issues, including choosing between 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.

Management of Technology Courses

MMBA 6261 Management of Technology (4 cr.)
The course examines the key concepts in management of information technology and the role of technology managers. The course presents management of technology from both a process and system perspective, and investigates major technical issues involved in innovation and implementation.

MMBA 6262 Organizational Performance Improvement (4 cr.)
The concepts of performance improvement and process reengineering are addressed. The course investigates the achievement of organizational performance improvements through redesigned business processes and the use of information. Students benchmark and analyze current best practices in organizational performance improvement.

MMBA 6263 Case Study: Project Management (4 cr.)
The course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Students develop a comprehensive strategic plan for managing technology, using a project management approach.

Human Resource Management Courses

MMBA 6271 Human Resources Management (4 cr.)
The course addresses the functional areas of the professional human resource management, including strategic role, employment policies, legal and environmental regulations, interviewing and hiring, rewards and recognition, pay and benefits, diversity, job assessment, health and safety, ethics, negotiating and bargaining, and communications.

MMBA 6272 Human Resource Development and Change (4 cr.)
The course addresses the area of individual development, including motivation, organizational design, knowledge management, 360-degree feedback, identifying and developing leaders, and the future direction of human resources.

MMBA 6273 Case Study: Applications in Human Resource Management and Professional Practice (4 cr.)
The course fosters further evaluation of the human resource function through the active assessment of a number of mini-cases studies focusing on regulatory issues, job assessment, recruiting and orientation, health and safety, and labor relations.

Nonprofit Management Courses

MMBA 6291 The Third Sector: Governance, Entrepreneurship, and Social Change (4 cr.)
This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporations. The course covers the relationship between the board and the executive director, ethics, fiduciary responsibility, human resources, and board organizational structures. The course examines the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. (Note: This is a 12-week course.)

MMBA 6292 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
This course examines the history of philanthropy and the philosophy of giving in the nonprofit sector in the United States. Provides an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the context in which these methods may be used. (Note: This is a 12-week course.)

MMBA 6293 Nonprofit Management (4 cr.)
This course provides the basis for understanding nonprofit management issues and how management in the nonprofit sector differs. The course addresses mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. (Note: This is a 12-week course.)

Master of Public Administration and Ph.D. in Public Policy and Administration Courses

MMPA 6000 Introduction and Orientation to Online Learning (4 cr.)
This course introduces the student to the university, Blackboard, and the M.P.A. program. It is required of all students and is a prerequisite for taking any other course in the program. It prepares the student to use Blackboard as well as Internet tools, email, and Web browsers. In addition, it provides basic instruction in techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical-thinking skills, and group work.

MMPA 6100 Historical Foundations and Professional Development (4 cr.)
This course familiarizes students with the historical and contemporary roles and relationships of the public and nonprofit sectors in the United States. It provides 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 they developed. Students are encouraged to reflect upon 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 professional goals. This is intended to make a strong connection between the student's own professional development and development of the major theories and concepts of public administration.

MMPA 6110 Organizational Theory and Behavior (4 cr.)
This course focuses on behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. Skills and abilities essential for effective management in changing organizational contexts are emphasized. Topics examined include motivation, productivity, diversity, group development, team building, decision-making and communication processes, power and politics, leadership, job design, and organizational culture.

MMPA 6120 Managing at the Boundaries (4 cr.)
This course examines the historical and contemporary patterns of interaction between levels of government and between the public, private, and nonprofit sectors in the United States. Of all the Western democracies, the United States has the most fully developed nonprofit sector. In the past 20 years, the private sector has become more and more important to the other two sectors with, for example, growing efforts to privatize public service delivery and to use corporate strategies and connections for enhanced revenue in the nonprofit sector. Increasingly, the boundaries between governmental levels and the three sectors have become more blurred and the action at these intersections more critical for the effectiveness of public/nonprofit sector leaders and managers.

MMPA 6130 Applied Research (4 cr.)
This course is designed to introduce students to the research process as applied to problems in the public and nonprofit sectors. Beginning with an overview of the scientific method, it covers each phase of the research process, including formulating the research question, model building and conceptualization, data collection and analysis, and reporting results and conclusions. In addition, the course introduces qualitative methods, and assesses the strengths and weaknesses of both quantitative and qualitative methods. Students are not required to have a background in quantitative methods, statistics, or computer-based analysis.

MMPA 6140 Strategic Management of Information (4 cr.)
This course is designed for an in-depth understanding of information resources and their implications for the public and nonprofit sectors. Advancements in information technology, which are making e-government a reality and are causing administrators to rethink their approach to service delivery, are explored as well as new ways of structuring organizations for greater productivity. The human systems and organizational culture impacts of information technology are also examined.

MMPA 6150 Budgeting and Fiscal Management (4 cr.)
This course examines government and nonprofit budgeting policies and practices as well as the fiscal climate within which these organizations have to operate. Students will gain a better understanding of the role of finance in public and nonprofit organizations, the theories underlying major fiscal policy debates, how to construct budgets and capital improvement plans, and how to successfully generate funds to support nonprofit sector organizations.

MMPA 6160 Human Resource Management (4 cr.)
This course is a survey of philosophy, approaches, and systems of managing people in government and nonprofit organizations. It includes historical developments, personnel management practices and behaviors, and current issues. It examines recruitment, classification, compensation, training, evaluation, and labor-management relations functions.

MMPA 6170 Professional Leadership and Ethics (4 cr.)
This course examines the ethical issues of public and nonprofit sectors. It provides conceptual tools to clarify moral dilemmas and analyzes individual decision-making strategies and organizational programs from an ethical perspective.

MMPA 6180 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 executive and legislative/ board policy- and decision-making. 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 policy-making process itself, as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

MMPA 6190 Capstone Seminar (4 cr.)
This course is intended to integrate learning from all the master's courses to demonstrate a stronger, more intellectually cohesive understanding of public and nonprofit administration. It may focus on governance, policy, or leadership and management in either the public or nonprofit sectors, or it may take a cross-sector comparative perspective.

MMPA 6260 The Third Sector: Governance, Entrepreneurship, and Social Change (4 cr.)
This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporation law. Government and business are the first two sides of the sector triangle. The relationships between the board and the executive director are covered. Ethics topics typical to nonprofit organizations, such as conflict of interest, fiduciary responsibility, human resources, and board organizational structures, are examined in depth. The role of nonprofit organizations in fostering social change is a major component of this course. The emerging trend toward entrepreneurship in nonprofits is examined in detail.

MMPA 6261 Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
This course examines the history of philanthropy and the philosophy of giving, and their relationship to the nonprofit sector in the United States. The principles of development and their relationship to organizational mission, governance, and capacity are a core part of the course. The course provides an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the contexts of their use.

MMPA 6262 Nonprofit Management (4 cr.)
This course provides the basis for understanding nonprofit management issues and for understanding how management in the nonprofit sector differs from both public and business administration and includes special issues of nonprofit management, such as mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment.

MMPA 6270 E-Government: An Introduction to Digital Government (4 cr.)
This introductory course is geared to offer the generalist an overview or "big picture" of the field e-government. Some of the major areas covered in the class materials include definitions of key terms, the current national and international context, a framework of six types of e-government opportunities, identification of the major stages of e-government, and both the major reasons for and the major potential customers of e-government. Much of the course material and examples will be drawn directly from relevant federal, state, and local Web sites. The intended outcome of the course is to have participants leave with a good familiarity with the field of e-government and with a sense of the reasons for doing e-government and criteria for a good e-government project. Course assignments will include postings to the course Web site, responding to other participants' contributions, and completing assignments on approximately a weekly basis.

MMPA 6271 E-Government: Promising Practices and Emerging Trends (4 cr.)

The Promising Practices course delves more deeply into emerging trends and leading-edge work in the field of online public services. Some of the areas covered include Web page organization around customer segments and customer needs, use of expert systems to facilitate users access to complex sets of information, and access tactics to including advanced work in intelligent voice recognition and Web-enhanced wireless telephones. Also covered are approaches to strategic planning for e-government, including three main strategies for "making the case" for an e-government approach in public services. The intended outcome of the course is to have participants be aware of emerging trends and promising practices and how these might be useful in a specific federal, state, or local government agency. Course assignments will include postings to the course Web site, responding to other participants' contributions, and completing assignments on approximately a weekly basis. The major project will be developing a list of promising practices for use in an applied project.

MMPA 6272 E-Government: Applications and Case Studies in Public Services (4 cr.)

This course is centered on participants developing a project plan for an e-government initiative at the federal, state, or local level, using knowledge gathered in the first two classes and from additional sources. One project outcome would be a "persuasive memo" to potential project "authorizers" on the rationale for a project with an attached process outline for developing a project. The format of the project resembles a strategic plan with an assessment of potential customers, rationale for the project, technology assessment, and a plan of action. Course assignments will include postings to the course Web site, responding to other participants' contributions, and completing assignments on approximately a weekly basis. The major project will be developing a project plan with a cover memo for an e-government initiative.

MMPA 6280 Policy and Politics in American Political Institutions (4 cr.)

This course introduces students to the crafts of policy-making and analysis in the American democratic system. The course covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and evaluation and feedback. Students will develop skills in policy and economic analysis as well as their skill in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Last, students will enhance their abilities to develop alternatives and to assess strategies, which are proposed to achieve certain policy objectives. Policy arenas of interest to students will form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPA 6281 Program Evaluation (4 cr.)

This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of government policies. The course includes framing the evaluation question; using quantitative and qualitative tools to measure effectiveness, impact, and output evaluations; formulating evaluation reports and feedback to decision-makers; and determining appropriate changes in policy options and operations at all levels. Information technology as a factor in evaluation will be examined. This course will include methods for evaluating policies and programs funded by the public sector but implemented by the private and nonprofit sectors. Knowledge of economics and finance is helpful.

MMPA 6282 Public Policy and Finance (4 cr.)

This course covers both micro- and macroeconomic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Secondly, students will 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, worker's compensation, and Social Security. Outsourcing of public programs will also be examined.

MMPA 6290 Strategic Context of Public Management and Leadership (4 cr.)

This course engages learners in collaborative study of the changing strategic context of public administration. Learners will apply a systems perspective to construct a public enterprise model (PEM) 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" similar to a traditional "business model," but includes the three interrelated flows of money-knowledge-influence. Emphasis in this course is on management-and-leading the unknown—imagining and creating a future that works in a time of unprecedented and unpredictable change. Strategic scenarios will be applied to organizational change for the public organization of special interest to the learner. Learners will also develop professional action habits for pragmatic action learning in the practice of public administration.

MMPA 6291 Transformative Change in a Shared Power World (4 cr.)

This course engages learners in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Learners will learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems (CAS) will be 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 will be studied and applied to a positive organizational change situation of special interest to the learner. Learners will also develop professional action habits for pragmatic action learning in the practice of public administration.

MMPA 6292 Language, Thought, and Symbolic Managing-and-Leading (4 cr.)

This course engages learners in the collaborative study of the power of language-and-thought leadership in public organizational change. Learners will learn how language can either liberate or imprison individual thinking and community thinking in organizations. Learners will learn to apply a symbolic pattern language (image, metaphor, story, ritual, as well as generative ideas and ideals) to managing-and-leading, whether in a small work group or in a larger public arena of symbolic action. Learners will learn to enable and energize organization dialogue to create effective action and a culture of adaptive change. Learners will learn to create a generative symbolic pattern language, which is an organizational DNA of idea-genes (memes) in the form of a symbolic language capable of shaping and guiding organizational evolution. Learners will develop and apply symbolic communication to an organizational change situation of special interest to the learner. Learners will also development professional action habits for pragmatic action learning in the practice of public administration.

PPPA 8000 Success Strategies in the Online Learning Environment (4 cr.)

This course is designed to provide students with an understanding of the expectations for becoming a successful online learner, and to familiarize them with Walden's mission, the School of Management, and Public Policy and Administration doctoral program. In addition, students learn to use the online learning environment including Blackboard CourseInfo, and other Internet tools such as email, Web browsers, and techniques of online communication and interaction, with faculty, administration and students. Students practice APA formatting, writing skills, critical thinking skills, case study methods, time and stress management, and group activities in doctoral work. Students also learn about student services, including online registration, ordering textbooks and preparing their Program Development Plan (PDP) and Program of Study (POS), as well as an introduction to the KAM Process.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)

Topics in Seminar I include philosophy of science and social science; construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. (Open to Ph.D. students only. Completion within first three quarters of enrollment is required.)

PPPA 8427 Research Seminar II: Research Design (5 cr.)

Topics in Seminar II include theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental design; language, logic, and execution of qualitative designs; and integrated qualitative and quantitative designs. Writing the dissertation prospectus. (Prerequisite: SBSF 8417. Open only to Ph.D. students. This seminar is offered each year during the fall and spring quarters and generally taken when students are developing their dissertation proposal. 8427 is a prerequisite to nominating the supervising committee.)

PPPA 8437 Research Seminar III: Data Analysis (5 cr.)

Descriptive statistics; statistical inference; quantitative techniques, including analysis of variance and covariance, multiple linear regression, and various nonparametric techniques. Software for data analysis. Qualitative data reduction and analysis. Data management techniques. Integrating qualitative and quantitative data for analysis. (Prerequisite: SBSF 8417. Open only to Ph.D. students. Attendance at a designated Walden residency is required. This seminar is offered each year during winter and summer quarters.)

Ph.D. in Applied Management and Decision Sciences Courses

SBSF 8001 Strategies for Success in a Walden University Doctoral Program: An Academic Orientation (non-credit)

This course provides an orientation to the university and selected doctoral programs. Students are required to take it immediately upon enrollment and must successfully complete the course before proceeding with SBSF 8002 or their KAM work. Students will gain familiarity with the policies and procedures of the university and their respective schools. Upon completion of this course, students will have written their Professional Development Plan, including the accompanying Plan of Study and Program of Study form, and be prepared to effectively use library and writing resources, email, list-servs, a Web browser, and the Internet.

SBSF 8002 Writing a Quality Knowledge Area Module (non-credit)

This course is designed to introduce students to the meaning and purpose of KAMs (Knowledge Area Modules), guide them through the development stage of their first KAM preparation, extend and focus student's library skills, and broaden their understanding of doctoral-level writing by examining and practicing the key principles in writing KAM demonstrations.

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science (4 cr.)

Topics in Seminar I include philosophy of science and social science; construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. (Open to Ph.D. students only. Completion within first three quarters of enrollment is required.)

AMDS 8427 Foundation Research Seminar II: Design in Applied Management and Decision Sciences Research (5 cr.)

Topics in Seminar II include theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental design; language, logic, and execution of qualitative designs; and integrated qualitative and quantitative designs. Writing the dissertation prospectus. Open to Ph.D. students only. AMDS 8427 is a prerequisite to nominating the supervising committee. (Prerequisite: SBSF 8417. This seminar is offered each year during the fall and spring quarters and generally taken when students are developing their dissertation proposal.)

AMDS 8437 Foundation Research Seminar III: Data Analysis in Applied Management and Decision Sciences Research (5 cr.)

Descriptive statistics; statistical inference; quantitative techniques including analysis of variance and covariance, multiple linear regression, and various nonparametric techniques. Software for data analysis. Qualitative data reduction and analysis. Data management techniques. Integrating qualitative and quantitative data for analysis. (Prerequisite: Open to Ph.D. students only. SBSF 8417. Attendance at a designated Walden residency is required. This seminar is offered each year during winter and summer quarters.)

Information Systems Management Courses

AMDS 8000 Success Strategies in the Online Learning Environment (4 cr.)

This course is designed to provide students with an understanding of the expectations for becoming a successful online learner, and to familiarize them with Walden's mission, the School of Management, and the Information Systems Management (ISM) specialization. In addition, students learn to use the online learning environment including Blackboard CourseInfo, and other Internet tools such as email, Web browsers, and techniques of online communication and interaction, with faculty, administration, and students. Students practice APA formatting, writing skills, critical thinking skills, case study methods, time and stress management, and group activities in doctoral work. Students also learn about student services, including online registration, ordering textbooks and preparing their Program Development Plan (PDP) and Program of Study (POS), as well as an introduction to the KAM Process.

AMDS 8115 Management of Technology (4 cr.)

This course examines the key concepts in management of information technology and the role of technology managers. Management of technology is presented from both a process and system perspective. The major technical issues involved in innovating and implementing technology are presented.

AMDS 8125 Organizational Performance Improvement (4 cr.)

This course is designed to provide students with the concepts of performance improvement and process re-engineering. Achieving high-level improvements in organizational performance through redesigned business processes and use of information technology to re-engineer an organization, are central to the course.

AMDS 8135 Project Management (4 cr.)
This course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Cost, schedule, and technical planning, and control methods Project management software is used for a typical project plan and tracking.

AMDS 8215 Systems Analysis, Design, and Implementation (4 cr.)
This course examines the analysis, design, and development of computer-based information systems. The key characteristics of object-oriented methodologies are presented and compared with traditional methods. Students are introduced to the life-cycle concept and related activities including information requirements determination, prototyping, detailed systems design, development, testing, and implementation strategies.

AMDS 8225 Database Concepts (4 cr.)
This course examines database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Methods for creating, managing, sorting, and processing data files are discussed. Concepts of relational database methods are covered as well as the issues of managing information in a database.

AMDS 8235 Communications and Networking (4 cr.)
Students learn the concepts and terminology of data communications, network design, and distributed information systems. Topics include communications equipment, protocols and architecture, transmission alternatives, communications environments, regulatory issues, and network pricing and management.

AMDS 8300 Advanced Individual Studies (2–4 cr.)
Option A: Attend New Faculty Training–This option for advanced individual study is designed for students preparing to enter the academic field.
Option B: Publishing Option—This option for advanced individual study is designed to have each student integrate learning from the core curriculum in preparation for advanced KAM and dissertation research.

AMDS 8315 Emerging Technology Assessment and Risk Management (4 cr.)
This course covers issues related to the creation, acquisition, and leveraging of emerging information technologies for competitive advantage. The challenges of managing state-of-the-art technologies in organizations, the role of information technology infrastructures, conditions that facilitate innovation development, and links between technology and strategic planning are presented. Emerging technologies are assessed in the context of risks and strategies to manage these risks.

AMDS 8325 E-Commerce Strategy (4 cr.)
This course introduces students to the emerging theories and practices of e-commerce strategies. Strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups.

AMDS 8800/EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management (4 cr.)
This is a review of the history of knowledge from the early contributors, including Plato and Aristotle, to contemporary writers as well as the evolution of major movements, including rationalism, empiricism, functionalism, structuralism, and behaviorism. The course covers contemporary authors involved with knowledge, learning, and change management, including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles, and Rogers. A broad foundation for the study of knowledge and learning management is provided. (Completion is required in the first four quarters of enrollment.)

AMDS 8335/EDUC 8821 Principles of Knowledge Management (4 cr.) (six-week course)
This course examines how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g., internal and external, explicit and tacit) to enhance organizational productivity and competitiveness. The course also examines how information technology supports the organizational knowledge process. (Completion required in the first four quarters of enrollment.)

Knowledge Management and Learning Management Courses

AMDS 8801/EDUC 8822 Principles of Learning Management (4 cr.) (six-week course)
This course defines learning and the emergence of learning management and reviews the responsibilities of the chief learning officer and the foundations of adult learning and development. The course reviews the role of corporate universities and distance learning in support of organizational learning. (Completion is required in the first four quarters of enrollment.)

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives (4 cr.)
This is an examination of how the emerging concepts of knowledge management are integrated with other strategic initiatives including total quality, ISO 9000, Malcolm Baldrige, process reengineering, benchmarking Six Sigma, lean development, and organizational change. The course provides an opportunity for students to understand the major change initiatives and how knowledge management leverages these organizational initiatives.

AMDS 8811 Advanced Knowledge Management Concepts (4 cr.)

A review of the merging roles of chief knowledge officers and chief learning officers, this course explores the future direction of knowledge management based on the history of knowledge, the demands of global competition, the needs of 21st century organizations, and the views of futurists looking at both organizational change and organizational learning.

AMDS 8812 Expert Systems (4 cr.)

Expert Systems examines 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.

AMDS 8813 E-Systems (4 cr.)

This course examines the role of e-systems, Internet, e-commerce, e-business, B2B with knowledge management. Also under examination is the new languages, HTML, and other emerging applications.

AMDS 8899/EDUC 8899 Capstone Seminar (6 cr.)

The capstone integrates all of the previous work on knowledge and learning management, resulting in a comprehensive dissertation proposal for each student.

School of Psychology

The School of Psychology seeks to provide to adult learners in psychology the knowledge and skills to accomplish significant social impact through psychological research, theories, models, and skills. Using the principles of adult learning and development, the school prepares motivated, competent, and self-reflective psychologists who are informed about their profession and the contexts in which they live and work.

The school offers a Doctor of Philosophy degree that prepares students for the practice of professional psychology and a master's degree that provides pre-doctoral training and practitioner-oriented competencies. The school also offers a Post-Doctoral Psychology Certificate to students who want to enhance their academic knowledge and professional skills in a particular area of psychology.

M.S. in Psychology

The M.S. in Psychology provides individuals with a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science. The General Program prepares students to apply principles and theories, conduct research and data management in a variety of settings. The Industrial/Organizational specialization prepares individuals to work in organizations, corporations, and human resource and personnel departments. The General Program and the Industrial/Organizational specialization provide pre-doctoral training and build practitioner-oriented competencies.

M.S. Psychology students will be able to:

- Apply psychological knowledge and research to real-world situations.
- Think critically and independently about psychological theory and research.
- Conduct basic or applied research.
- Apply psychological concepts in a variety of settings.
- Prepare for further graduate study at the certificate or doctoral level.

Degree Requirements

The M.S. degree consists of eight required courses and two electives and the completion of a thesis. Required courses appear, for each specialization, in order of recommended sequence. Two elective courses, selected from identified graduate courses in the School of Psychology, may be added anywhere in the student's program provided prerequisites are met. Additional courses may be taken to provide breadth and depth of learning.

50 quarter credit hours
Orientation course (PSYC 6000)
Program of Study (included in PSYC 6000 Success Strategies)
Thesis (10 credit hours)
3.0 G.P.A.

General Program and Specialization Degree Requirements

General Program
PSYC 6000 Success Strategies (0 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6210 Advanced General Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)

Select one of the following 3 courses:
PSYC 6235 Cognitive Psychology (5 cr.)
PSYC 6240 Human Motivation (5 cr.)
PSYC 6230 Psychology of Learning and Memory (5 cr.)

Select one of the following 2 courses:
PSYC 6250 Group Dynamics (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)

Select 2 electives from the following list:
PSYC 6331 Interviewing and Observational Strategies (5 cr.)
PSYC 6341 Psychological Assessment: Cognitive* (5 cr.)
PSYC 6351 Psychological Assessment: Personality and Social—Emotional* (5 cr.)
PSYC 6290 Independent Reading (1–5 cr.)
PSYC 8745 Health Psychology (5 cr.)
PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)
PSYC 8710 Clinical Neuropsychology (5 cr.)
PSYC 8770 Sport Psychology: Theory and History (5 cr.)
PSYC 8780 Seminar in School Psychology (5 cr.)
Other 8000 courses that do not have a prerequisite with permission of the faculty chair of the M.S. degree

PSYC 6390 Thesis* (10 cr.)

Industrial/Organizational Specialization
PSYC 6000 Success Strategies (0 cr.)
PSYC 6210 Advanced General Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Test and Measurements* (5 cr.)
PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)
PSYC 8752 Psychology of Organizational Behavior* (5 cr.)
PSYC 8754 Personnel Psychology in the Workplace* (5 cr.)

Select 2 electives from the following list:
PSYC 6235 Cognitive Psychology (5 cr.)
PSYC 6240 Human Motivation (5 cr.)
PSYC 6230 Psychology of Learning and Memory (5 cr.)
PSYC 6250 Group Dynamics (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)
PSYC 6331 Interviewing and Observational Strategies (5 cr.)
PSYC 6290 Independent Readings (1–5 cr.)
PSYC 8753 Vocational Psychology and Counseling (5 cr.)
PSYC 8755 Leadership and the Process of Change* (5 cr.)
Other 8000-level courses that do not have a prerequisite with permission of the Faculty Chair of the M.S. Degree

PSYC 6390 Thesis* (10 cr.)

* See course descriptions for prerequisites

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 in local, national, and global communities. Specifically, the program prepares lifelong learners to integrate psychological theory, research, established methods of scientific inquiry, and evidence-based practice that incorporates cultural and individual diversity. The School of Psychology's training model encompasses an integrated, developmental, and sequential plan of study that includes Web-based and face-to-face course work; residencies that provide opportunities for knowledge and skill acquisition, ethical practice, and for professional socialization; field training; and demonstration of research competency.

Degree Requirements

127–147 quarter credit hours

Orientation activities

Professional Development Plan and Program of Study (included in PSYC 8000 Professional Development)

Minimum 12 quarters enrollment

3.0 G.P.A.

Dissertation (prospectus, proposal, dissertation, and oral presentation)

Full-time enrollment (with the exception of continuous enrollment options)

Field Experience (practicum and internship) (licensure specializations only)

Residency units:

    Licensure specializations: 500-hour academic year in residence

    Other specializations: 32 units

Specializations

Academic Psychology

Clinical Psychology (Licensure)

Counseling Psychology (Licensure)

Health Psychology

Organizational Psychology

School Psychology (Licensure)

Sport Psychology

Instructional Modes

Online Course

Students participate in courses conducted in an online instructional platform, using communication tools available via the World Wide Web and the Walden Information Network. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus and in the discussion board. At a minimum, students must participate in class discussion twice weekly. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper or project due on the 15th day of the last (third) month of the quarter is required in all online courses.

Grades for online courses are based on several criteria, including research papers, individual writing assignments, group projects, and participation in class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in online courses is generally limited to 20 students.

Online with In-Person Course

The online with in-person course includes a meeting at an instructional center. Students participate in the electronic course conducted in an online instructional platform using communication tools available via the World Wide Web and the Walden Information Network. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus and in the discussion board. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper or project due on the 15th day of the last (third) month of the quarter is required in the online with in-person course.

In addition to online instruction, the online with in-person courses incorporate an in-person class meeting at a designated university instructional center located in various cities across the country one weekend during the middle (second) month of the quarter. The weekend meeting of most online with in-person courses convenes Friday evening (6 to 10 p.m.) and all day Saturday (8 a.m. to 6 p.m.) or Saturday evening (6 to 10 p.m.) and all day Sunday (8 a.m. to 6 p.m.). Some online with in-person courses may meet at different times in conjunction with an academic residency. Dates and locations are announced prior to course registration to facilitate travel planning. Students are required to attend the in-person class meeting to receive credit for the course.

Grades for online with in-person courses are based on several criteria, including the research paper, individual writing assignments, group projects, attendance at the in-person meeting, and participation in online class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in online with in-person courses is generally limited to 20 students.

In-Person Course

The in-person course is a face-to-face residency course designed to meet the academic year in residence requirement. It may be offered in conjunction with a course, a residency, or as the Integrative Professional Seminar that consists of a series of face-to-face sessions at an instructional site. Although in-person courses are primarily face-to-face, there is also an online component conducted in our course instruction platform.

Independent Reading

Independent reading courses provide a one-on-one learning opportunity for the student. All independent readings are conducted in our Web-based course instruction platform. The student and the faculty member will develop a syllabus. A minimum of 10 substantive, interactive contacts between the student and instructor are required. A research paper due on the 15th day of the last (third) month of the quarter is required in all independent reading courses.

Curriculum

The curriculum is composed of foundation courses, advanced specialization courses, research competency, and dissertation. Licensure specialization students will also complete practicum and internship field experiences. The foundational courses serve as prerequisites for many of the specialization courses. Students may not take the advanced specialization courses until the prerequisite courses have been successfully completed. Some students may have taken these foundational courses and, with approval of transfer of credit, the advanced course may be taken. Required courses for each specialization are described below by specialization. Registration for all courses is accomplished through the normal registration process.

Academic Psychology Specialization

The Academic Psychology specialization prepares individuals to teach, mentor, and conduct research in psychology at institutions of higher education. Academic psychologists are interested in areas such as learning and cognition, instruction, cognitive and social development, and psychological practices as they are applied to education. The objective of the specialization is to prepare 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.

Academic Psychology students will:

- Acquire a broad knowledgebase in psychology and its history, 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 ability to promote attitudes and skills for lifelong learning, critical inquiry, and problem-solving in graduate and undergraduate learners.
- Develop research skills necessary to make scholarly contributions to the field of psychology.

The Academic Psychology specialization consists of 17 required courses, four elective courses, demonstration of research competency, and the dissertation sequence. Required courses appear in order of recommended sequence. Four elective courses, selected from graduate courses in the schools of psychology and education, may be added anywhere in the student's program, provided prerequisites are met. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6230 Psychology of Learning and Memory (5 cr.)
PSYC 6235 Cognitive Psychology (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
PSYC 8760 Educational Psychology (5 cr.)
PSYC 8762 Teaching of Psychology (5 cr.)
PSYC 8763 Principles of Instructional Design* (5 cr.)
PSYC 8764 Instructional Design for Online Course Development (PR: 8763) (5 cr.)
PSYC 9010–9060 Dissertation* (5 cr.)

* See course descriptions for prerequisites

Clinical Psychology Specialization (Licensure)

The Clinical Psychology specialization prepares individuals to practice as licensed psychologists in health care settings, community mental health centers, group practice settings, inpatient psychiatric settings, and private practice. Clinical psychologists promote psychological well-being, engage in prevention and early intervention of psychological difficulties, and provide treatment to clients experiencing severe psychopathology.

Clinical Psychology students will be:

- Prepared to work with clients presenting with various levels of problems, including those with severe emotional distress or psychopathology.
- Trained in the scholar-practitioner model to apply theoretical and empirical models to assessment and intervention.
- Prepared to work with culturally diverse populations.
- Prepared to provide rural mental health services.
- Prepared to collaborate with psychiatry and other health care providers.
- Function as managers and supervisors in mental health care systems.
- Contribute to social change through original research, treatment outcome research, and program evaluation.

The Clinical Psychology specialization consists of 19 required courses, two electives, demonstration of research competency, and the dissertation sequence. Two elective courses, selected from graduate courses in the School of Psychology, may be added anywhere in the student's program, provided prerequisites are met. Additional courses may be taken to provide breadth and depth of learning. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)
PSYC 6225 Biopsychology (5 cr.)

PSYC 6230 Psychology of Learning and Memory (5 cr.)
 or
PSYC 6235 Cognitive Psychology (5 cr.)

PSYC 6315 Tests and Measurement* (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 8361 Advanced Psychological Testing* (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)

PSYC 8721 Advanced Psychopathology*(5 cr.)
PSYC 8722 Theories of Psychotherapy*(5 cr.)
PSYC 8723 Multicultural Counseling
PSYC 8741 Psychopharmacology*(5 cr.)
PSYC 8871 Practicum*(5 cr.)
PSYC 8882 Internship* (0 cr.)

2 electives

Academic Year in Residence Options
PSYC 8801, 8802, 8803 Integrative Professional Seminar
or alternative face-to-face, course-based academic year
in residence completion

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

Counseling Psychology Specialization (Licensure)

The Counseling Psychology specialization prepares students to practice as licensed psychologists who work with clients to promote functional relationships, healthy lifestyles, and positive career choices and roles. Counseling psychologists facilitate growth and development by building on client strengths. Counseling psychologists work with clients of all ages in various therapeutic settings.

Counseling Psychology students will be able to:

- Implement the scholar-practitioner model in assessment and treatment of clients from diverse populations.
- Conceptualize counseling issues and problems based on counseling theory and research.
- Use evidence-based assessment and intervention techniques.
- Contribute to the field through original research, process and outcome research and treatment evaluation.

The Counseling Psychology specialization consists of 19 required courses, two elective courses, demonstration of research competency, and the dissertation sequence. Two elective courses, selected from graduate courses in the School of Psychology, may be added anywhere in the student's program, provided prerequisites are met. Additional courses may be taken to provide breadth and depth of learning. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)

PSYC 6235 Cognitive Psychology (5 cr.)
 or
PSYC 6230 Psychology of Learning and Memory (5 cr.)

PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)
PSYC 8720 Abnormal Psychology* (5 cr.)
PSYC 8722 Theories of Psychotherapy* (5 cr.)
PSYC 8723 Multicultural Counseling (5 cr.)
PSYC 8725 Group Therapy (5 cr.)
PSYC 8361 Advanced Psychological Testing* (5 cr.)
PSYC 8871 Practicum* (5 cr.)
PSYC 8882 Internship* (5 cr.)

Academic Year in Residence Options
PSYC 8801, 8802, 8803 Integrative Professional Seminar or alternative face to face, course-based academic year in residence completion

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

Health Psychology Specialization

Health Psychology specialization students plan to practice in a variety of health care settings and academic institutions. Many health psychologists practice in medical centers, medical research settings, business and industry, government and military, as well as sports and fitness settings. Others teach and engage in research at colleges and universities.

Health Psychology students will:

- Articulate and apply theoretical models of psychophysiological wellness, health, and immunocompetence.
- Identify and moderate personal and environmental factors that impact health.
- Understand and apply evidence-based psychological interventions that emphasize the role of stress on health.
- Describe psychotropic medications and their use in the treatment of mental and behavioral disorders.
- Articulate alternatives to pharmacological treatment that are less invasive, less disruptive to the body, and have an evidence base of effectiveness.
- Describe current concepts, theories, and research about neuropsychology, neuroanatomy, neuropathology, and psychoneuroimmunology (PNI).
- Recommend evidence-based mind-body interventions to help patients establish symptom management or attenuate physical illnesses.
- Articulate the impact of nutrition on psychological dysfunction.
- Use nutritional models to promote psychological wellness and mitigate illness.
- Use behavioral nutrition as an approach to psychological and psychophysiological illness and abnormal behavior.
- Understand current ethical standards and legal responsibilities of health psychologists, including those pertaining to psychological practice and research.
- Interact with medical professionals in practice and research on a peer-relationship level.

The Health Psychology specialization consists of 19 required courses, two elective courses, demonstration of research competency, and the dissertation sequence (9001–9006). Required courses appear in order of recommended sequence. Two elective courses, selected from online graduate courses in the School of Psychology, may be added anywhere in the student's program, provided prerequisites are met. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6230 Psychology of Learning and Memory (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional
Practice (5 cr.)
PSYC 8741 Psychopharmacology* (5 cr.)
PSYC 8745 Health Psychology (5 cr.)
PSYC 8746 Behavioral Nutrition* (5 cr.)
PSYC 8747 Psychoneuroimmunology* (5 cr.)
PSYC 8710 Clinical Neuropsychology* (5 cr.)
PSYC 8748 Stress and Coping* (5 cr.)
PSYC 8861 Field Experience in Health
Psychology* (5 cr.)

2 Elective Courses

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

Organizational Psychology Specialization

The Organizational Psychology specialization prepares individuals to work within industry, government, and university settings as practitioners, consultants, and researchers. Specifically, this specialization focuses on issues related to organizational behavior, leadership, and development; personnel staffing, development, and well-being; and effective, ethical consultation and research practices. Students may select one of three tracks offered in this specialization—industrial, organizational, or consultation psychology.

Organizational Psychology students will:

- Acquire a broad knowledgebase in psychology and its history, research methods, and applications.
- Acquire the background needed to develop consultative relationships with industry, government, the military, and other organizations.
- Develop the skills to conduct organizational research in profit, nonprofit, government, and other settings.
- Develop requisite knowledge and experience base to teach organizational psychology at the university level.
- Achieve an understanding of ethical concerns in the field and acquire an ability to employ ethical and accepted standards of practice.
- Achieve a perspective on the integral nature of cultural diversity in organizations and acquire an ability to effectively incorporate it.

The Organizational Psychology specialization consists of 17 required courses, four elective courses, demonstration of research competency, and the dissertation sequence. Required courses appear in order of recommended sequence. Four elective courses, selected from graduate courses in the schools of psychology and management, may be added anywhere in the student's program provided prerequisites are met. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6230 Psychology of Learning and Memory (5 cr.)
PSYC 6235 Cognitive Psychology (5 cr.)
PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional
Practice (5 cr.)

PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)
PSYC 8756 International/Cross-Cultural Issues in Organizations* (5 cr.)

Industrial Track
PSYC 8753 Vocational Psychology and Counseling (5 cr.)
PSYC 8754 Personnel Psychology in the Workplace* (5 cr.)

Organizational Track
PSYC 8752 Psychology of Organizational Behavior (PR 8465) (5 cr.)
PSYC 8755 Leadership and the Process of Change (PR 8465) (5 cr.)

Consultation Track
PSYC 8784 Psychological Consultation (5 cr.)
PSYC 8820 Successful Practice Management (5 cr.)

4 Electives

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

School Psychology Specialization (Licensure)

School Psychology students develop the knowledge, attitudes, and skills necessary to provide quality and contextually relevant educational and mental health services to children (birth–21 years) and their families. School psychologists practice in school settings and private practice, teach at the university level, and conduct applied research. A specialization in school psychology provides training in both psychology and education and emphasizes preparation in mental health, child development, school organization, learning, behavior, and motivation. With skills and knowledge of school systems, effective teaching and successful learning, students are prepared to use their training and skills to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy, and supportive environment.

School Psychology students will:

- Apply consultation models and methods to collaborate on planning and decision-making processes at the individual, group, and system levels.
- Assess learning processes and develop cognitive and academic goals for students with different abilities, disabilities, strengths, and needs.
- Assess developmental processes and develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs.
- Work with individuals of diverse characteristics to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- Consider influences of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.
- Use various models and methods as part of a systematic data collection; translate assessment results into evidenced-based decisions; and evaluate decisions.
- Design, implement, and evaluate evidence-based prevention and intervention programs.
- Collaborate with individuals, families, and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning and comprehensive mental health environments for children and others.
- Use research, statistics, and evaluation methods to promote social change through original research.

The School Psychology specialization consists of 25 required courses, demonstration of research competency, and the dissertation sequence. Additional courses may be taken to provide breadth and depth of learning. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395.

PSYC 8000 Professional Development (0 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6215 Developmental Psychology (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)
PSYC 6225 Biopsychology (5 cr.)

PSYC 6235 Cognitive Psychology (5 cr.)
 or
PSYC 6230 Psychology of Learning and Memory (5 cr.)

PSYC 6245 Social Psychology (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6310 Research Design* (5 cr.)
PSYC 6315 Tests and Measurement* (5 cr.)
EDUC 6641 Foundations of Reading and Literacy
Development (3 sem. cr.)
PSYC 8305 Statistics 2* (5 cr.)
PSYC 8361 Advanced Psychological Testing* (5 cr.)
PSYC 8700 Psychology and Social Change (5 cr.)
PSYC 8705 Ethics and Standards of Professional
Practice (5 cr.)
PSYC 8718 Psychology of the Exceptional Individual (5 cr.)
PSYC 8719 Developmental Psychopathology* (5 cr.)
PSYC 8722 Theories of Psychotherapy* (5 cr.)
PSYC 8723 Multicultural Counseling (5 cr.)
PSYC 8780 Seminar in School Psychology (5 cr.)
PSYC 8784 Psychological Consultation (5 cr.)
PSYC 8785 Prevention: Research and Practice (5 cr.)
EDUC 8807 Curriculum Theory and Design (4 cr.)
PSYC 8871 Practicum* (5 cr.)
PSYC 8882 Internship* (0 cr.)

Academic Year in Residence Options
PSYC 8801, 8802, 8803 Integrative Professional Seminar
or alternative face-to-face, course-based academic year
in residence completion

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

Sport Psychology Specialization

The Sport Psychology specialization prepares individuals for positions in academic settings, health and exercise environments, business and industry, and athletic settings. The objective of the specialization is to prepare students to integrate psychological theory and practice using scientific methods to implement evidence-based practice in sport and exercise psychology, incorporating issues of cultural and individual diversity.

Sport Psychology students will:

- Acquire an extensive knowledgebase of sport and exercise psychology pertaining to history, research methods, individual and cultural differences, and applied applications.
- Use sport and exercise psychological theory, research, and practice to enhance behavior outcomes in a variety of sport and exercise participants and settings.
- Develop the ability to use sport- and exercise-specific assessment tools to promote optimal human performance, attitudes, and skills for lifelong physical activity participation, and critical inquiry.
- Develop research and critical-inquiry skills necessary to contribute to the fields of sport and exercise psychology scholarship.

The Sport Psychology specialization consists of 21 required courses, one elective course, demonstration of research competency, and the dissertation sequence. Required courses appear in order of recommended sequence. The elective course, selected from graduate courses in the School of Psychology, may be added anywhere in the student's program, provided prerequisites are met. Students entering the program without an evidence-based or empirical master's thesis (or equivalent) must demonstrate research competency by means of successfully completing PSYC 6395 Research Competency (PR: 8120; 8122; 8140).

The program of study is designed to provide the learner with the base of knowledge necessary to be a critical and informed professional in the field of psychology. In addition, courses were selected to conform to certification standards in the field of psychology.

The courses in the Sport Psychology specialization curriculum will provide the learner with modern and comprehensive knowledge in both sport and exercise psychology. The courses are divided into the following four domains: business practices, social-behavioral aspects of sport and exercise, foundations of exercise, and performance enhancement.

PSYC 8000 Professional Development (0 cr.)

PYSC 6215 Developmental Psychology (5 cr.)

PYSC 6225 Biopsychology (5 cr.)

PSYC 6245 Social Psychology (5 cr.)

PSYC 6305 Statistics 1 (5 cr.)

PSYC 6310 Research Design* (5 cr.)

PYSC 6315 Tests and Measurement* (5 cr.)

PSYC 6331 Interviewing and Observational Strategies (5 cr.)

PSYC 8305 Statistics 2* (5 cr.)

PSYC 8700 Psychology and Social Change (5 cr.)

PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)

Social-Behavioral Aspects of Sport and Exercise

PSYC 8770 Sport Psychology Theory and History

PSYC 8773 Foundations of Exercise Science*

PSYC 8775 Principles and Theories in Motor Learning and Motor Control*

Foundations of Exercise

PSYC 8772 Exercise Psychology Theory and History (5 cr.)

PSYC 8774 Physiology of Sport and Exercise* (5 cr.)

Performance Enhancement

PSYC 8776 Motivation in Sport and Exercise Psychology* (5 cr.)

PSYC 8777 Assessments in Sport and Exercise Psychology Research and Practice* (5 cr.)

PSYC 8778 Interventions in Sport and Exercise Psychology* (5 cr.)

Business Practices in Sport Psychology

PSYC 8820 Successful Practice Management (5 cr.)

1 Elective

PSYC 9010–9060 Dissertation*

* See course descriptions for prerequisites

Academic Year in Residence

Clinical, counseling, and school psychology specializations encompass a variety of instructional modalities and learning outcomes. These include distance-learning interactions and face-to-face interactions. Both types of interactions are important throughout the doctoral program. Certain courses have a face-to-face component as part of the course requirements. Other courses are offered entirely as face-to-face residencies, as described above. During one year (typically the second or third year), the student must fulfill the academic year in residence requirement by participating in the following activities:

To complete an academic year in residence students in the licensure specializations complete 500 hours in face-to-face interactions with administrators, faculty, students, staff, and other professionals at residency locations across the United States. The academic year in residence provides students with opportunities for peer interactions, access to information and instructional research, working on writing for publication, exposure to and socialization in the profession of psychology, academic advising and support services, and contributing to the program, the college, and the university.

The 500-contact-hour minimum, face-to-face academic year in residence typically begins and ends with our core Summer Sessions conducted at a university setting in July. Students register for the Summer Session residency typically for three weeks for two consecutive summers. During the Summer Session, students attend university-wide plenary sessions featuring renowned individuals in the academic community, school-wide communities of practice colloquia presented by psychology faculty, face-to-face course instruction, and special topic seminars about research and research-to-practice issues. Additionally, they engage in library research activities, meet with faculty mentors and advisors, participate in commencement activities, join with faculty, administration, and peers in university-wide and school-specific social events, and meet in informal academic and social settings.

The academic year in residence also includes a residency requirement in years two-three or three-four. This requirement may be met by participating in a sequence of courses with a face-to-face component or by participation in the Integrative Professional Seminar ("the seminar") that carries six credits—two credits each over three quarters—and is conducted in an educational setting. During the academic year in residence, students and faculty convene in the seminar and, as part of that seminar, meet on a monthly basis over 10 months at an instructional center. Other psychology faculty and guest speakers participate regularly in the seminar. The seminar provides students with the opportunity to review

and analyze current and critical topics in psychology. The seminar places emphasis on the application of scholarship and research to practice with a particular focus on social change. Critical thinking is emphasized by interacting with and being challenged by colleagues. Students must register for three consecutive quarters of the seminar beginning in the fall quarter.

As an alternative to the seminar, student may elect to take a series of three related courses across three quarters (Fall–Winter–Spring). These courses will be related in regard to content and skill building. For example: PSYC 6341 Psychological Assessment— Cognitive (Fall); PSYC 6351 Psychological Assessment— Personality/Socioemotional (Winter); and PSYC 8361 Advanced Psychological Testing (Spring) would constitute such a course series. Face-to-face residency portions of these courses will provide the 100 hours of face-to-face contact time offered in the seminar option. Students will register for these courses as a sequence. Students who do not successfully complete the full sequence will not receive the contact-hour credit.

Psychological Assessment Component (PAC)

The purpose of the PAC is to provide a framework for master's students and doctoral students in the licensure specializations (clinical, counseling, school) to develop their assessment knowledge and skill repertoire. Based on a developmental progression (basic and advanced), at the basic level, master's and doctoral students gain 1) an understanding of the assessment process and related legal, ethical, and diversity issues; 2) an understanding of principles of tests and measurement; 3) a set of basic skills in the administration, scoring, and interpretation of assessment measures across domains; and 4) 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-skill-level courses include the following (see the Course Descriptions section for more information on each course and prerequisites):

PSYC 6315 Tests and Measurement
PSYC 6341 Psychological Assessment: Cognitive
PSYC 6351 Psychological Assessment: Personality and Social-Emotional

This may be waived 1) with equivalent course work with a grade of "B" or better taken within six years of admission, or 2) with current supervised professional practice in psychological assessment and prior course work with a grade of "B" or better in cognitive and personality/social-emotional assessment. These waivers are determined by the PAC coordinator on an individual basis through the application for PSYC 8361 process.

Advanced level courses include:
PSYC 8361 Advanced Psychological Testing

Licensure Specialization Required Field Experiences

Psychology Practicum

Practicum is one of the required, defining experiences of doctoral study for students in licensure specializations. Students specializing in academic, health, organizational, and sport psychology are not required to complete a practicum but may choose to include one in their program after consultation with their faculty mentor or specialization coordinator. Adequate preparation is essential to the success of the practicum experience.

Prerequisites

To enroll in PSYC 8871 Practicum, students must meet the following prerequisites:

- An approved practicum application (see details below).
- Receive permission to register for PSYC 8871 Practicum from the director of field experience.
- The courses listed below:

Clinical Psychology Specialization	PSYC 8721 Advanced Psychopathology
	PSYC 8705 Ethics and Standards of Professional Practice
	PSYC 8361 Advanced Psychological Testing PSYC 8722 Theories of Psychotherapy
Counseling Psychology Specialization	PSYC 8720 Abnormal Psychology
	PSYC 8705 Ethics and Standards of Professional Practice
	PSYC 8361 Advanced Psychological Testing PSYC 8722 Theories of Psychotherapy
School Psychology Specialization	PSYC 8719 Developmental Psychopathology
	PSYC 8705 Ethics and Standards of Professional Practice
	PSYC 8361 Advanced Psychological Testing PSYC 8723 Multicultural Counseling

Completing a Practicum

Students completing a practicum must arrange for supervised practice in a setting appropriate to their specialization. See "The Practicum Application" below for details on preparing the necessary documents and forms. Because a practicum is a site experience as well as an online with in-person course, students must complete the following steps:

1. *Arranging for the Practicum*
   As in other doctoral programs, students in the School of Psychology arrange their own practicum. The educational requirements for PSYC 8871 Practicum are specified in the course syllabus that appears in the Psychology Curriculum Guide. These requirements dictate that the practicum be for a minimum of 750 hours, where no fewer than 200 hours are assigned to direct assessment services and 200 hours are assigned to direct intervention services. The remaining hours are to be devoted to individual supervision, group supervision, case management, record keeping, and related training activities. Before a practicum is approved, students must complete the following steps:

   - Complete the practicum application and portfolio review and send it to the director of field experience.
   - After approval by the director of field experience, register for PSYC 8871 Practicum.
   - Execute the practicum and fulfill the course requirements for PSYC 8871 Practicum.

2. *Selecting a Practicum Site*
   Site selection should begin early in the student's enrollment. The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet goals outlined in the PSYC 8871 Practicum syllabus. Students who want to convert their current work site into a practicum must review the "Conflict of Interest" below as the same conditions apply.

3. *Selecting a Practicum Supervisor*
   Selection of the supervisor is critical to ensuring the success of the practicum. The practicum supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The preferred site supervisor is a licensed psychologist. In some instances, an experienced professional from another discipline may be approved as a supervisor if the individual is competent to train in the area of specialization and the supervisor qualifies under the rules of the licensing board of the state the student wants to be licensed in. The presence of other practicum or internship students is very desirable.

   Students selecting a private practice as the practicum site may have to consider paying for supervision. They must also review their state licensing board rules and regulations to determine the acceptability of this practice in terms of licensure criteria.

4. *Writing a Supervision Contract*

The student and practicum supervisor must develop a contract that establishes well-defined goals and boundaries for the practicum. The contract must be specific, detailed, and include the following elements:

- Supervisor's name and title.
- Supervisor's licensing state, license number, and type.
- Site suicide policy.
- Description of how and when supervision willbe- provided and specify the following:
  - The practicum will be for a minimum of 750 hours with one hour of supervision for every 10–15 hours worked.
  - At least half of the supervision must be individ- ual as opposed to group
  - The student must be allowed to perform testing.
  - Beginning and ending dates and frequency of supervision.
  - Supervisor's expectations of the trainee.
  - Supervisor's approach to supervision (e.g., behavioral, process-oriented, psychodynamic).
- Signatures of the supervisor and the student.

5. *Developing a Practicum Training Manual*

A practicum training manual describing the content of the practicum experience must exist and be endorsed by the practicum supervisor and should indicate the policies and procedures the student will be expected to follow at the practicum site. If the student uses an existing manual, an addendum must be added specifying how the practicum is compati- ble with the site's training manual. If such a manual does not exist at the practicum site, the student must create one in cooperation with the practicum supervisor.

Below is an outline of topics for developing a practicum training manual:

- Training program description.
- Outcomes/goals of training.
- Site policies and procedures related to the training program or trainee (i.e., maintaining case files and notes, client confidentiality, site personnel policies).
- Linkages with/among departments or sites (if applicable).
- Supervision (type of supervision to be provided, responsibilities of the supervisor).
- Evaluation of trainees.
- Role and responsibilities of trainee, self-evaluation of trainee.
- Adherence to ethical standards.

6. *Securing Student Malpractice Insurance*

Student malpractice insurance is required for the practicum. Students who maintain professional lia- bility insurance as a licensed counselor or other mental health professional should note that this type of insurance will not substitute for student mal- practice insurance. The American Professional Agency and the American Psychological Association Insurance Trust provide malpractice insurance for graduate psychology students. Students may contact the American Professional Agency and ask for the student department or visit the American Psychological Association Insurance Trust Web site: www.apait.org. The practicum site and the student's university do not have to be approved by the American Psychological Association to obtain stu- dent insurance for practicum. Students should secure at least $1,000,000 liability coverage.

7. *Criminal Convictions Clearance*

A notarized statement from the state police of the student's state of residence, disclosing any criminal convictions or lack thereof, is required. (Misdemeanors need not be reported.)

Completing the Practicum Application

Students must submit a practicum application no later than the first day of the month prior to the quarter in which the student wants to begin the practicum. In other words, applications are due in accord with the schedule below.

Practicum Application Deadlines*

Practicum Application Due	*To Begin the Practicum*
August 1	September 1 (fall quarter)
November 1	December 1 (winter quarter)
February 1	March 1 (spring quarter)
May 1	June 1 (summer quarter)

*Practicum application received by the director of field expe- rience fewer than 21 days before the start of the quarter will not be considered.

The Practicum Application

The practicum application includes the following documents:

- Practicum Application form.
- Protocol Form created by the student, including:
  - List of all completed courses with grades.
  - List of courses to be completed prior to the practicum.
  - Statement confirming the student's readiness to begin a practicum, signed by the faculty mentor.
  - Student's email address.
- Student's curriculum vitae.
- Site brochure(s).
- Practicum supervisor's curriculum vitae.
- Supervision contract (See # 4: "Writing a Supervision Contract" above).
- Practicum training manual (See # 5: "Developing a Practicum Training Manual" above).
- Verification of student malpractice insurance, including a copy of the policy cover sheet.
- A notarized statement from the state police of the student's state of residence disclosing any criminal convictions or lack thereof. (Misdemeanors need not be reported).

Students must submit the entire practicum application to the director of field experience. All documents must include the student's name and email address. Approval to begin the practicum is contingent upon approval of the application and site.

Registering for PSYC 8871 Practicum

To execute the planned practicum experience, students must register for PSYC 8871 Practicum. This is a five-credit university course, and students receive a grade of "P" (Pass) or "F" (Unsatisfactory). Registration for this course is limited to students who both meet the prerequisites and who have an approved practicum application on file.

To register for this course, students must follow regular course registration procedures. Students must register for more than one quarter of PSYC 8871 Practicum.

Some states may require more than two quarters of practicum. Students are responsible for understanding the requirements of their state and should consult the rules and regulations of the licensing of psychologists from the appropriate state licensing board for psychologists.

Executing the Practicum and Fulfilling the Course Requirements for PSYC 8871 Practicum

Practicum is a site experience as well as an online with in-person course. Therefore, students participate in course activities while completing the practicum.

Course requirements for PSYC 8871 Practicum include the following:

Students are expected to make weekly email contact with the instructor and other students enrolled in a practicum. This contact may include a report of activities for the week and descriptions of cases or training experiences relevant to the goals of practicum. Students are expected to participate in weekly online discussions.

PSYC 8871 Practicum is always an online with in-person course. Students must attend the in-person class meeting on the scheduled weekend at the designated instructional center. The instructor will create an agenda and make individual assignments in advance. Typically, this includes a case presentation and video-tape of a therapy session. Attendance is mandatory.

Students are required to keep a journal of practicum activities with a minimum of two entries per week. Journal entries should focus on the practicum experience, perceived personal strengths and weaknesses, any personal insights gained through the practicum, newly developed skills, and challenges. Only the instructor for PSYC 8871 Practicum will see the journals, and the information will be kept confidential. The instructor will return journals to students if a self-addressed, stamped envelope is included.

Students must complete a 10-page paper summarizing the learning experience and the outcomes of the practicum. This may be presented in the form of a conceptualization paper that focuses on the client, issues, and context.

Students are responsible for ensuring that their on-site supervisor submits an evaluation of their work to the university. Students cannot receive a grade until the on-site supervisor's evaluation has been received. The grade is assigned by the practicum instructor, not the on-site supervisor.

Psychology Internship

An internship is required for students enrolled in the Clinical Psychology, Counseling Psychology, and School Psychology specializations. An internship is a critical part of doctoral study for students in these specializations. Students specializing in academic, health, and organizational psychology are not required to complete an internship, but may choose to include one in their program after consultation with their faculty mentor. Adequate preparation is essential to the success of the internship experience.

Prerequisites

Students must complete all other courses except Dissertation before beginning an internship. Having a dissertation started or even completed is desirable.

Completing an Internship

Students completing an internship must arrange for supervised practice in a setting appropriate to their specialization. Because an internship is a site experience as well as a university course, students must complete the following steps:

- Arrange for the internship.
- Complete the internship application and receive approval from the director of field experience.
- Register for PSYC 8882 Internship.
- Execute the internship and fulfill the course requirements for PSYC 8882 Internship.

Arranging an Internship

Students pursuing licensure must arrange a field-based supervised internship in a setting appropriate to their specialization. The internship must be for a minimum of 2,000 hours and scheduled as either a full-time experience for one year or half-time for two years. Part-time internships may not exceed two calendar years. Licensing jurisdictions vary in their requirements for the number of hours needed and the length of time required (i.e., span of time, such as one calendar year). The following URL gives the licensing requirements (to include internship requirements) for various states: www.asppb.org/Main/roster.htm.

In any event, students are responsible for knowing the requirements of their state's psychology board and for arranging an internship that meets those requirements. The internship must be consistent with the requirements described in the PSYC 8882 Internship syllabus. An APA-approved internship automatically satisfies the requirements stipulated in Walden's internship requirements.

Selecting an Internship Site

The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet the goals outlined in the PSYC 8882 Internship syllabus. Students may arrange a consortium internship that involves more than one site (maximum of three) under the coordinating supervision of a licensed psychologist. The licensed psychologist does not have to work for more than one of the sites. In every case, the internship site must publicly acknowledge the student as a doctoral intern from the psychology program at Walden University.

The student must use the title of doctoral intern when signing any site report or document. The student must have approval, by signature, from their internship supervisor for all documents signed as an intern. All staff at the facility must recognize the student as an intern, and informed consent forms signed by clients must acknowledge the student as a doctoral intern.

Conflict of Interest

Students employed professionally may want to convert their work setting into a practicum or internship experience; however, this may entail a potential conflict of interest situation as described in the Ethical Principles of Psychologist and Code of Conduct of the American Psychological Association at www2.apa.org/ethics/code-2002.doc.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and 1) at the same time is in another role with the same person, 2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or 3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

The following standards are intended to preserve the integrity of the internship experience. Each student should arrange for a practicum or an internship site not associated with the student's current work setting. Where it is not possible to arrange an external site, a psychologist who has a relationship with the student's current work setting may be considered for approval provided that the practicum or internship is clearly separated from the student's prior professional position.

It is expected that the student will work in a different department, under a different supervisor and with clients he or she would not see in the usual work in the setting. Other exceptions to this policy include:

- A practicum or internship may not be approved if the student has a personal affiliation (marriage, family relationship, close friendship) with any supervisory personnel or with owners of the agency or site.
- A practicum or internship may not be approved if the student has a supervisory position or proprietary interest in the agency or site.
- Other potential conflict-of-interest problems not specified above that, as determined by the director of field experience in consultation with the faculty chair/clinical director, constitute an ethical problem will be grounds for disapproval of the site as a practicum or internship.

Selecting an Internship Supervisor

Selection of the supervisor is critical to ensuring a successful internship. The internship supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The primary supervisor must be a licensed psychologist. A secondary supervisor is recommended but not required and may or may not be a licensed psychologist.

Internship Requirements

These elements must be included in the internship contract:

- At least 45 percent of the internship must include direct participation in activities such as assessment/testing services, intervention services (individual and group), consultation services, teaching, research, and interdisciplinary collaboration.
- A minimum of two hours of individual supervision must occur each week, addressing, in part, the delivery of psychological services rendered by the intern. A secondary supervisor is highly desirable but not required.
- Additional supervision hours each week may include case conferences involving other trainers or staff development activities. It is desirable for two or more trainees to be present during the internship period.
- The student must use the title of doctoral intern when signing any site report or document. The student must have approval, by signature, from their internship supervisor for all documents signed as an intern. In every case, the facility must be prepared to publicly acknowledge the student as a doctoral intern from Walden University. All staff at the facility must recognize the student as an intern, and informed consent forms signed by clients must acknowledge the student as a doctoral intern

Writing a Supervision Contract

The student and internship supervisor must develop a contract that establishes well-defined goals and boundaries for the internship. The contract must be specific, detailed, and include the following elements:

- Supervisor's name and title.
- Supervisor's licensing state, license number, and type (Supervisor must be fully licensed in his or her state. Doctoral-level supervisors must be three years post-license; non-doctoral-level supervisors must be five years post license. A copy of the supervisor's license is to be included in the application packet).
- Description of how and when supervision will be provided.
- Beginning and ending dates and frequency of supervision.
- Supervisor's expectations of the trainee.
- Description that the intern will be designated at the site as a "Psychology Intern."
- Supervisor's approach to supervision (e.g., behavioral, process-oriented, psychodynamic).
- Signatures of the supervisor and the student.

Developing an Internship Training Manual

An internship training manual describing the policies, procedures, and content of the internship must exist and be endorsed by the internship supervisor. If such a manual does not exist at the internship site, the student must create one in cooperation with the internship supervisor.

The educational requirements for PSYC 8882 Internship are specified in the course syllabus. These requirements and those listed below must be reflected in the training manual.

Below is the outline of topics for developing an internship training manual:

- Training program description.
- Outcomes/goals of training.
- Site policies and procedures related to the training program or trainee (e.g., maintaining case files and notes, client confidentiality, site personnel policies).
- Linkages with/among departments or sites (if applicable).
- Trainee.
  - Designation as a Walden doctoral intern in title and on all documentation.
  - Role and responsibilities of trainee.
  - Self-evaluation.
  - Adherence to ethical standards.
- Supervision.
  - Type of supervision to be provided.
  - Responsibilities of the supervisor.
  - Evaluation of trainee.
  - Number of interns on site (minimum of two required).
  - Educational component (seminars, workshops, training program, etc.).
  - Research component (not required but desirable).

Securing Student Malpractice Insurance
Student malpractice insurance is required for the internship. Students who maintain professional liability insurance as a licensed counselor or other mental health professional should note that this type of insurance will not substitute for student malpractice insurance. The American Professional Agency and the American Psychological Association Insurance Trust provide malpractice insurance for graduate psychology students. Students may contact the American Professional Agency and ask for the student department or visit the American Psychological Association Insurance Trust Web site: www.apait.org. The internship site and the student's university do not have to be approved by the American Psychological Association to obtain student insurance for an internship.

Completing the Internship Application
Students must submit an internship application no later than the first day of the month prior to the quarter in which the student wants to begin the internship. In other words, applications are due in accord with the schedule below*****.

Internship Application Due	To Begin the Internship
August 1	September 1 (fall quarter)
November 1	December 1 (winter quarter)
February 1	March 1 (spring quarter)
May 1	June 1 (summer quarter)

* Internship applications received by the director of field experience fewer than 21 days before the start of the quarter will not be considered.

The Internship Application
The internship application includes the following documents:

• Internship application form.
• Current transcript of all course work at Walden.
• Student's curriculum.
• Site brochure(s).
• Internship supervisor's curriculum vitae.
• Supervision contract (see above for details).
• Internship training manual (see above for details).
• Verification of student malpractice insurance including a copy of the policy.
• Notarized statement from the state police of the student's state of residence, disclosing any criminal convictions or lack thereof. (Misdemeanors need not be reported.) The statement filed for practicum may be used if not more than 18 months old.

Students must submit the entire internship application package to the director of field experience. Documents must include the student's name and email address. Permission to register for PSYC 8882 Internship is contingent upon approval of the application and the internship site.

Registering for PSYC 8882 Internship
In order to initiate the planned internship experience, students must register for PSYC 8882 Internship. This is a non-credit university course, and students receive a grade of "P" (Pass) or "F" (Unsatisfactory). Registration for this course is limited to students who have completed all course work and who have an approved internship application on file with the director of field experience.

To register for this course, students must follow regular course registration procedures. Students must register for PSYC 8882 each quarter during the period of the internship. The director of field experience will assign registered students to a course section. Students must complete a minimum of 2,000 hours in the internship, requiring students to register for a minimum of four quarters of PSYC 8882 Internship. Students typically spend a minimum of 20 hours per week at the internship site.

Executing the Internship and Fulfilling the Course Requirements for PSYC 8882 Internship
Internship is a site experience as well as a university course. Therefore, students must complete site requirements as well as course requirements determined by the course instructor and posted in the syllabus. Students should keep copies of all internship-related materials.

Course Requirements for PSYC 8882 Internship
Students are expected to make weekly email contact with the instructor and other students enrolled in PSYC 8882 Internship. This contact should include a report of activities for the week and descriptions of cases or training experiences.

Students may be required to submit samples of their work (e.g., psychological evaluation, theory summary) depending upon the instructor and the student's specialization.

Students are required to submit a progress report in the form of a narrative summary of learning experiences. Students submit a report to the instructor for PSYC 8882 Internship at the end of each quarter. The report should discuss training activities, supervision contacts, and progress toward achieving the objectives and goals of the internship.

At the conclusion of the internship, students submit the following items to the director of field experience:

• Internship assessment form signed by the site supervisor.
• Internship documentation form signed by the site supervisor.
• A report summarizing the internship experience.

Terminating an Internship
In the event an internship is terminated prior to completion, none of the hours or activities can be transferred to another internship site without the written permission of the director of field experience.

Dissertation and Candidacy

Policy on Admission to Candidacy

There are three requirements students must meet to be eligible for admission to candidacy:

1. Completion of required course work, except internship.
2. Demonstration of research competency.
3. Approved dissertation proposal and dissertation supervisory committee.

Research Competency

All students enrolled in doctoral programs in the School of Psychology must demonstrate research competency prior to registering for dissertation. This requirement supports student readiness for conducting independent research as they fulfill the dissertation requirement. Students who did not complete a research thesis involving an evidence-based or empirical investigation or students whose thesis or research project does not meet the criteria for research competency must demonstrate research competency by registering for PSYC 6395 Research Competency and conducting a study of equivalent complexity. Students may also demonstrate research competency by submission and approval of a published journal article or conference presentation about a research study in which they were primary author.

Dissertation Proposal and Supervisory Committee

An approved dissertation proposal and dissertation supervisory committee (DSC) will consist of four members: one content expert, one methods expert, one additional member, and a representative from the School of Psychology appointed by the faculty chair. Committee composition ideally includes two members from the student's specialization and one outside the specialization or the school.

Dissertation Sequence

The dissertation sequence consists of six courses: PSYC 9010, 9020, 9030, 9040, 9050, 9060. Students will develop a prospectus and identify a dissertation committee while registered for PSYC 9010. They may then proceed to register in sequence for PSYC 9020–9060.

Post-Doctoral Psychology Certificate

The School of Psychology offers a Post-Doctoral Psychology Certificate (PDPC). The requirements for the psychology certificate vary depending upon the area of specialization and the individual student. Admission to the certificate program carries with it a prescribed set of curriculum requirements tailored to fit the individual student's needs and experience.

Students seeking a certificate must enroll for a minimum of four quarters and complete at least nine courses (PSYC 8000 Professional Development and eight credit-bearing courses). Residency requirements minimally include the completion of one Core 20 residency.

Certificate Requirements

Minimum of nine courses.
Additional courses as prescribed in the offer of admission.
Full-time enrollment (two courses or 10 credits per quarter) for a minimum of four quarters.
Maintain a 3.0 G.P.A.
One Core-20 residency.
Additional residency requirements as prescribed in the offer of admission.

Course Descriptions

M.S. in Psychology Courses

PSYC 6000 Success Strategies (non-credit)
Orientation to the M.S. program. Internet tools, email, electronic mailing lists, Web browsers, the Program of Study exercise, and other critical tools and skills for success in a distance-learning environment.

PSYC 6205 History and Systems of Psychology (5 cr.)
(Formerly PSYC 6020, 8010)
The history and philosophical roots of psychology, with emphasis on structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism is the focus of this course. An introduction to postmodernism and emerging thought is included.

PSYC 6210 Advanced General Psychology (5 cr.)
(Formerly PSYC 6170)
An examination of the historical and contemporary schools of psychology. Emphasis on key contributors to the profession of psychology over the past two centuries in the United States.

PSYC 6215 Developmental Psychology (5 cr.)
(Formerly PSYC 8030)
This course will provide the student with an overview of development through the lifespan. Childhood, adolescence, adulthood, and aging are the broad topics covered. Social, emotional, and cognitive issues will also be covered. This course will also provide the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging will be covered.

PSYC 6220 Psychology of Personality (5 cr.)
(Formerly PSYC 6040, 8200)
Major theories of personality are presented along with assessment approaches and application. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed.

PSYC 6225 Biopsychology (5 cr.)
(Formerly PSYC 6010, 8050)
A review of the structure and functions of the central nervous system is covered. Special attention is given to brain functions, including neural conduction, neurotransmitters, sensory systems and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

PSYC 6230 Psychology of Learning and Memory (5 cr.)
(Formerly PSYC 6060, 8070)
The term "learning" has been commonly associated with mechanistic and behavioral approaches, while "memory" has been associated with constructivist and cognitive approaches. Examined are the historic and current approaches to understanding the individual, environmental, and social processes that determine knowledge and behavior change. Also examined are the methods used to investigate the learning process (neurophysiological and biochemical, environmental manipulation and reinforcement, modeling, simulation, and introspection and phenomenological) and their results. The applications derived from each of these approaches and their utility will be presented.

PSYC 6235 Cognitive Psychology (5 cr.)
(Formerly PSYC 6100)
Historical and current research on higher-order mental processes, such as perception, learning, problem-solving, categorization, decision-making, and language.

PSYC 6240 Human Motivation (5 cr.)
(Formerly PSYC 6050)
Survey of biological, behavioral, and cognitive approaches to motivation, including the major theorists and their theories. Stresses both conceptual understanding and practical applications of theories.

PSYC 6245 Social Psychology (5 cr.)
(Formerly PSYC 8090)
Although the individual is the core of social psychology's focus, individuals do not think, feel, and behave in a social vacuum. This course is designed to provide the student with an overview of classic and contemporary topics in the field of social psychology, with a focus on how social contexts influence and shape individual behavior. These topics include: 1) research methods in social psychology; 2) the relation of self and culture; 3) person perception; 4) attitudes and their relation to behavior; 5) attribution theory; 6) persuasion; 7) conformity and obedience; 8) interpersonal attraction; 9) prejudice; 10) aggression; and 11) group dynamics, inter-group relations, and multiculturalism. The course will be presented with a focus on cross-cultural similarities and variations in the impact of context on behavior.

PSYC 6250 Group Dynamics (5 cr.)
(Formerly PSYC 6030)
Examines the process of human group interaction. Group theory, empirical, and naturalistic research on group interactions and group dynamics.

PSYC 6290 Independent Readings (1–5 cr.)
(Formerly PSYC 6180)
Students design a Learning Agreement to address a topic of personal interest. Content should address theoretical literature as well as research literature and professional practice implications. The Learning Agreement must specify the objectives, reading plan, and demonstration to be created. This course may be selected once during the student's program of study. (Prerequisite: Permission of faculty chair.)

PSYC 6305 Statistics 1 (5 cr.)
(Formerly PSYC 6110, 8120)
This course provides the student with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences. Specific methods will include: 1) Descriptive statistics (frequency distributions and measures of central tendency and dispersion); 2) using descriptive statistics as an aid to data cleaning; 3) the normal curve and sampling distributions; 4) hypothesis testing and confidence interval strategies for determining significance; 5) assumptions underlying significance testing; 6) independent and dependent t-tests; 7) correlation; single-factor analysis of variance; and 8) presentation of underlying assumptions of non-parametric tests, including those involving the chi-squared, Mann-Whitney U, and Spearman correlation statistics. Includes introduction to SPSS.

PSYC 6310 Research Design (5 cr.)
(Formerly PSYC 6160, 8140)
This course provides the student a foundation in the design of psychological research. Psychometric considerations (reliability and validity issues) as well as how to select appropriate measures for a study will be explored. The student will investigate the assumptions underlying and design considerations for experimental, quasi-experimental, and co-relational research, (including pre-post designs). Statistical power analysis and its importance to research design will be introduced. Descriptive methods and survey research will also be examined. Additionally, we will consider sampling and randomization strategies and how they impact inference. Qualitative research designs will be introduced, and the strengths and limitations of qualitative and quantitative designs will be stressed. The student will be provided with exposure to legal and ethical issues associated with human subjects protection. (Prerequisites: PSYC 6305.)

PSYC 6315 Tests and Measurement (5 cr.)
(Formerly PSYC 6130, 8100)
The course provides the student with a comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments. Testing and assessment will be situated in a historical context. The student will gain a detailed understanding of the following aspects of test development: 1) norms and the standardized sample; 2) reliability; and 3) validity. Specific techniques used to facilitate proper interpretation of test scores, such as percentiles, standard error of measurement, validity and reliability indices, and derived scores will be discussed; the steps in test development will be explored. Descriptive statistical procedures will be briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing will be reviewed and consulted at all phases of the course. The focus of the course is on psychometrics; however, the student will be provided an introduction to intelligence and personality tests. Ethical issues in testing, integration of testing in the overall assessment process, and cultural fairness and bias in testing will also be explored. (Prerequisites: PSYC 6305.)

PSYC 6331 Interviewing and Observational Strategies (5 cr.) (Formerly PSYC 6120, 8250)
Principles of clinical and vocational-type interviews, case histories, and behavioral observations. Practice in conducting interviews, taking case histories, and performing behavioral observations is provided to illustrate these principles. Reporting, writing up, and drawing reasonable interpretations from the data acquired in these modes of information gathering. Related legal, ethical, and diversity issues are discussed. This course has a face-to-face component.

PSYC 6341 Psychological Assessment: Cognitive (5 cr.)
(Formerly PSYC 6140)
In this course learners develop the basic skills related to cognitive and academic achievement testing. Specifically they learn to 1) establish and maintain rapport in a testing situation; 2) administer, record, and score, measures of cognitive ability and academic achievement; 3) interpret test results; and 4) summarize results in a written report. The major emphasis is on learning the practical aspects of psychological testing. There are three segments to this course. Segment one examines theory, rationale, and practical issues in the assessment process. The second segment is a practice-based portion in which participants learn how to administer, record, score, and interpret various measures and techniques. The last segment of the course focuses on analysis, synthesis, and written reporting of interpreted data. This course has a face-to-face component. (Prerequisites: admission to the master's program or a doctoral-level licensure specialization; submission to the

psychological assessment coordinator of a completed application for PSYC 6341/6351 (formerly PSYC 6140/6150); a grade of "B" or better in PSYC 6315 (formerly PSYC 6130/8100); a grade of "B" or better in a graduate course in tests and measurements taken no more than six years prior to registering this course.)

PSYC 6351 Psychological Assessment: Personality and Social-Emotional (5 cr.) (Formerly PSYC 6150)

In this course learners develop the basic skills related to assessment of personality and social-emotional functioning. Specifically they learn to 1) establish and maintain rapport in a testing situation; 2) administer, record, and score standardized, norm-referenced measures and projective techniques of personality and social-emotional functioning; 3) interpret test results; and 4) summarize results in a written report. The major emphasis is on learning the practical aspects of psychological testing. Three segments comprise this course. The initial segment examines theory, rationale, and practical issues in the assessment process. The second segment is a practice-based portion in which participants learn how to administer, record, score, and interpret various measures and techniques. The last segment of the course focuses on analysis, synthesis, and written reporting of interpreted data. This course has a face-to-face component. (Prerequisites: admission to the master's program or a doctoral-level licensure specialization; submission to the Psychological Assessment Coordinator of a completed application for PSYC 6341/6351 (formerly PSYC 6140/6150); a grade of "B" or better in PSYC 6315 (formerly PSYC 6130/8100); a grade of "B" or better in a graduate course in tests and measurements taken no more than six years prior to registering this course.)

PSYC 6390 Thesis (10 cr.) (Formerly PSYC 6190)

Master's-level students integrate their program of study with in-depth exploration of an interest area. Students complete the thesis independently, with the guidance of a committee. The thesis may be based either on library research or field work. The facts and concepts gained in thesis research must be logically and critically organized and developed. (Prerequisites: PSYC 6305, 6310, 6315 and an additional three courses; selection of a thesis committee.)

PSYC 6395 Research Competency (5 cr.)

All students enrolled in doctoral programs in the School of Psychology must demonstrate research competency prior to registering for dissertation. This requirement supports student readiness for conducting independent research as they fulfill the dissertation requirement. Students who did not complete a thesis involving an empirical investigation or students whose thesis or research project does not meet the criteria for research competency must demonstrate research competency by conducting an empirical study of equivalent complexity. Students may also demonstrate research competency by submission and approval of a published journal article or conference presentation about a research study in which they were primary author. (Prerequisites: PSYC 6305, 6310.)

PSYC 5999 Continuing Project (non-credit)

Students enrolled in master's-level, course-based programs, and who have already registered for the required number of thesis or research project credits, should register for 5999 Continuing Project to complete the thesis or research project proposal or manuscript. (Prerequisites: Completion of all master's course work and all thesis credits; permission of the faculty chair.)

Ph.D. in Psychology Courses

PSYC 8000 Professional Development (non-credit)

Orientation to the Ph.D. program. Introduction to the tools and skills necessary to succeed in an online learning environment. Students complete a Professional Development Plan and Program of Study.

PSYC 8305 Statistics 2 (5 cr.)

This course is the direct follow-up to Statistics 1. All analyses and projects will involve the use of the SPSS statistical software package. Statistical techniques presented in Statistics 1 will be briefly reviewed (t-tests, correlations, ANOVA, and chi-square). Next, ANOVA will be explored more deeply to include factorial, repeated measures (within-groups) and mixed designs. Next, the theory underlying multiple and logistic regression analyses will be explored and will include strategies for building and testing empirical models. Throughout the course, students will gain an understanding of the steps involved in data screening and cleaning and how missing data are handled. (Prerequisite: PSYC 6305.)

PSYC 8310 Qualitative Analysis (5 cr.) (Formerly PSYC 8130)

Explores five major traditions of qualitative research methodology: phenomenology, grounded theory, ethnography, biography, and case study. In the context of each of the traditions, varying approaches to proposal planning, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report are examined.

PSYC 8315 Program Evaluation (5 cr.)
This course provides an introduction to evaluation research. The student will learn: 1) the history and theory behind program evaluation, including the language used in understanding evaluation research; 2) approaches to evaluation (models used); 3) procedures and techniques for entering a group for which you would provide evaluation services; 4) selecting appropriate quantitative and/or qualitative models/techniques used to perform the evaluation; 5) strategies for getting gatekeepers to be invested in the development of the research and in the outcomes; 6) the specific techniques used to analyze programs, including types of research designs and statistical analyses; 7) how program effectiveness is demonstrated; and 8)how the results are best disseminated to key stakeholders. (Prerequisites: PSYC 6305, 6310.)

PSYC 8361 Advanced Psychological Testing (5 cr.) (Formerly PSYC 8270)
An in-depth examination of advanced psychological test procedures and research for the assessment of cognitive, personality, social-emotional functioning, achievement, and sensory abilities. Emphasis will be on multidimensional approaches to assessment, data-based diagnosis and decision-making, and data-based interventions or treatment. Students are expected to administer, score, record, interpret, diagnose, and make treatment recommendations using an array of assessment instruments appropriate to their specialization. In addition, they will write integrated comprehensive psychological reports. This course has a face-to-face component. (Prerequisites: Admission to a doctoral-level licensure specialization; submission to the psychological assessment coordinator of a completed application for PSYC 8361 (formerly 8270) the quarter before you intend to register for the course; PSYC 6315 (formerly 6130/8100) -or- a grade of "B" or better in a graduate course in tests and measurements taken no more than six years prior to registering for PSYC 6341/6351 (formerly 6140/6150) -and- a grade of "B" or better in PSYC 6341/6351(formerly 6140/6150) -or- a grade of "B" or better in graduate courses in cognitive and personality/social-emotional assessment taken no more than six years prior to registering for PSYC 8361.)

PSYC 8700 Psychology and Social Change (5 cr.) (Formerly PSYC 8020)
The theories of social and personal change are presented, with the roles of the psychologist discussed in relation to enabling personal change and influencing social change. The concepts of change agent and change advocate are analyzed.

PSYC 8705 Ethics and Standards of Professional Practice (5 cr.) (Formerly PSYC 8260)
An examination of the origins of professional codes of ethics in moral philosophy and social history. In particular, the influences of post-World War II international agreements on standards of research and other professional conduct are presented. Current professional standards in psychology and allied professions are examined. Consideration of how cultural factors are addressed in various ethical codes, and implications for scholar-practitioners are explored. Methods of ethical analysis of moral and ethical dilemmas are practiced.

PSYC 8710 Clinical Neuropsychology (5 cr.) (Formerly PSYC 8540)
This course provides an introduction to the field of clinical neuropsychology. Cortical organization including functions, anatomy, and neuropathology will be discussed. Higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults will be covered. Neuropsychology approaches, including cognitive neuropsychology will be explored. (Prerequisite: PSYC 6225.)

PSYC 8712 Clinical Child Neuropsychology (5 cr.) (Formerly PSYC 8515)
This course is an introduction to clinical child neuropsychology. The intent is to help the student develop an understanding of the scientific, theoretical, and applied foundations of brain-behavior relations in children with neurological, learning and/or behavioral disorders. The focus of the course is on a multidimensional, ecological, socio-psychological, perspective relative to prevention, diversity, identification, and intervention. (Prerequisites: PSYC 6215, 6225.)

PSYC 8718 Psychology of the Exceptional Individual (5 cr.) (Formerly PSYC 8205)
Cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment (severe and multiple disabilities, to gifted and talented). Foundational skills for educational and therapeutic intervention including theory, research and technique.

PSYC 8719 Developmental Psychopathology (5 cr.) (Formerly PSYC 8245)
An examination of formal psychopathology, emotional and behavioral disorders, and classification systems of infants, children, and adolescents. Topics include contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, and differential issues from the current diagnostic manuals outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. Case studies will be used to illustrate diagnostic issues. (Prerequisites: PSYC 6225, 6220.)

PSYC 8720 Abnormal Psychology (5 cr.) (Formerly PSYC 8220)

This course is an overview of what is commonly referred to as abnormal psychology; however, we will consider what constitutes normalcy from multiple perspectives. Specifically this will be an applied course, where we will explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practice. Environmental and biological factors contributing to behavioral disorders will be considered using the scholar-practitioner model. Techniques for the diagnosis and treatment of cognitive, emotional, and developmental disorders as well as psychophysiological and psychosocial problems will be reviewed. (Prerequisite: PSYC 6220.)

PSYC 8721 Advanced Psychopathology (5 cr.) (Formerly PSYC 8230)

This course is an in-depth examination of current theory and research associated with major psychological disorders. The transition from the concepts and terminology of the current diagnostic manual to actual clinical situations will be emphasized. Discussions of current criticisms of the diagnostic system and discussion of alternative models will be addressed. (Prerequisite: PSYC 6220.)

PSYC 8722 Theories of Psychotherapy (5 cr.) (Formerly PSYC 8240)

Summarizes the history and explores the primary concepts of the major approaches to psychotherapy in current use. The empirical foundations of each theory, and examples, are supplied of how each method is applied to clients. Limitations of each approach studied are also explored. (Prerequisites: PSYC 6220, 6331.)

PSYC 8723 Multicultural Counseling (5 cr.) (Formerly PSYC 8420)

This course is designed to increase awareness, knowledge, and skills in multicultural counseling and the delivery of psychological services. Diversity and identity issues will be explored and their impact on the therapeutic relationship will be discussed. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups will be addressed. Major multicultural models and frameworks will be reviewed to determine how the helping relationship is affected by cultural/identity factors. Specific issues related to diagnosis, assessment, and intervention will be considered. Course content will cover issues related to spirituality; sexual orientation; race, culture, and ethnicity; and gender and sex.

PSYC 8724 Child Psychotherapy (5 cr.) (Formerly PSYC 8545)

This course is an introduction to the psychological treatment of children from an array of theories and techniques, including play therapy. Issues of playroom organization, intake interviews, psychological assessment, limits, and intervention will be addressed. Typical play behaviors of children at various levels of development, cross-cultural aspects of play, and their meanings will be explored. Treatment, evaluation, cultural sensitivity, and ethical practice with children are also presented. (Prerequisite: PSYC 6225.)

PSYC 8725 Group Therapy (5 cr.) (Formerly PSYC 8490)

A review of group dynamics as they pertain to clinical and counseling approaches to group therapy. The theoretical basis of different approaches to group therapy will be examined. Attention will focus on various types of groups and the efficacy of using group as the treatment method with various multicultural populations.

PSYC 8726 Marriage and Family Therapy (5 cr.) (Formerly PSYC 8450)

Theoretical perspectives and techniques, classical schools of thought, and recent developments in marriage and family therapy are presented. The roles of culture, spirituality, and values are explored.

PSYC 8727 Religion and Spirituality in Counseling and Therapy (5 cr.) (Formerly PSYC 8555)

This course is designed to facilitate an understanding of significant religious and spiritual movements, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. Issues of values, assessment of religious manifestations, relations with clergy/spiritual leaders, use of bibliographic materials, ways to deal with religious/spiritual materials and themes presented by clients, cultural considerations that may intersect with religion and spirituality, especially in relation to race/ethnicity/nationality, sex/gender roles, and sexual orientation, and treatment techniques are also explored.

PSYC 8728 Substance Abuse Therapies (5 cr.) (Formerly PSYC 8440)

This course will examine addiction to alcohol, prescription medication, and illegal substances. Diagnosis and models of treatment for these addictions will be reviewed. Current research in the field of dependency and addiction will be explored. Examination of the treatments for addictions and their efficacy will be discussed.

PSYC 8729 Grief Therapy (5 cr.)
(Formerly PSYC 8570)
Grief theory, processes, grief tasks, and mediating factors, such as age of the bereaved and deceased, type of death, and relationship with the deceased, will be discussed. Diversity issues, such as race/ethnicity/nationality, sexual orientation, sex/gender roles, and spirituality/religion, are considered. Emphasis is on intervention techniques and research in the field.

PSYC 8730 Advanced Grief Therapy (5 cr.)
(Formerly PSYC 8575)
Grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters both natural and manmade will be discussed. The focus will be on acute stress and post traumatic stress syndrome, including the consideration of cultural factors in the assessment and treatment of those diagnosed with PTSD. (Prerequisite: PSYC 8729.)

PSYC 8732 Medical Crisis Counseling (5 cr.)
(Formerly PSYC 8585)
Stress and psychological issues faced by patients and their families coping with a life threatening illness will be discussed. Points of access in the disease process as well as an understanding of many diseases' characteristics and treatments will be discussed with emphasis on appropriate interventions. Issues such as preferential treatment or lack thereof based on social class, visible family/social support, age, race/ethnicity/nationality, sexual orientation and religion/spirituality are explored.

PSYC 8741 Psychopharmacology (5 cr.)
(Formerly PSYC 8410)
Psychopharmacology covers the entire spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. The role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy is reviewed. The focus is on the treatment of depression, anxiety, bipolar disorder, obsessive compulsive behavior, schizophrenia, and childhood disorders. Other psychological abnormalities as described in the DSM-IV-TR will also be discussed. (Prerequisite: PSYC 6225.)

PSYC 8745 Health Psychology (5 cr.)
(Formerly PSYC 8400)
This course surveys biopsychosocial, behavioral, and biomedical theory, covering a broad landscape from primary sources through the most contemporary research. The role of research and research design in health psychology is discussed. Such topics as the allopathic patient-physician relationship, predictive theories of health behaviors, gender/individual differences, and adherence to treatment are presented. Psychological concepts relating to the prevention, diagnosis, treatment of disease and illness, and models of wellness, including a review of coping strategies, are discussed. The impact of psychological stress on health and immunity is presented. Applied health psychology, including biopsychosocial interventions, will also be explored.

PSYC 8746 Behavioral Nutrition (5 cr.)
(Formerly PSYC 8265)
A review and examination of human nutrition and behavioral interactions. The fundamental principles of human digestion and nutrient metabolism will be covered. The specific nutrient requirements of the brain and brain metabolism of nutrients will be reviewed, including a discussion of the well-documented effects of nutrients on brain function. Using a background in the principles of nutrition, the student will critically examine current trends in behavioral nutrition. The role of behavior in nutrition will be discussed, and the student will conduct nutritional assessments. (Prerequisite: PSYC 6225.)

PSYC 8747 Psychoneuroimmunology (5 cr.)
(Formerly PSYC 8275)
An examination of current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). The course materials will investigate the mind-body interaction as it affects overall health through modulation of the immune system. Mind-body interventions aid patients in experiencing and expressing their illness and establishing some degree of control over symptoms, especially relating to the areas of neurology and immunology. Recent advances in medical science have contributed to our knowledgebase in terms of the biological processes involved and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness. (Prerequisite: PSYC 6225.)

PSYC 8748 Stress and Coping (5 cr.)
A survey of the literature, including primary and contemporary theories on the perception of stress, appraisal of stressors, ways of coping and the psychophysiological mechanisms that are common to such areas of health psychology as psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders. (Prerequisite: PSYC 6225.)

PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.) (Formerly PSYC 8465)

An overview course that introduces the complex field of industrial/organizational psychology. The major focus is on those theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students will learn to translate research and theory into practice in areas such as selection, training, performance management, team and organizational development and change.

PSYC 8752 Psychology of Organizational Behavior (5 cr.) (Formerly PSYC 8480)

Application of psychological principles and theories in organizational settings. Considers individual, group, and organizational behavior. Special attention is paid to individual differences, employee motivation, and job satisfaction; group development, team building, and leadership; and organization design, culture, and development. Students will acquire a broad knowledgebase in organizational psychology, its research and its applications. (Prerequisite: PSYC 8750.)

PSYC 8753 Vocational Psychology and Counseling (5 cr.) (Formerly PSYC 8510)

Major career development theories, assumptions, and implications for practice are examined. Career information programs and systems are reviewed in terms of their application to personnel assessment, counseling, development, and placement. Special focus is made on the implications of individual differences in cultural, gender, and age issues. Students will achieve a theoretical and practical basis for supporting individuals in vocation selection and career development.

PSYC 8754 Personnel Psychology in the Workplace (5 cr.) (Formerly PSYC 8520)

The application of psychological theory and practices to human resources activities in organizations is explored. Special emphasis is placed on job analysis and design, employee selection and placement, training and development, and performance management and appraisal. Legal and ethical considerations are underscored. Students will gain a working knowledge of the psychological principles in effective organizational staffing. (Prerequisite: PSYC 8750.)

PSYC 8755 Leadership and the Process of Change (5 cr.) (Formerly PSYC 8530)

An extensive overview of leadership theories is conducted from both a theoretical and an applied perspective. The concept of leadership is defined, major theoretical leadership models are explored, and the importance of context and situational factors is evaluated. Special consideration is given to effective leadership issues and practices during the process of organizational change. Students will understand and evaluate the various perspectives on leadership and its roles in the achievement of organizational, group, and team goals. (Prerequisite: PSYC 8750.)

PSYC 8756 International/Cross-Cultural Issues in Organizations (5 cr.)

This survey course focuses on issues arising in the workplace as a result of diverse cultural contexts. Specific topics include international and cultural comparisons of work motivation, communication, leadership, decision-making, as well as organizational structures, and characteristics. Conflict, its sources, management, and resolution strategies, is also considered. Students will develop an appreciation for the impact of culture on organizational, group, and team processes. (Prerequisite: PSYC 8750.)

PSYC 8760 Educational Psychology (5 cr.) (Formerly PSYC 8225)

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 included.

PSYC 8762 Teaching of Psychology (5 cr.) (Formerly PSYC 8235)

Basics of college/university teaching in psychology. Examines aspects of the adult development process, teaching skills, developing rapport with students, managing the course, managing the classroom, classroom communication, and ethical issues for faculty inside and outside the classroom.

PSYC 8763 Principles of Instructional Design (5 cr.)

Critical analysis of the cognitive basis of various instructional methods and techniques is covered. The course will encompass both an overview of major theories of learning and in-depth analyses of specific instructional applications. Students will apply their knowledge of learning, development, and cognition to understanding issues in instruction in the sequence to this course. (Prerequisites: 6230, 6235, 8760.)

PSYC 8764 Instructional Design for Online Course Development (5 cr.)

Best practices in development and instruction of online courses require many of the same skills and techniques used in traditional classes. The fundamental difference that distinguishes these environments is embodied in the role of technology to deliver courses and the asynchronous nature of student and faculty interaction. This course addresses learner support and resources, online organization and design, instructional design and delivery of online courses, assessment and evaluation, and appropriate and effective use of technology. Issues such as learning styles and instructional strategies in the online environment, alternatives to the online lecture, developing course objectives and discussion questions are covered. (Prerequisite: PSYC 8763.)

PSYC 8770 Sport Psychology Theory and History (5 cr.) (Formerly PSYC 8560)

This course is an introduction to the history of sport psychology and to the major topic areas that have driven the field. In this course, students will gain an understanding of the history and key figures of sport psychology from the late 1800s to the present. In addition, students will examine the following topic areas that comprise the foundation of sport psychology: arousal/anxiety and performance, personality and performance, social psychology of sport (e.g., team cohesion), and motivation.

PSYC 8772 Exercise Psychology Theory and History (5 cr.)

This course will examine the two primary areas in exercise psychology. First, learners will be exposed to the theoretical and applied research findings for exercise participation, patterns, and modification. The second area of this course will focus on the psychological influences and consequences of exercise. In addition, this section of the course will explore the impact of exercise participation on mental-health states such as depression and anxiety. Last, the social influences that impact exercise behavior, such as group dynamics, are explored.

PSYC 8773 Foundations of Exercise Science (5 cr.)

The major purpose of this course is to expose the student to the discipline of exercise science. The academic field of exercise science has grown dramatically over the last few decades, and it is imperative that a sport psychology professional has an understanding of this field. For instance, this course will enhance the student's knowledge of the role of a sport psychology consultant within a sport-centered environment that requires interaction with a variety of exercise-science professionals, such as exercise physiologists, motor behaviorists, and biomechanists. In addition, the learner will come to understand the common ground amongst sport psychology professionals, sport sociologists, sport philosophers, and sport pedagogues. (Prerequisite: PSYC 8770 or concurrent enrollment.)

PSYC 8774 Physiology of Sport and Exercise (5 cr.)

In this course, learners will master material in the following four areas. First, the major body systems and their response to acute exercise and chronic training will be examined. Second, learners will be exposed to how the environment affects these acute and chronic responses. Third, learners will examine various exercise specific approaches to optimize performance. Last, the unique concerns of special populations involved in physical activity will be examined. (Prerequisite: PSYC 6225.)

PSYC 8775 Principles and Theories in Motor Learning and Motor Control (5 cr.)

This course will examine the motor learning and control principles as well as the history of each field. Sport psychology, motor learning, and control contain a great deal of connectedness in that the goals of all are to motor-skill performance. Motor learning and control offer distinctive and valuable information concerning performance enhancement principles. Learners will gain an understanding of how sport psychology interventions relate to motor learning and control with regard to performance of physical skills that are essential for superior athletic performance. (Prerequisites: PSYC 8770, 8773.)

PSYC 8776 Motivation in Sport and Exercise Psychology (5 cr.)

Learners will gain knowledge of the theories, constructs, and research conducted in motivation and self-confidence. In addition, practical application of these theories will be stressed. Specifically, students will cover, though not be limited to, the following motivational and self-confidence theories: Bandura's Theory of Self-Efficacy, Harter's Competence Motivation Theory, Achievement Goal Theory, and Attribution Theory. (Prerequisites: PSYC 8770, 8773.)

PSYC 8777 Assessment in Sport and Exercise Psychology Research and Practice (5 cr.)

The purpose of this course is to expose the learner to the wide variety of assessment tools utilized in sport psychology. These assessment tools will cover both research and practical settings in sport and exercise. Special attention will be paid to the reliability and ecological validity of these measures for accurate assessment of mental skills (e.g., imagery) and personalities or dispositions (e.g., stress reactivity) as they relate to sport performance. (Prerequisites: PSYC 6305, 8770, 8773.)

PSYC 8778 Interventions in Sport and Exercise Psychology (5 cr.)

This course will expose the learner to a variety of intervention models prevalent in modern sport psychology, such as life development, multisystemic, family systems, and cognitive-behavioral. By studying each model in the context of its application to a particular kind of athlete, the learner will be able to address specific issues related to a variety of athletes groups (e.g., child athletes, female athletes, elite athletes). Last, issues commonly encountered by many helping professionals in the sport setting will be examined, such as injury, alcohol and drug use, eating disorders and weight management, career transitions, and overtraining and burnout. (Prerequisites: PSYC 8770, 8773.)

PSYC 8780 Seminar in School Psychology (5 cr.)
(Formerly PSYC 8215)
This course introduces prospective school psychologists to the field of school psychology. Topics to be covered include role and function of the school psychologist; legal, ethical, and professional issues in school psychology; field-work experiences; research methods in school psychology; and emerging technologies in school psychology.

PSYC 8784 Psychological Consultation (5 cr.)
(Formerly PSYC 8460)
History, theory, process, and methods in the field of psychological consultations. Reviews qualifications and techniques required by the psychologist to consult in a variety of settings, including the courtroom, business and industry, education, mental health, and medical settings.

PSYC 8785 Prevention: Research and Practice (5 cr.)
(Formerly PSYC 8590)
Inquiry into prevention and intervention programs for individuals, groups and communities. Cultural, social, psychological, family, organizational and political factors bearing on the mental health and development of people in various settings are considered. Specific applications for both prevention and intervention in school, community and organizational settings are explored. Prevention and intervention are presented from constructivist and ecological-developmental perspectives with application to individual, small-group, classroom-based, and systems settings. Basic theoretical and practical issues related to prevention and intervention, and a procedural framework for program design, implementation, and evaluation are presented. Includes an examination of current professional issues, theoretical models, and research related to the design, implementation, and evaluation of school-, community- and organization- based mental health promotion programs. The course will focus primarily on development, implementation, and evaluation of prevention-oriented programs. Learners gain experience in developing prevention-oriented programs within an organizational or systems context.

PSYC 8801 Integrative Professional Seminar 1 (2 cr.)
(Formerly PSYC 9201)
PSYC 8802 Integrative Professional Seminar 2 (2 cr.)
(Formerly PSYC 9202)
PSYC 8803 Integrative Professional Seminar 3 (2 cr.)
(Formerly PSYC 9203)
These seminars provide students with the opportunity to review and analyze current and critical topics in psychology. Emphasis is placed on the application of scholarship and research to practice with a particular focus on social change. Critical thinking is emphasized through challenging interaction with colleagues.

PSYC 8805 Holistic Psychology (5 cr.)
(Formerly PSYC 8500)
An examination of the 3rd and 4th wave concepts, including holistic and transpersonal therapies, spirituality and mind/body relationships, feminism, and multiculturalism and theories of mind.

PSYC 8810 Community Psychology (5 cr.)
(Formerly PSYC 8470)
This course will introduce students to the basic concepts and practice of community psychology, which reaches beyond the level of the individual and examines the individual, the social group, the community, and their mutual interactions. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention will be examined. Topics germane to community psychology, such as diversity, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency, will be explored. Ways that social scientists merge expertise in psychological research design with the practical needs of the community (such as energy conservation, delinquency, homelessness, and health promotion) will be examined.

PSYC 8815 Contemporary Gerontology/Geriatric Psychology (5 cr.) (Formerly PSYC 8430)
A multidisciplinary approach to the study of aging in contemporary societies is explored in this course. The biological, psychological, social, and societal contexts of aging are included, with emphasis on home and work environments.

PSYC 8820 Successful Practice Management (5 cr.)
(Formerly PSYC 8550)
An examination of management principles and practices for applied and consulting psychologists. Topics included are client goal setting, systematic intake procedures, developing treatment/intervention plans, treatment coordination and progress assessment, scheduling, practice demographics, billing, risk management, keeping abreast of research, legal and ethical issues, and staff supervision. (Prerequisite: PSYC 8705.)

PSYC 8825 Psychology of Gender (5 cr.)
(Formerly PSYC 8580)
This course will address theories and research regarding the influence of gender role expectations on the psychosocial developmental experience of women and men, boys and girls. Current gender research will be applied to various areas, including achievement, work, relationships, sexuality, violence, and physical health and illness. 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 will be emphasized.

PSYC 8830 Psychology of Sexuality (5 cr.)
(Formerly PSYC 8565)
This course will involve an exploration of sexuality from a variety of intellectual perspectives, including those from history, psychology, sociology, anthropology, biology, public health, media and cultural studies, and other disciplines. Traditional understandings of sexuality, including male and female sexual anatomy, physiology, and response, variations across the life span, sexual communication, love and interpersonal attraction, and sexual "disorders" will be examined using a variety of theoretical perspectives that include essentialist and constructivist notions of sex, sexuality, and sexual identity. Different expressions of sexual identity, including heterosexuality, homosexuality, and bisexuality, and of gender identity, including transgender, will be examined from cross-cultural and interdisciplinary points of view.

PSYC 8860 Independent Reading (1–5 cr.)
(Formerly PSYC 8600)
Students design a Learning Agreement to address a topic of personal interest. Content should address theoretical literature as well as research literature and professional practice implications. The Learning Agreement must specify the objectives, reading plan, and demonstration to be created. This course may be selected once during the student's Program of Study. (Prerequisite: Consent of faculty chair.)

PSYC 8861 Field Experience in Health
Psychology (5 cr.)
This course provides a means for students in health psychology to learn advanced applied skills in health psychology, and provides additional content area knowledge via the professional literature and applied experience. This course also serves to provide specific research experience needed to conduct dissertation research and may be employed as a pilot study for the dissertation. (Prerequisites: PSYC 6305, 6310, 8745, permission of the health psychology coordinator.)

PSYC 8871 Practicum (5 cr.) (Formerly PSYC 8280)
Practicum is an essential component of applied professional training for students in licensure specializations. Students in licensure specializations engage in a supervised practicum experience in which they integrate theory and research with practice. 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. Students must secure a practicum appropriate to their specialization. The practicum must meet the current requirements of the state psychology board to which the student intends to apply. The practicum must be designed for a period of no fewer than 750 hours to be completed over a minimum of two terms. Students communicate to the class and instructor at least twice a week and meet face-to-face as a class one weekend during the quarter to discuss cases and present videos of student-client sessions. Approval of the director of field experience is required.

PSYC 8882 Internship (non-credit)
(Formerly PSYC 9100)
The internship provides an upper-level, supervised training experience that prepares interns to successfully function in the role of a professional psychologist. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Interns are mentored through a professional relationship with a supervising psychologist. Interns learn how to effectively use and understand a supervisory relationship. Interns 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. 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 full-time experience (minimum of 15 hours per week) but must be completed within a two-year time frame. (Prerequisites: Approval of the director of field experience. PSYC 8871.)

PSYC 9010 Dissertation 1 (2 cr.)
(Formerly PSYC 9000)
This course begins the dissertation process by detailing the proposed research and answers three broad questions: Can the project be done? Is it worth doing? What is the relationship of the research to the scholarly literature of psychology? Students will write a dissertation prospectus under the supervision of the faculty mentor. The prospectus will address the topic area, theoretical framework, a brief review of the seminal and current scholarly literature, the intended methodology and statistical design. (Prerequisite: May be concurrently enrolled in last quarter of course work but not concurrent with PSYC 6310 or 8305.)

PSYC 9020 Dissertation 2 (5 cr.)
(Formerly PSYC 9000)
The purpose of this course is to mentor students through the process of writing the introduction of their dissertation proposal. The introduction presents the background of the study and is focused on a significant, and meaningful problem or issue in the field of psychology that lends itself to a substantial research effort. (Prerequisite: Approval of the dissertation supervisory committee.)

PSYC 9030 Dissertation 3 (5 cr.)
(Formerly PSYC 9000)
Students will complete the Review of Related Literature (chapter two) of their dissertation proposal under the supervision of the dissertation supervisory committee. The literature review outlines the boundaries of the literature, explicates the study's theoretical framework and variables, reveals the relationship of the student's study to past and current research, and the distinctiveness of the student's research compared with previous research. (Prerequisite: PSYC 9020 or concurrent enrollment with PSYC 9020 or 9040 with permission of the Ph.D. in Psychology faculty chair.)

PSYC 9040 Dissertation 4 (5 cr.)
(Formerly PSYC 9000)
Students will complete chapter three of the dissertation proposal, which includes a description of the research design, identification of the population, sampling method, instrument selection and justification, and procedures. (Prerequisite: PSYC 9030 or concurrent enrollment with PSYC 9030 with permission of the Ph.D. in Psychology faculty chair.)

PSYC 9050 Dissertation 5 (5 cr.)
(Formerly PSYC 9000)
Students will complete the results of their dissertation (chapter four), which include data analysis and presentation of findings. (Prerequisite: PSYC 9040.)

PSYC 9060 Dissertation 6 (5 cr.)
(Formerly PSYC 9000)
Students will complete the discussion of the dissertation (chapter 5) and prepare the document for final review by the university. This course represents the final process of the dissertation sequence and is concluded by the dissertation teleconference. (Prerequisite: PSYC 9050 or concurrent enrollment with permission of Ph.D. in Psychology faculty chair.)

PSYC 9999 Continuing Research (non-credit)
Students enrolled in doctoral-level, course-based programs, and who have already registered for the required 27 dissertation credits should register for 9999 Continuing Research to complete the dissertation. (Prerequisites: PSYC 9060 and permission of the Ph.D. in Psychology faculty chair.)