College of Education

Note on certification and licensure:
Acceptance of education degrees from Walden University by individual states for the satisfaction of certification or licensure requirements rests with each state. 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 university is required to include the following language specific to students in Alabama and Washington state:

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

Prospective Washington state students: Contact the Office of the Superintendent of Public Instruction at 360-725-6320 or prof.educ@k12.wa.us to determine whether Walden’s programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Post-Baccalaureate Teacher Preparation Programs with a Master of Arts in Teaching (M.A.T.) Option

The post-baccalaureate teacher preparation programs with a Master of Arts in Teaching (M.A.T.) option are designed to prepare students to become P–12 classroom teachers with the knowledge, skills, and attitudes of exemplary educators who work in diverse settings. The College of Education is committed to individuals who seek to become skilled classroom teachers and to providing them developmentally appropriate, student-centered learning experiences that build their students’ knowledge and skills.

Specializations

- Early Childhood Education (Birth–Grade 3)
- Special Education, Emotional/Behavioral Disorders (K–12)
- Special Education, Learning Disabilities (K–12)

Program Requirements

- 37 semester credits; 43 semester credits with M.A.T. degree option
- Core courses (13 sem. cr.)
- Specialization courses (24 sem. cr.)
• Optional Master of Arts in Teaching courses (6 sem. cr.)
• Program Portfolio
• Minimum 2.75 GPA, including a grade of C or better in demonstration teaching (minimum 3.0 GPA is required to enroll in M.A.T. courses)
• No unresolved disposition concerns

Curriculum

The post-baccalaureate teacher preparation programs are offered on a semester system. Each specialization has a planned sequence of courses. A Program Portfolio based on the program’s identified outcomes must be submitted and approved; the Program Portfolio will be reviewed by the EDUC 6609 seminar instructor. Students pursuing the M.A.T. degree take an additional two courses to complete the program.

Early Childhood Education (Birth–Grade 3)

The Early Childhood Education (Birth–Grade 3) specialization is a 37-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the National Association for the Education of Young Children, the Association for Childhood Education International, and the International Reading Association. This specialization provides students with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field. Specialization courses address a trajectory of learning and development that begins at birth and extends throughout the early school years. Typical development, as well as exceptionalities, is emphasized in all coursework and related field experiences. Issues of diversity and cross-cultural communication are also integrated throughout. Pre-service teachers develop content knowledge, planning processes, teaching methodology, classroom management, and adult/child communication strategies through a variety of learning opportunities online and in the field.

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

Core Courses (13 sem. cr.)
EDUC 6605  Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
EDUC 6606  Today’s Classroom and the Diverse Learner (3 sem. cr.)
EDUC 6607  Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
EDUC 6608  Language and Literacy Development (3 sem. cr.)
EDUC 6609  Seminar: Professional Ethics, Communication, and Collaboration (1 sem. cr.)

Specialization Courses (24 sem. cr.)
EDUC 6681  Early Childhood Education: Past, Present, and Future (3 sem. cr.)
EDUC 6682  Teaching Reading, P–3 (3 sem. cr.)
EDUC 6683  Guiding Young Children’s Behavior (3 sem. cr.)
EDUC 6684  Play and Learning: Infant, Toddler, and Pre-Primary (3 sem. cr.)
EDUC 6685  Teaching Mathematics, P–3 (3 sem. cr.)
EDUC 6686  Teaching Across the Content Areas, P–3 (3 sem. cr.)
EDUC 6687  Demonstration Teaching: Early Childhood Education (6 sem. cr.)

**Master of Arts in Teaching Courses (6 sem. cr.)**
EDUC 6621  Educational Research: Foundations (3 sem. cr.)
EDUC 6622  Educational Research: Practical Applications (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6605  Teacher as Lifelong Learner and Professional Educator  
EDUC 6606  Today’s Classroom and the Diverse Learner  
EDUC 6681  Early Childhood Education: Past, Present and Future |
| 2        | EDUC 6607  Effective Practices: Assessment, Teaching, and Learning  
EDUC 6608  Language and Literacy Development  
EDUC 6682  Teaching Reading, P–3 |
| 3        | EDUC 6683  Guiding Young Children’s Behavior  
EDUC 6684  Play and Learning: Infant, Toddler, and Pre-Primary  
EDUC 6685  Teaching Mathematics, P–3 |
| 4        | EDUC 6686  Teaching Across the Content Areas, P–3  
EDUC 6687  Demonstration Teaching: Early Childhood Education  
EDUC 6609  Seminar: Professional Ethics, Communication, and Collaboration |
| 5        | **Optional M.A.T. Courses:**  
EDUC 6621  Educational Research: Foundations  
EDUC 6622  Educational Research: Practical Applications |

**Special Education, Emotional/Behavioral Disorders (K–12)**

The Special Education, Emotional/Behavioral Disorders (K–12) specialization is a 37-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the Council of Exceptional Children Standards, the International Reading Association, and the Interstate New Teacher Assessment and Support Consortium Standards. This specialization provides students with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field. It examines behavior and developmental strategies that can lead to a positive and inclusive learning environment for students with emotional and/or behavioral disorders.

Each course in the first three semesters is 5 weeks long, and there are three consecutive courses per semester. In the fourth semester, the three required courses are 5 weeks, 10 weeks, and 14 weeks long and are taken concurrently. Students pursuing the M.A.T. degree option take two consecutive 8-week courses in the fifth semester (for a total of 43 semester credits). The program is offered in a prescribed online sequence.
**Core Courses (13 sem. cr.)**
EDUC 6605 Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
EDUC 6606 Today’s Classroom and the Diverse Learner (3 sem. cr.)
EDUC 6607 Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
EDUC 6608 Language and Literacy Development (3 sem. cr.)
EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration (1 sem. cr.)

**Specialization Courses (24 sem. cr.)**
EDUC 6691 Foundations of Special Education (3 sem. cr.)
EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)
EDUC 6699 Demonstration Teaching: Special Education, Emotional/Behavioral Disorders (6 sem. cr.)

**Master of Arts in Teaching Courses (6 sem. cr.)**
EDUC 6621 Educational Research: Foundations (3 sem. cr.)
EDUC 6622 Educational Research: Practical Applications (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6605 Teacher as Lifelong Learner and Professional Educator  
EDUC 6606 Today’s Classroom and the Diverse Learner  
EDUC 6691 Foundations of Special Education |
| 2        | EDUC 6607 Effective Practices: Assessment, Teaching, and Learning  
EDUC 6692 Individualizing Education for Learners With Disabilities  
EDUC 6693 Current Issues in Assessment and Intervention |
| 3        | EDUC 6608 Language and Literacy Development  
EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities  
EDUC 6695 Planning Positive Behavior Support Strategies |
| 4        | EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders  
EDUC 6699 Demonstration Teaching: Special Education, Emotional/Behavioral Disorders  
EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration |
| 5        | Optional M.A.T. Courses:  
EDUC 6621 Educational Research: Foundations  
EDUC 6622 Educational Research: Practical Applications |
Special Education, Learning Disabilities (K-12)

The Special Education, Learning Disabilities specialization is a 37-semester-credit program. Courses and field experiences are closely aligned with Minnesota standards as well as position statements of key professional organizations, including the Council of Exceptional Children Standards, the International Reading Association, and the Interstate New Teacher Assessment and Support Consortium Standards. This specialization provides students with an educational foundation based on theoretical and conceptual frameworks and best practices that are widely accepted by experts in the field, and an in-depth understanding of learning styles and self-determination for the learning disabled.

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

Core Courses (13 sem. cr.)
EDUC 6605  Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
EDUC 6606  Today’s Classroom and the Diverse Learner (3 sem. cr.)
EDUC 6607  Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)
EDUC 6608  Language and Literacy Development (3 sem. cr.)
EDUC 6609  Seminar: Professional Ethics, Communication, and Collaboration (1 sem. cr.)

Specialization Courses (24 sem. cr.)
EDUC 6691  Foundations of Special Education (3 sem. cr.)
EDUC 6692  Individualizing Education for Learners With Disabilities (3 sem. cr.)
EDUC 6693  Current Issues in Assessment and Intervention (3 sem. cr.)
EDUC 6694  Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
EDUC 6695  Planning Positive Behavior Support Strategies (3 sem. cr.)
EDUC 6697  Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)
EDUC 6698  Demonstration Teaching: Special Education, Learning Disabilities (6 sem. cr.)

Master of Arts in Teaching Courses (6 sem. cr.)
EDUC 6621  Educational Research: Foundations (3 sem. cr.)
EDUC 6622  Educational Research: Practical Applications (3 sem. cr.)
Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6605  Teacher as Lifelong Learner and Professional Educator  
           EDUC 6606  Today’s Classroom and the Diverse Learner  
           EDUC 6691  Foundations of Special Education |
| 2        | EDUC 6607  Effective Practices: Assessment, Teaching, and Learning  
           EDUC 6692  Individualizing Education for Learners With Disabilities  
           EDUC 6693  Current Issues in Assessment and Intervention |
| 3        | EDUC 6608  Language and Literacy Development  
           EDUC 6694  Reading and Writing Instruction for Learners With Exceptionalities  
           EDUC 6695  Planning Positive Behavior Support Strategies |
| 4        | EDUC 6697  Instructional Strategies for Students With Learning Disabilities  
           EDUC 6698  Demonstration Teaching: Special Education, Learning Disabilities  
           EDUC 6609  Seminar: Professional Ethics, Communication, and Collaboration |
| 5        | **Optional M.A.T. Courses:**  
           EDUC 6621  Educational Research: Foundations  
           EDUC 6622  Educational Research: Practical Applications |

Policies

Students enrolled in any of the post-baccalaureate teacher preparation programs should refer to the Teacher Candidate Handbook for complete information on the program and other university policies and procedures related to these specializations. The policies and procedures listed below should be particularly noted.

Application Materials

Application materials for these specializations can be found at [www.WaldenU.edu](http://www.WaldenU.edu).

Transfer of Credit

For the post-baccalaureate teacher preparation programs, a maximum of six semester credits can be transferred: two courses of three semester credits each, to align with required courses. To be considered for acceptance in transfer from a U.S. institution, credits must meet the following criteria:

- Earned within 7 years prior to matriculating in the Walden University program or earned after matriculation and within the time limit for earning the degree.
- Earned from an institution regionally accredited at the time the credits were earned.
- Earned from an institution based in the state of Minnesota. The institution must be listed on the Minnesota Board of Teaching Web site ([http://education.state.mn.us/mdeprod/groups/EducLicen/documents/Instruction/000592.pdf](http://education.state.mn.us/mdeprod/groups/EducLicen/documents/Instruction/000592.pdf)).
- Earned in courses posting grades of B or higher (3.0 on a 4.0 grading scale).
Transcripted on an official university transcript.

Approved in advance of the student taking the course, for those courses completed after matriculating as a Walden student.

Earned in courses with content equivalent to the content of the corresponding Walden University courses or with content that is considered by Walden University to enhance the student’s education.

Not applied to any prior earned degree.

**Process for Transfer of Credit**

To apply for transfer credits, students must submit a credit-transfer request to the admissions office with their program application materials, or following admission to the program. Credit-transfer applications must be submitted and approved in advance (i.e., prior to enrolling in the course that will be transferred) for courses completed after matriculating as a Walden student.

The request must include a completed *Transfer of Credit Application* form and photocopies of catalog descriptions for the courses the student wants to transfer into the Walden University program. The university reserves the right to require copies of course syllabi in cases where catalog descriptions are not sufficient means to assess course content. Students should immediately request that an official transcript of the courses being considered for transfer be sent to Walden University. A transfer-of-credit decision cannot be made without an official transcript.

Credit-transfer requests are reviewed and evaluated by the admissions office and program administrators when necessary. Once a decision is reached, the university notifies the student and records the decision in the student’s file.

**Registration**

Students in the teacher preparation programs are automatically registered for courses following formal admission to the program and just prior to matriculation. The courses are offered in a prescribed sequence as described in this catalog.

**Transition Points**

Each teacher preparation program has four “transition points”: specific times during the program when candidates must meet certain teacher preparation program and state of Minnesota requirements in order to be recommended for licensure. The requirements for each transition point ensure that students’ education and teaching knowledge, skills, and performance are of high caliber.

It is the responsibility of students to manage their own progress through these transition points. Students should contact their academic advisor at any point for help and support. The transition point requirements are cumulative in effect: that is, students must complete all requirements in one transition point before being eligible to move on to the next transition point. Students should review the Teacher Candidate Guidebook (http://inside.WaldenU.edu) for detailed information regarding each transition point.

**Candidate’s Responsibility for Licensure**

The Minnesota Board of Teaching grants teaching licenses, not Walden University. Walden University is approved by the Minnesota Board of Teaching to offer teacher preparation programs that lead to
Minnesota licensure in Early Childhood Education (Birth–Grade 3) and Special Education (K–12), Learning Disabilities and Emotional/Behavioral Disorders. Candidates for teacher licensure must successfully complete one of Walden University’s state-approved teacher preparation programs, which may make them eligible for the Minnesota teaching license in the teaching area of the program completed.

Before Walden can recommend a student for licensure to the Minnesota Board of Teaching, the student must pass the PRAXIS I and PRAXIS II tests pertinent to the teaching content area, undergo a Minnesota background check, and complete any other Minnesota Board of Teaching requirements—beyond completion of Walden’s state-approved teacher preparation program. Walden University makes no representation or guarantee that successful completion of any program or coursework will permit individuals to obtain licensure.

For students seeking a comparable teaching license in a state other than Minnesota, Walden’s advisors can provide guidelines and other information about licensure. It remains the students’ responsibility to understand and comply with the out-of-state licensure requirements for the state in which they seek to be licensed, as requirements vary state by state. Walden University makes no representation or guarantee that successful completion of any program or coursework will permit them to obtain state certification or licensure in their home state.

In all states there are policies regarding out-of-state procedures that must be followed when someone is eligible for or has received licensure through an out-of-state institution with a state-approved program, such as the Minnesota Board of Teaching-approved programs at Walden University. Some states require that an individual actually obtain the out-of-state license first; other states do not require the actual license, just completion of a state-approved program.

For more information on licensing requirements, students can contact their Walden University enrollment advisor. It is the responsibility of students to ensure that they understand and comply with the most up-to-date licensing information for their state.

**Background Check**

Although Walden University does not require that students in its teacher preparation programs submit a background check for admission, it is critical that every teacher candidate know about the implications of having a criminal history, as it impacts licensure and fieldwork participation. For specific information and recommended action steps, students should review the Teacher Candidate Guidebook (http://inside.WaldenU.edu).

**Proof of Immunization and Tuberculosis Clearance**

Although Walden University does not require that students submit proof of immunization or tuberculosis clearance for admission to its teacher preparation programs, it is critical that every teacher candidate know that some sites/schools may require that observers and volunteers provide this documentation in order to participate in fieldwork. It is important that teacher candidates discuss this with the site/school when they initiate their request for fieldwork. For specific information and recommended action steps, students should review the Teacher Candidate Guidebook (http://inside.WaldenU.edu).
Program Requirements and Responsibilities

Walden University requires that all students in its teacher preparation programs review the Teacher Candidate Guidebook, to help them understand the guidelines and requirements of the program. Students can access the Teacher Candidate Guidebook at http://inside.WaldenU.edu.

M.S. in Education

The M.S. in Education program is designed to develop educators serving students in K–12 classrooms as scholar-practitioners or prepare classroom educators to be educational leaders. The specializations teach advanced skills that are designed to improve student learning. Each specialization area encourages educators to put their new skills to the test in actual classroom and school settings and to continually challenge the results of teaching and learning.

Specializations

- Curriculum, Instruction, and Assessment (Grades K–12)
- Educational Leadership (Grades K–12)
- Elementary Reading and Literacy (Grades K–6)
- Elementary Reading and Mathematics (Grades K–6)
- Integrating Technology in the Classroom (Grades 3–12)
- Literacy and Learning in the Content Areas (Grades 6–12)
- Mathematics (Grades K–5)
- Mathematics (Grades 6–8)
- Middle Level Education (Grades 5–8)
- Science (Grades K–8)
- Teacher Leadership (Grades K–12)

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

Degree Requirements

- 30–36 semester credits (depending on the specialization)
- Core courses
- Specialization courses
- Program Portfolio, except in the Science (Grades K–8) specialization
Curriculum

The M.S. in Education program is offered on a semester system and, therefore, has a different academic calendar and procedures than the university’s quarter-based curricula. For more details, call 800-WALDENU (800-925-3368). Each specialization has a planned sequence of courses.

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

The Curriculum, Instruction, and Assessment (Grades K–12) specialization is a 30-semester-credit program based on standards set forth by the National Board for Professional Teaching Standards and various content area professional societies. The alignment of curriculum, assessment, and instruction is a complex task, but helps to meet this goal: All children can learn. Instituting standards inherently levels the playing field, suggesting the same achievement goals for all students, regardless of socioeconomic conditions, ethnicity, or learning differences. Program content focuses on current thinking about how teachers can best align their curriculum with state and local content standards. In addition, the program helps teachers integrate literacy and technology instruction with teaching content.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the program’s identified outcomes must be submitted and approved before the degree is granted.

Core Courses (15 sem. cr.)

EDUC 6610 Teacher as Professional (3 sem. cr.)
EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653 Introduction to Educational Research (3 sem. cr.)
EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674 Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

Specialization Courses (15 sem. cr.)

EDUC 6625 Habits of Mind: Thinking Skills to Promote Self-Directed Learning (3 sem. cr.)
EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.)
EDUC 6671 Designing Curriculum, Instruction, and Assessment, Part I (3 sem. cr.)
EDUC 6672 Designing Curriculum, Instruction, and Assessment, Part II (3 sem. cr.)
EDUC 6673 Literacy and Learning in the Information Age (3 sem. cr.)
### Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610 Teacher as Professional  
          | EDUC 6671 Designing Curriculum, Instruction, and Assessment, Part I |
| 2        | EDUC 6625 Habits of Mind: Thinking Skills to Promote Self-Directed Learning  
          | EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity |
| 3        | EDUC 6672 Designing Curriculum, Instruction, and Assessment, Part II  
          | EDUC 6653 Introduction to Educational Research |
| 4        | EDUC 6673 Literacy and Learning in the Information Age  
          | EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement |
| 5        | EDUC 6657 Creating an Effective Classroom Learning Environment  
          | EDUC 6674 Designing Curriculum, Instruction, and Assessment for Students With Special Needs |

### Educational Leadership Specialization

The Educational Leadership (Grades K–12) specialization is a 36-semester-credit program designed for classroom teachers who want to assume a larger leadership role in their school or district. The curriculum reflects the standards for leadership education developed by the Interstate School Leaders Licensure Consortium and the National Policy Board for Educational Administration. This program, grounded in research and evidence of best practices, defines what educational leaders need to know and be able to do, at the most practical level, to enhance learning opportunities and outcomes for all students.

Each course is 8 weeks in length, and there are two consecutive courses per semester. Internship activities are accomplished throughout the program and in the concluding Internship courses.

### Courses (36 sem. cr.)

- EDAD 6800 Facilitating Effective Learning for All Students (3 sem. cr.)
- EDAD 6801 Ensuring Quality Education for Students With Diverse Needs (3 sem. cr.)
- EDAD 6802 Using Data to Strengthen Schools (3 sem. cr.)
- EDAD 6803 Allocating Resources Strategically and Structuring the Organization for Learning (3 sem. cr.)
- EDAD 6804 Enhancing Teacher Capacity and Commitment (3 sem. cr.)
- EDAD 6805 Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.)
- EDAD 6806 Collaborating With Families and Communities for Student Success (3 sem. cr.)
- EDAD 6807 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)
- EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives (3 sem. cr.)
- EDAD 6809 Implementing Continuous School Improvement (3 sem. cr.)
- EDAD 6811 Internship 1 (3 sem. cr.)
- EDAD 6812 Internship 2 (3 sem. cr.)
## Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDAD 6800 Facilitating Effective Learning for All Students</td>
</tr>
<tr>
<td></td>
<td>EDAD 6801 Ensuring Quality Education for Students With Diverse Needs</td>
</tr>
<tr>
<td>2</td>
<td>EDAD 6802 Using Data to Strengthen Schools</td>
</tr>
<tr>
<td></td>
<td>EDAD 6803 Allocating Resources Strategically and Structuring the Organization for Learning</td>
</tr>
<tr>
<td>3</td>
<td>EDAD 6804 Enhancing Teacher Capacity and Commitment</td>
</tr>
<tr>
<td></td>
<td>EDAD 6805 Facilitating Productive Working Relationships and School Culture to Enhance Student Learning</td>
</tr>
<tr>
<td>4</td>
<td>EDAD 6806 Collaborating With Families and Communities for Student Success</td>
</tr>
<tr>
<td></td>
<td>EDAD 6807 Creating Positive, Safe, and Effective Learning Environments</td>
</tr>
<tr>
<td>5</td>
<td>EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives</td>
</tr>
<tr>
<td></td>
<td>EDAD 6809 Implementing Continuous School Improvement</td>
</tr>
<tr>
<td>6</td>
<td>EDAD 6811 Internship 1</td>
</tr>
<tr>
<td></td>
<td>EDAD 6812 Internship 2</td>
</tr>
</tbody>
</table>

**Note on licensure:** Walden University does not offer a state-approved program in educational leadership that is recognized for K–12 school administrator licensure/certification in Minnesota (Walden’s home state) or any other state, except in Texas through a partnership with the Harris County Department of Education, known as the Future Texas Administrators Program. With the exception of this Texas collaborative, Walden University makes no representation or guarantee that successful completion of the Walden M.S. in Education Educational Leadership program, or coursework for graduate credit within this program, will permit a graduate to obtain state certification or licensure as a principal, assistant principal, or any other type of K–12 administrator.

## Elementary Reading and Literacy (Grades K–6) Specialization

The Elementary Reading and Literacy (Grades K–6) specialization is a 30-semester-credit program based on the International Reading Association standards for the “classroom professional.” This specialization is designed to meet the needs of K–6 classroom teachers who want to improve the reading and literacy skills of their students. Program content focuses on the research and best practices related to the teacher as a professional, effective teaching using learning styles and multiple intelligences, collaborative action research, thinking skills to promote self-directed learning, instructional models and strategies, knowledge and beliefs about reading and literacy, reading instruction and assessment, and organizing and enhancing a classroom literacy program.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

### Core Courses (18 sem. cr.)

- EDUC 6610 Teacher as Professional (3 sem. cr.)
- EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
- EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

**Specialization Courses (12 sem. cr.)**
EDUC 6641  Foundations of Reading and Literacy Development (3 sem. cr.)
EDUC 6642  Strategies for Literacy Instruction, Part I (3 sem. cr.)
EDUC 6643  Strategies for Literacy Instruction, Part II (3 sem. cr.)
EDUC 6644  Supporting the Struggling Reader (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610  Teacher as Professional  
EDUC 6640  Designing Curriculum, Instruction, and Assessment |
| 2        | EDUC 6641  Foundations of Reading and Literacy Development  
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity |
| 3        | EDUC 6642  Strategies for Literacy Instruction, Part I  
EDUC 6653  Introduction to Educational Research |
| 4        | EDUC 6643  Strategies for Literacy Instruction, Part II  
EDUC 6657  Creating an Effective Classroom Learning Environment |
| 5        | EDUC 6644  Supporting the Struggling Reader  
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs |

**Elementary Reading and Mathematics (Grades K–6) Specialization**

The Elementary Reading and Mathematics (Grades K–6) specialization is a 30-semester-credit program that offers teachers proven strategies to create classrooms that succeed in both reading and mathematics. Teachers enhance their instructional skills in reading while deepening their own understanding of key mathematical concepts. They learn to foster literary and analytical skills in young learners using research-based strategies, proven diagnostic tools for struggling readers, and techniques to motivate learners. They also develop their understanding of the mathematics concepts that their K–6 students are expected to learn, and consequently, increase the effectiveness of their mathematics instruction. The program is based on the nationally accepted standards for teaching reading and mathematics in the classroom as set forth by the International Reading Association and the National Council of Teachers of Mathematics, as well as the National Board for Professional Teaching Standards.

Each course is 8 weeks in length, and there are two consecutive courses per semester. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

**Core Courses (12 sem. cr.)**
EDUC 6610  Teacher as Professional (3 sem. cr.)
EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)

**Specialization Courses (18 sem. cr.)**
EDUC 6642  Strategies for Literacy Instruction, Part I (3 sem. cr.)
EDUC 6643  Strategies for Literacy Instruction, Part II (3 sem. cr.)
EDUC 6644  Supporting the Struggling Reader (3 sem. cr.)
MATH 6681  Elementary Mathematics: Number and Operations (3 sem. cr.)
MATH 6682  Elementary Mathematics: Geometry and Measurement (3 sem. cr.)
MATH 6683  Elementary Mathematics: Algebra (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610  Teacher as Professional  
          | EDUC 6640  Designing Curriculum, Instruction, and Assessment |
| 2        | EDUC 6642  Strategies for Literacy Instruction, Part I  
          | EDUC 6643  Strategies for Literacy Instruction, Part II |
| 3        | MATH 6681  Elementary Mathematics: Number and Operations  
          | MATH 6682  Elementary Mathematics: Geometry and Measurement |
| 4        | EDUC 6653  Introduction to Educational Research  
          | EDUC 6644  Supporting the Struggling Reader |
| 5        | EDUC 6657  Creating an Effective Classroom Learning Environment  
          | MATH 6683  Elementary Mathematics: Algebra |

**Integrating Technology in the Classroom (Grades 3–12) Specialization**

The Integrating Technology in the Classroom (Grades 3–12) specialization is a 30-semester-credit program based on the standards of the National Board for Professional Teaching Standards and the International Society for Technology in Education. This specialization is designed to meet the needs of classroom teachers of grades 3–12, who want to use technology to enhance learning experiences in their classrooms. Program content focuses on the research and best practices related to the teacher as a professional, effective teaching using learning styles and multiple intelligences, collaborative action research, thinking skills to promote self-directed learning, instructional models and strategies, knowledge and beliefs about new technology, technology integration strategies, and managing change.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

**Core Courses (18 sem. cr.)**
EDUC 6610  Teacher as Professional (3 sem. cr.)
EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

Specialization Courses (12 sem. cr.)
EDUC 6661  Exploring New Technologies: The Impact on Society, Work, and Education (3 sem. cr.)
EDUC 6662  Multimedia Tools: How to Research, Plan, and Communicate With Technology (3 sem. cr.)
EDUC 6663  Integrating Technology in the Curriculum, Part I (3 sem. cr.)
EDUC 6664  Integrating Technology in the Curriculum, Part II (3 sem. cr.)

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610  Teacher as Professional  
EDUC 6640  Designing Curriculum, Instruction, and Assessment |
| 2        | EDUC 6661  Exploring New Technologies: The Impact on Society, Work, and Education  
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity |
| 3        | EDUC 6662  Multimedia Tools: How to Research, Plan, and Communicate With Technology  
EDUC 6653  Introduction to Educational Research |
| 4        | EDUC 6663  Integrating Technology in the Curriculum, Part I  
EDUC 6657  Creating an Effective Classroom Learning Environment |
| 5        | EDUC 6664  Integrating Technology in the Curriculum, Part II  
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs |

Literacy and Learning in the Content Areas (Grades 6–12) Specialization

The Literacy and Learning in the Content Areas (Grades 6–12) specialization is a 30-semester-credit program designed to help content area teachers of grades 6–12 improve their students’ literacy skills. The program features research-based strategies to help teachers prepare struggling students for more complex, abstract, and sophisticated learning in the content area classroom, whether History, Science, Mathematics, Social Studies, English, or other. The program is based on the nationally accepted standards for teaching reading in the classroom as set forth by the International Reading Association, as well as the National Board for Professional Teaching Standards.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

Core Courses (18 sem. cr.)
EDUC 6610  Teacher as Professional (3 sem. cr.)
EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

**Specialization Courses (12 sem. cr.)**
READ 6581  Reading in the Content Areas, Grades 6–12 (3 sem. cr.)
READ 6582  Writing in the Content Areas, Grades 6–12 (3 sem. cr.)
READ 6583  Technology and Literacy in the Content Areas, Grades 6–12 (3 sem. cr.)
READ 6584  Supporting Struggling Readers, Grades 6–12 (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6610  Teacher as Professional</td>
</tr>
<tr>
<td></td>
<td>EDUC 6640  Designing Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>2</td>
<td>READ 6581  Reading in the Content Areas, Grades 6–12</td>
</tr>
<tr>
<td></td>
<td>EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity</td>
</tr>
<tr>
<td>3</td>
<td>READ 6582  Writing in the Content Areas, Grades 6–12</td>
</tr>
<tr>
<td></td>
<td>EDUC 6653  Introduction to Educational Research</td>
</tr>
<tr>
<td>4</td>
<td>READ 6583  Technology and Literacy in the Content Areas, Grades 6–12</td>
</tr>
<tr>
<td></td>
<td>EDUC 6657  Creating an Effective Classroom Learning Environment</td>
</tr>
<tr>
<td>5</td>
<td>READ 6584  Supporting Struggling Readers, Grades 6–12</td>
</tr>
<tr>
<td></td>
<td>EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs</td>
</tr>
</tbody>
</table>

**Mathematics (Grades K–5) Specialization**
The Mathematics (Grades K–5) specialization is a 30-semester-credit program based on the National Council of Teachers of Mathematics’ Standards for School Mathematics and the National Board for Professional Teaching Standards. This specialization is designed to help teachers improve their own mathematics content skills, which should lead to more effective teaching of mathematics. Program content focuses on the content areas of number and operations, geometry, measurement, algebra, and data analysis and probability, as well as on the research and best practices related to the teacher as a professional, effective teaching using learning styles and multiple intelligences, collaborative action research, thinking skills to promote self-directed learning, instructional models and strategies, and knowledge and beliefs about designing curriculum, instruction, and assessment.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

**Core Courses (18 sem. cr.)**
EDUC 6610  Teacher as Professional (3 sem. cr.)
EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

**Specialization Courses (12 sem. cr.)**
MATH 6681  Elementary Mathematics: Number and Operations (3 sem. cr.)
MATH 6682  Elementary Mathematics: Geometry and Measurement (3 sem. cr.)
MATH 6683  Elementary Mathematics: Algebra (3 sem. cr.)
MATH 6684  Elementary Mathematics: Data Analysis and Probability (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610  Teacher as Professional  
           EDUC 6640  Designing Curriculum, Instruction, and Assessment |
| 2        | MATH 6681  Elementary Mathematics: Number and Operations  
           EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity |
| 3        | MATH 6682  Elementary Mathematics: Geometry and Measurement  
           EDUC 6653  Introduction to Educational Research |
| 4        | MATH 6683  Elementary Mathematics: Algebra  
           EDUC 6657  Creating an Effective Classroom Learning Environment |
| 5        | MATH 6684  Elementary Mathematics: Data Analysis and Probability  
           EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs |

**Mathematics (Grades 6–8) Specialization**

The Mathematics (Grades 6–8) specialization is a 30-semester-credit program designed to help mathematics teachers of grades 6–8 demonstrate high competency in the mathematics content they should be teaching. Teachers also learn proven research-based strategies and real-world applications to improve student achievement in mathematics. The program aligns with the National Board for Professional Teaching Standards and the National Council of Teachers of Mathematics’ Standards for School Mathematics, addressing both content and process standards.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

**Core Courses (18 sem. cr.)**
EDUC 6610  Teacher as Professional (3 sem. cr.)
EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6653  Introduction to Educational Research (3 sem. cr.)
EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

**Specialization Courses (12 sem. cr.)**
MATH 6571  Number and Operations, Grades 6–8 (3 sem. cr.)
MATH 6572  Geometry and Measurement, Grades 6–8 (3 sem. cr.)
MATH 6573  Algebra, Grades 6–8 (3 sem. cr.)
MATH 6574  Data Analysis and Probability, Grades 6–8 (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6610  Teacher as Professional</td>
</tr>
<tr>
<td></td>
<td>EDUC 6640  Designing Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>2</td>
<td>MATH 6571  Number and Operations, Grades 6–8</td>
</tr>
<tr>
<td></td>
<td>EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity</td>
</tr>
<tr>
<td>3</td>
<td>MATH 6572  Geometry and Measurement, Grades 6–8</td>
</tr>
<tr>
<td></td>
<td>EDUC 6653  Introduction to Educational Research</td>
</tr>
<tr>
<td>4</td>
<td>MATH 6573  Algebra, Grades 6–8</td>
</tr>
<tr>
<td></td>
<td>EDUC 6657  Creating an Effective Classroom Learning Environment</td>
</tr>
<tr>
<td>5</td>
<td>MATH 6574  Data Analysis and Probability, Grades 6–8</td>
</tr>
<tr>
<td></td>
<td>EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs</td>
</tr>
</tbody>
</table>

**Middle Level Education (Grades 5–8) Specialization**

The Middle Level Education (Grades 5–8) specialization is a 30-semester-credit program that serves classroom educators in the middle grades who are interested in meeting the developmental and educational needs of young adolescents (ages 10–14), usually organized in schools with at least a grade seven. The program curriculum is based on the standards for Middle Level Teacher Preparation approved by the National Middle School Association and NCATE, as well as the National Board for Professional Teaching Standards. This specialization is designed to meet the needs of teachers whose initial preparation was focused on the elementary school or the high school, the primary trend for many years. Program content focuses on the research and best practices related to young adolescent development, organizational structures for high-success middle grades schools, the middle grades curriculum continuum, pedagogy and assessment for student success, middle grades teaching content, connecting with families and community, and leadership in the learning organization. Graduates are prepared to better meet the needs of young adolescents in their own classrooms and to become change agents and leaders for the reforms that need to occur in their schools and communities.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The specialization is offered in a prescribed sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.

**Specialization Courses (24 sem. cr.)**
EDUC 6000  Success Strategies in the Online Environment (non-credit)
EDUC 6510  Young Adolescent Development and Implications in a Global Society (3 sem. cr.)
EDUC 6520  Organizational Structures for High-Performing Middle Grades Schools (3 sem. cr.)
EDUC 6525  Concepts of Technology (3 sem. cr.)
EDUC 6530  The Middle Grades Curriculum Continuum (3 sem. cr.)
EDUC 6540  Pedagogy and Exemplary Practices for Learning in the Middle Grades (3 sem. cr.)
EDUC 6550  Assessment and Evaluation as Tools for Student Success (3 sem. cr.)
EDUC 6560  Middle Level Professional Roles (3 sem. cr.)
EDUC 6565  Arts Education for the Middle Level Educator (3 sem. cr.)

**Teaching Fields Content (6 sem. cr.)**

*Students select two of the following:*
EDUC 6561  Mathematics for Middle Level Teachers (3 sem. cr.)
EDUC 6562  Understanding and Teaching the Language Arts (3 sem. cr.)
EDUC 6563  Science for Middle Level Teachers (3 sem. cr.)
EDUC 6564  Understanding and Teaching the Social Studies (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6000  Success Strategies in the Online Environment  
EDUC 6510  Young Adolescent Development and Implications in a Global Society |
| 2        | EDUC 6520  Organizational Structures for High-Performing Middle Grades Schools  
EDUC 6525  Concepts of Technology |
| 3        | EDUC 6550  Assessment and Evaluation as Tools for Student Success  
EDUC 6565  Arts Education for the Middle Level Educator |
| 4        | Teaching Fields Content courses. (Students may take one course in each of the two 8-week sessions or may take both courses during one 8-week session.) |
| 5        | EDUC 6530  The Middle Grades Curriculum Continuum  
EDUC 6540  Pedagogy and Exemplary Practices for Learning in the Middle Grades |
| 6        | EDUC 6560  Middle Level Professional Roles |

**Science (Grades K–8) Specialization**

The Science (Grades K–8) specialization is a 33-semester-credit program designed to help teachers improve their own science content skills, which should lead to more effective teaching of science. The program is based on the standards of the National Science Teachers Association and comprises an introductory three-credit course and five 6-credit modules in which students receive three credits in science and three credits in education. Each module focuses on a particular science domain. Participants engage in scientific investigations to extend their understanding of concepts and skills, rethink teaching and assessment strategies, and try ideas in their own classrooms—in essence, a built-in practicum.

Each course module is taught by two instructors in one online classroom. The two instructors are (1) a scientist well-versed in the science domain of a given module who guides participants in their acquisition of key science content, skills, and values; and (2) a science educator who supports participants as they consider pedagogical strategies for bringing science inquiry into their classrooms.
Core Courses (15 sem. cr.)
EDUC 6652  Listening to Children’s Ideas (3 sem. cr.)
EDUC 6654  Classroom Facilitation (3 sem. cr.)
EDUC 6656  Curriculum Designed for Understanding (3 sem. cr.)
EDUC 6658  Formative Assessment: Assessment for Learning (3 sem. cr.)
EDUC 6660  Investigating Equitable Classrooms (3 sem. cr.)

Specialization Courses (18 sem. cr.)
SCIE 6650  Try Science (3 sem. cr.)
SCIE 6651  Investigating Physics: Motion and Forces (3 sem. cr.)
SCIE 6653  Biology Explorations: Explorations in Variation, Diversity, and Adaptation (3 sem. cr.)
SCIE 6655  Earth Science From a New Perspective (3 sem. cr.)
SCIE 6657  Ecology: Organisms, Nutrients, and the Environment (3 sem. cr.)
SCIE 6659  Engineering: From Science to Design (3 sem. cr.)

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SCIE 6650  Try Science</td>
</tr>
<tr>
<td>2</td>
<td>SCIE 6651  Investigating Physics: Motion and Forces</td>
</tr>
<tr>
<td></td>
<td>EDUC 6652  Listening to Children’s Ideas</td>
</tr>
<tr>
<td>3</td>
<td>SCIE 6653  Biology Explorations: Explorations in Variation, Diversity, and Adaptation</td>
</tr>
<tr>
<td></td>
<td>EDUC 6654  Classroom Facilitation</td>
</tr>
<tr>
<td>4</td>
<td>SCIE 6655  Earth Science From a New Perspective</td>
</tr>
<tr>
<td></td>
<td>EDUC 6656  Curriculum Designed for Understanding</td>
</tr>
<tr>
<td>5</td>
<td>SCIE 6657  Ecology: Organisms, Nutrients, and the Environment</td>
</tr>
<tr>
<td></td>
<td>EDUC 6658  Formative Assessment: Assessment for Learning</td>
</tr>
<tr>
<td>6</td>
<td>SCIE 6659  Engineering: From Science to Design</td>
</tr>
<tr>
<td></td>
<td>EDUC 6660  Investigating Equitable Classrooms</td>
</tr>
</tbody>
</table>

Teacher Leadership Specialization (Grades K–12)

The Teacher Leadership (Grades K–12) specialization is a 30-semester-credit program designed to help teachers lead with greater confidence and skill in their classroom and throughout their learning community. Courses are infused with key leadership concepts, such as teacher mentorship, coaching, and distributed leadership. This specialization allows teachers to build upon their existing expertise as teaching professionals with dynamic leadership tools to encourage and mentor their colleagues, learn more about their own leadership style and its impact on those around them, and leverage the latest research and theory to guide their decisions and enhance their leadership capabilities. With the strategies and experiences gained from this program, teachers can help address such key challenges as parent involvement and student achievement.

Each course is 8 weeks in length, and there are two consecutive courses per semester. The program is offered in a prescribed online sequence. A Program Portfolio based on the specific outcomes of the program must be submitted and approved before the degree is granted.
**Core Courses (18 sem. cr.)**
- EDUC 6610  Teacher as Professional (3 sem. cr.)
- EDUC 6640  Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
- EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
- EDUC 6653  Introduction to Educational Research (3 sem. cr.)
- EDUC 6657  Creating an Effective Classroom Learning Environment (3 sem. cr.)
- EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)

**Specialization Courses (12 sem. cr.)**
- EDUC 6647  Dynamic Teacher Leadership (3 sem. cr.)
- EDUC 6651  Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.)
- EDUC 6655  Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues (3 sem. cr.)
- EDUC 6659  Teacher Leadership in Professional Learning Communities (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1        | EDUC 6610  Teacher as Professional  
          | EDUC 6640  Designing Curriculum, Instruction, and Assessment |
| 2        | EDUC 6647  Dynamic Teacher Leadership  
          | EDUC 6650  Enhancing Learning Through Linguistic and Cultural Diversity |
| 3        | EDUC 6651  Teacher Leadership in the Classroom: Increasing Learning and Achievement  
          | EDUC 6653  Introduction to Educational Research |
| 4        | EDUC 6655  Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues  
          | EDUC 6657  Creating an Effective Classroom Learning Environment |
| 5        | EDUC 6659  Teacher Leadership in Professional Learning Communities  
          | EDUC 6674  Designing Curriculum, Instruction, and Assessment for Students With Special Needs |

**Policies**

Students enrolling in any of the M.S. in Education programs should pay particular attention to the policies and procedures described below.

**Application Materials**

Application materials for these specializations can be found at [www.WaldenU.edu](http://www.WaldenU.edu) or can be requested by calling 800-WALDENU (800-925-3368).
Transfer of Credit

For the master’s programs in education, a maximum of nine semesters credits can be transferred: three courses of three semester credits each, to align with specialization courses. To be considered for acceptance in transfer from a U.S. institution, credits must meet the following criteria:

- Earned within 7 years prior to matriculating in the Walden University program or earned after matriculation and within the time limit for earning the degree.
- Transcripted as graduate credits on an official graduate transcript.
- Earned from an institution regionally accredited at the time the credits were earned.
- Earned in courses posting grades of B or higher (3.0 on a 4.0 grading scale).
- Earned in courses with content equivalent to the content of the corresponding Walden University courses or with content that is considered by Walden University to enhance the student’s education.
- Approved in advance of the student taking the course, for those courses completed after matriculating as a Walden student.
- Not applied to any prior earned degree.

To be considered for acceptance in transfer, graduate credits or other units from foreign institutions must satisfy the criteria above and have been earned from an internationally recognized university.

Process for Transfer of Credit

To apply for transfer credits, students must submit a credit-transfer request to the admissions office with their program application materials, or following admission to the program. Credit-transfer applications must be submitted and approved in advance (i.e., prior to enrolling in the course that will be transferred) for courses completed after matriculating as a Walden student.

The request must include a completed Transfer of Credit Application form and photocopies of catalog descriptions for the courses the student wants to transfer into the Walden University program. The university reserves the right to require copies of course syllabi in cases where catalog descriptions are not sufficient means to assess course content. Students should immediately request that an official transcript of the courses being considered for transfer be sent to Walden University. A transfer-of-credit decision cannot be made without an official transcript. Students requesting transfer of credits earned in foreign institutions may be required to submit the relevant material to an external credit evaluation service prior to Walden University making a judgment on the credit-transfer request.

Credit-transfer requests are reviewed and evaluated by the admissions office and program administrators when necessary. Once a decision is reached, the university notifies the student and records the decision in the student’s file.

Registration

Students in the sequenced M.S. in Education specializations are automatically registered for their courses following formal admission to the program and just prior to matriculation.
APA Guidelines

All written work in these specializations must adhere to the format and style guidelines established by the American Psychological Association (APA), as described in the latest edition of the *Publication Manual of the American Psychological Association*.

M.S. to Ph.D. Matriculation Requirements

M.S. in Education students preparing to matriculate from the Integrating Technology in the Classroom (Grades 3–12) specialization to the Educational Technology specialization of the Ph.D. in Education will complete a minimum of 72 quarter credits in the Ph.D. program.

Other articulation arrangements are available for students who want to apply credit from a Walden M.S. in Education degree program toward one of the Walden Ph.D. or Ed.D. specializations.

Doctor of Education (Ed.D.)

Walden’s Ed.D. program has two specializations in leadership: Teacher Leadership and Administrator Leadership for Teaching and Learning. Both are semester-based programs designed for educators who want to continue their practice while assuming leadership roles in their schools and communities.

Specializations

- Administrator Leadership for Teaching and Learning
- Teacher Leadership

Degree Requirements

- 54 semester credits
- Foundation course (6 sem. cr.)
- Proseminars (18 sem. cr.)
- Research Sequence (18 sem. cr.)
- Proposal, doctoral study, and oral presentation (12 sem. cr.)
- Attendance at one residency
- Minimum 9 semesters enrollment
Curriculum

Administrator Leadership for Teaching and Learning Specialization

The 54-semester-credit specialization in Administrator Leadership for Teaching and Learning is designed for educational administrators seeking to develop the knowledge, abilities, and dispositions of scholar-practitioners. With a curriculum that focuses on leadership development and professional renewal, the program provides an opportunity for educational leaders to build their capacity as agents of change in reforming schools and other learning organizations.

Foundation Course (6 sem. cr.)
EDAD 8001  Foundations for Doctoral Study (6 sem. cr.)
* EDAD 8001 may not be taken with any other course.

Proseminars (18 sem. cr.)
EDAD 8011  Proseminar: Leading to Promote Learning (6 sem. cr.)
EDAD 8021  Proseminar: Leading Communities of Practice (6 sem. cr.)
EDAD 8031  Proseminar: Leading for Social Change (6 sem. cr.)

Research Sequence (18 sem. cr.)
EDAD 8015  Research Approaches (6 sem. cr.)
EDAD 8025  Quantitative Research (6 sem. cr.)
EDAD 8035  Qualitative Research (6 sem. cr.)

Doctoral Study (12 sem. cr.)
EDAD 8080  Doctoral Study Companion (non-credit)
EDAD 8090  Doctoral Study Intensive (12 sem. cr. — 6 sem. cr. per term for 2 terms)
*Neither term of EDAD 8090 may be taken with any other course.

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDAD 8001  Foundations for Doctoral Study</td>
</tr>
<tr>
<td>2</td>
<td>EDAD 8011  Proseminar: Leading to Promote Learning</td>
</tr>
<tr>
<td>3</td>
<td>EDAD 8015  Research Approaches</td>
</tr>
<tr>
<td>4</td>
<td>EDAD 8021  Proseminar: Leading Communities of Practice</td>
</tr>
<tr>
<td>5</td>
<td>EDAD 8025  Quantitative Research</td>
</tr>
<tr>
<td>6</td>
<td>EDAD 8031  Proseminar: Leading for Social Change</td>
</tr>
<tr>
<td></td>
<td>EDAD 8080  Doctoral Study Companion</td>
</tr>
<tr>
<td>7</td>
<td>EDAD 8035  Qualitative Research</td>
</tr>
<tr>
<td></td>
<td>EDAD 8080  Doctoral Study Companion – continued</td>
</tr>
<tr>
<td>8</td>
<td>EDAD 8090  Doctoral Study Intensive</td>
</tr>
<tr>
<td>9</td>
<td>EDAD 8090  Doctoral Study Intensive – continued</td>
</tr>
</tbody>
</table>
Teacher Leadership Specialization

The 54-semester-credit specialization in Teacher Leadership focuses on the “teacher as leader” and promotes experienced educators to effect change through improvement of teaching and learning. Unlike doctoral programs that are designed to lead instructional professionals out of the learning setting into positions as principals, superintendents, or other administrators, this degree is intended for educators whose aspirations are to perfect the art and science of teaching and to use their talents to improve learning among students in the classroom and to influence positively the conditions for learning at the school, district, community, and state levels.

**Foundation Course (6 sem. cr.)**

EDUC 8000  Foundations for Doctoral Study (6 sem. cr.)
*EDUC 8000 may not be taken with any other course.*

**Proseminars (18 sem. cr.)**

EDUC 8010  Proseminar: Leadership in Teaching and Learning (6 sem. cr.)
EDUC 8020  Proseminar: Teacher Leadership in the School (6 sem. cr.)
EDUC 8030  Proseminar: Teacher Leadership Beyond the School (6 sem. cr.)

**Research Sequence (18 sem. cr.)**

EDUC 8015  Research Approaches (6 sem. cr.)
EDUC 8025  Quantitative Research (6 sem. cr.)
EDUC 8035  Qualitative Research (6 sem. cr.)

**Doctoral Study (12 sem. cr.)**

EDUC 8080  Doctoral Study Companion (non-credit)
EDUC 8090  Doctoral Study Intensive (12 sem. cr. — 6 sem. cr. per term for 2 terms)
*Neither term of EDUC 8090 may be taken with any other course.*

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 8000  Foundations for Doctoral Study</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 8010  Proseminar: Leadership in Teaching and Learning</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 8015  Research Approaches</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 8020  Proseminar: Teacher Leadership in the School</td>
</tr>
<tr>
<td>5</td>
<td>EDUC 8025  Quantitative Research</td>
</tr>
<tr>
<td>6</td>
<td>EDUC 8030  Proseminar: Teacher Leadership Beyond the School</td>
</tr>
<tr>
<td></td>
<td>EDUC 8080  Doctoral Study Companion</td>
</tr>
<tr>
<td>7</td>
<td>EDUC 8035  Qualitative Research</td>
</tr>
<tr>
<td></td>
<td>EDUC 8080  Doctoral Study Companion – continued</td>
</tr>
<tr>
<td>8</td>
<td>EDUC 8090  Doctoral Study Intensive</td>
</tr>
<tr>
<td>9</td>
<td>EDUC 8090  Doctoral Study Intensive – continued</td>
</tr>
</tbody>
</table>
Change of Specialization

Occasionally, students decide to change programs or specializations within the Ed.D. program. When this situation occurs, students should notify their academic advisor of their intent to change their specialization. If after speaking with the advisor, students elect to change, they must submit a written request to their advisor.

Transferability of courses across specializations

The following courses will transfer across Ed.D. specializations:

- Foundation course
  - EDUC 8000
  - EDAD 8001
- Research sequence
  - EDUC/EDAD 8015
  - EDUC/EDAD 8025
  - EDUC/EDAD 8035

The following courses will not transfer across Ed.D. specializations:

- ProSeminars
  - EDUC 8010 and EDAD 8011
  - EDUC 8020 and EDAD 8021
  - EDUC 8030 and EDAD 8031

Students who request a specialization change must take all ProSeminars in the new specialization, regardless of completed coursework in the former specialization.

Ph.D. in Education

The Ph.D. in Education is a research-based program that 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. A General Program and specializations in seven established and newly emerging fields are available. For students whose particular learning interests are not met by one of the specializations or whose interests are interdisciplinary, the College of Education also offers an option that allows students to self-design a specialization to meet their unique needs.

Specializations

- General Program
- Adult Education Leadership
- Community College Leadership
- Early Childhood Education
- Educational Technology
- Higher Education
• K–12 Educational Leadership
• Special Education
• Self-Designed

Degree Requirements
• 134 quarter credits
• Foundation course: SBSF 8005 (6 cr.)
• KAMs and/or courses, and Research Sequence (98 cr.)
• Satisfactory progress in all SBSF 7100 registrations
• Proposal, dissertation, and oral presentation (30 cr.)
• 20 days of residency (two 4-day and two 6-day residencies)
• Minimum 8–10 quarters enrollment

Curriculum
The 134-credit Ph.D. in Education program requires mastery of knowledge in three areas: the foundational social and behavioral sciences, scientific inquiry and research methodology, and the student’s specialized field chosen from a 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 writing a results-oriented dissertation that demonstrates command of the discipline.

Core Curriculum
The core curriculum comprises a Foundation course in doctoral studies, three Knowledge Area Modules (KAMs), and the Research Sequence.

Foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
All beginning Ph.D. in Education students are required to successfully complete this course, and are automatically enrolled in it during their first month. In this course, students develop a Professional Development Plan and a Plan of Study to guide the rest of their program.

Core KAMS I–III (42 cr.)
Core KAMs provide a foundation of knowledge and prepare students to enhance their professional practice in a constantly changing environment.

Core KAM I: Principles of Social Change (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. Students 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 that knowledge through practical demonstration.

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

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

*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 KAM III: Principles of Organizational and Social Systems (14 cr.)**
KAM III asks students 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.

*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.)*

**Research Sequence (28 cr.)**

**Core Research Sequence (19 cr.)**
The four courses in the Core Research Sequence are conducted online, requiring weekly participation in discussions and assignments. Course instructors guide discussions, require specific readings, and evaluate assignments.

SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)
EDUC 8428 Research Seminar II: Design in Educational Research (5 cr.)
EDUC 8438 Research Seminar III: Quantitative Research in Education (5 cr.)
EDUC 8448 Research Seminar IV: Qualitative Research in Education (5 cr.)

**Advanced Research Sequence (9 cr.)**
The two courses in the Advanced Research Sequence are conducted as independent studies under the guidance of the faculty mentor or the dissertation chair. The purpose of these courses is to lead into the dissertation study by field testing the research approach and presenting the initial results. Students prepare a plan for the study that is submitted and evaluated by the instructor before the study begins. The final study for both courses is assessed by the instructor. These two courses are undertaken consecutively and relate to the dissertation/study project.

EDUC 8458 Advanced Research: Conducting Pilot and Field Studies (5 cr.)
EDUC 8468 Advanced Research: Communicating Knowledge in Educational Research (4 cr.)
Specialized Curriculum

The General Program and the specializations in Adult Education Leadership, Community College Leadership, Early Childhood Education, Higher Education, and Special Education include specialized KAMs (V and VI) and are designed to allow students to focus on theoretical issues within their chosen disciplines. Through research, students compare contemporary professional practices, strategies, and ethics.

The Community College Leadership and K–12 Educational Leadership specializations allow a practicum to be taken in place of the Advanced Research Sequence. The specialization in K–12 Educational Leadership uses a specialized curriculum that includes 28 credits of online coursework instead of specialized KAMs.

The specialization in Educational Technology, which is designed to reflect the International Society for Technology in Education standards in Technology Facilitation and Technological Leadership, uses a specialized curriculum that includes 37 credits of online coursework in place of specialized KAMs and the Advanced Research Sequence.

General Program

The General Program is intended for students whose professional practice and career goals cover a range of educational topics or are interdisciplinary, combining specific education subjects with complementary subjects from the social and behavioral sciences or the humanities.

Foundation Course as described under the Core Curriculum (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)

Core KAMs I–III as described under the Core Curriculum (42 cr.)

Core Research Sequence as described under the Core Curriculum (19 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation (14 cr.)
This KAM examines theoretical foundations of the learning process with its associated phenomena, such as intelligence, cognition, motivation, and their implications for educators. Students demonstrate mastery of classical and contemporary theory and research knowledge as background for use in teaching, and learning facilitation of, students in a range of 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 KAM VI: Learning Institutions: Organization, Purpose, Goals, and Missions (14 cr.)
This KAM examines critical issues in the organization and planning of learning institutions. Students research and identify principles of effective practice, identify and sharpen skills in planning and implementing instructional programs, and develop 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.)
Advanced Research Sequence as described under the Core Curriculum (9 cr.)

Dissertation (30 cr.)
EDUC 9000  Dissertation (30 cr.)

**Adult Education Leadership Specialization**
The historical roots of social change are grounded in adult education. This specialization is designed for educators who want to think broadly about the field of adult education, whether in community-based settings, schools, government, or the private sector. The specialization guides students in understanding the interdisciplinary nature of adult education as a field of study, principles of adult learning and development, and the impact of adult educators on organizations and communities in which they work.

Foundation Course as described under the Core Curriculum (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)

**Core KAM I: Principles of Social Change (14 cr.)**
*Breath: SBSF 8110  Theories of Social Change (5 cr.)
Depth: EDUC 8124  Current Research in Social Change and Adult Education (5 cr.)
Application: EDUC 8134  Professional Practice, Social Change, and Adult Education (4 cr.)*

**Core KAM II: Principles of Human Development (14 cr.)**
*Breath: SBSF 8210  Theories of Human Development (5 cr.)
Depth: EDUC 8224  Current Research in Human Development and Adult Education (5 cr.)
Application: EDUC 8234  Professional Practice, Human Development, and Adult Education (4 cr.)*

**Core KAM III: Principles of Organizational and Social Systems (14 cr.)**
*Breath: SBSF 8310  Theories of Organizational and Social Systems (5 cr.)
Depth: EDUC 8324  Current Research in Social Systems and Adult Education (5 cr.)
Application: EDUC 8334  Professional Practice, Social Systems, and Adult Education (4 cr.)*

**Specialized KAM V: Principles of Adult Education (14 cr.)**
This KAM examines the adult learner through historical, philosophical, and psychosocial principles, with a focus on the interdisciplinary nature of adult education. Students demonstrate mastery of theory and research knowledge for application in a range of community educational settings, including those outside the United States.

*Breath: EDUC 8514  Interdisciplinary Foundations and Theory in Adult Education and Learning (5 cr.)
Depth: EDUC 8524  Current Research in Adult Education and Learning (5 cr.)
Application: EDUC 8534  Professional Practice in Adult Learning (4 cr.)*

**Specialized KAM VI: Critical Issues for Adult Education Leaders (14 cr.)**
This KAM examines the role of the adult education leader within the economic, social, political, and organizational environments. Students research the integration of adult learning theory with program planning and management in a variety of contexts, including community development, educational institutions, business, government, and nonprofit organizations.

*Breath: EDUC 8614  Principles for Adult Education Leaders (5 cr.)
Depth: EDUC 8624  Current Research in Program Planning and Delivery (5 cr.)
Application: EDUC 8634  Professional Practice for Adult Education Leaders (4 cr.)*
Core Research Sequence as described under the Core Curriculum (19 cr.)

Advanced Research Sequence as described under the Core Curriculum (9 cr.)

Dissertation (30 cr.)
EDUC 9000 Dissertation (30 cr.)

**Community College Leadership Specialization**

“Community colleges are facing an impending crisis in leadership.” This statement echoes throughout the community college literature of the last decade and is the opening sentence of an executive summary of a recent report from the American Association of Community Colleges (AACC). The magnitude of the crisis was highlighted in the results of a national Leadership Survey conducted by AACC in 2001 that found over 50 percent of community college presidents and an even higher percentage of senior administrators would be retiring by 2007.

Concurrently, America’s community colleges are undergoing 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. Students in the Community College Leadership specialization (whether from the perspective of president, academic leader, student services, technology specialist, specific area program officer, or other leadership position within the community college) will develop proficiency in knowing how individuals, particularly adults, learn most effectively, what tools and strategies best promote learning, and how educational systems and policies can be changed to promote the academic mission of the community college in today’s society.

**Foundation Course as described under the Core Curriculum (6 cr.)**
SBSF 8005 Foundations for Doctoral Study (6 cr.)

**Core KAM I: Principles of Social Change (14 cr.)**
_Breadth:_ SBSF 8110 Theories of Social Change (5 cr.)
_Depth:_ EDUC 8122 Current Research on Social Change and Community Colleges (5 cr.)
_Application:_ EDUC 8132 Professional Practice, Social Change, and Community Colleges (4 cr.)

**Core KAM II: Principles of Human Development (14 cr.)**
_Breadth:_ SBSF 8210 Theories of Human Development (5 cr.)
_Depth:_ EDUC 8222 Current Research in Human Development and Community Colleges (5 cr.)
_Application:_ EDUC 8232 Professional Practice, Human Development, and Community Colleges (4 cr.)

**Core KAM III: Principles of Organizational and Social Systems (14 cr.)**
_Breadth:_ SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
_Depth:_ EDUC 8322 Current Research in Social Systems and Community Colleges (5 cr.)
_Application:_ EDUC 8332 Professional Practice, Social Systems, and Community Colleges (4 cr.)

**Core Research Sequence as described under the Core Curriculum (19 cr.)**

**Specialized KAM V: The Contemporary Community College (14 cr.)**
_Breadth:_ EDUC 8512 Perspectives on the Role of the Community College (5 cr.)
_Depth:_ EDUC 8522 Current Research in Trends in the Community College (5 cr.)
_Application:_ EDUC 8532 Professional Practice and Current Trends in Community Colleges (4 cr.)
Specialized KAM VI: Leadership and Strategic Planning in the Community College (14 cr.)

*Breadth:* EDUC 8612 Perspectives on Leadership and Strategic Planning in Community Colleges (5 cr.)

*Depth:* EDUC 8622 Current Research in Leadership and Strategic Planning in Community Colleges (5 cr.)

*Application:* EDUC 8632 Professional Practice in Leadership and Strategic Planning in Community Colleges (4 cr.)

**Advanced Research Sequence as described under the Core Curriculum (9 cr.)**

*or*

**Practicum (9 cr.)**
EDUC 8883 Practicum in Community College Leadership (9 cr.)

**Dissertation (30 cr.)**
EDUC 9000 Dissertation (30 cr.)

*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 specialization guides students 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 foundational social and behavioral sciences is aimed at a range of unique early childhood topics and research perspectives.

**Foundation Course as described under the Core Curriculum (6 cr.)**
SBSF 8005 Foundations for Doctoral Study (6 cr.)

**Core KAM I: Principles of Social Change (14 cr.)**

*Breadth:* SBSF 8110 Theories of Social Change (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 KAM II: Principles of Human Development (14 cr.)**

*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 KAM III: Principles of Organizational and Social Systems (14 cr.)**

*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.)
Core Research Sequence as described under the Core Curriculum (19 cr.)

Specialized KAM V: Theories of Intelligence, Learning, and Motivation in Early Childhood Education (14 cr.)
This KAM 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 KAM VI: Critical Issues in the Organization and Planning of Early Childhood Education Programs (14 cr.)
Critical issues are explored in the organization and planning of early childhood programs, including theoretical perspectives on early childhood education organization, developmentally appropriate practices, and environmental and advocacy issues in early childhood organizational contexts. Depth and application sections examine licensure and accreditation standards, role of federal and state governments, policy and resource allocation, cultural diversity, ramifications of current brain research for program development, and application of early childhood education programs with focus on theory, design, execution, and evaluation.

*Breadth: EDUC 8613  Organization of Early Childhood Education Programs (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.)*

Advanced Research Sequence as described under the Core Curriculum (9 cr.)

Dissertation (30 cr.)
EDUC 9000  Dissertation (30 cr.)

*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 from all fields who can effectively apply technology to learning and teaching in schools, school districts, higher education, teacher education, business, and other learning environments and technological fields. The curriculum guides students in becoming highly skilled in course development and delivery using technology, online and distance education, multimedia, emerging technologies, integration of technology in the curriculum, learning theory, and the management of technology for improved learning.

Foundation Course as described under the Core Curriculum (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)

Core KAM I: Principles of Social Change (14 cr.)
*Breadth: SBSF 8110  Theories of Social Change (5 cr.)
Depth: SBSF 8125  Current Research in Social Change and Educational Technology (5 cr.)
Application: SBSF 8135  Professional Practice, Social Change, and Education Technology (4 cr.)*
Core KAM II: Principles of Human Development (14 cr.)
_Breadth:_ SBSF 8210 Theories of Human Development (5 cr.)
_Depth:_ SBSF 8225 Current Research in Human Development and Educational Technology (5 cr.)
_Application:_ SBSF 8235 Professional Practice, Human Development, and Educational Technology (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 cr.)
_Breadth:_ SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
_Depth:_ SBSF 8325 Current Research in Social Systems and Educational Technology (5 cr.)
_Application:_ SBSF 8335 Professional Practice, Social Systems, and Educational Technology (4 cr.)

Core Research Sequence as described under the Core Curriculum (19 cr.)

Specialization Courses (37 cr.)
EDUC 8806 Educational Measurement and Evaluation (4 cr.)
EDUC 8807 Curriculum Theory and Design (4 cr.)
EDUC 8812 Critical Survey of Technology (4 cr.)
EDUC 8813 Management of Technology for Education (4 cr.)
EDUC 8814 Learning Theories and Instructional Technology (4 cr.)
EDUC 8823 Computer Technology and Multimedia in Education (4 cr.)
EDUC 8824 Integration of Technology in the Curriculum (4 cr.)
EDUC 8825 Course Development and Delivery Utilizing Technology (4 cr.)
EDUC 8826 Planning and Implementing Instructional Technological Environments (5 cr.)

Dissertation (30 cr.)
EDUC 9000 Dissertation (30 cr.)

Higher Education Specialization
During the 21st century, colleges and universities will undergo profound transformations as the student population becomes older and more diverse, and as educational methods incorporate more technological solutions and distance approaches. Building on the foundational core KAMs in the social and behavioral sciences, the Higher Education curriculum emphasizes proficiency in understanding the needs of a changing clientele and academic community; analyzing and implementing strategies to promote learning and to support development in higher education; and learning how systems and policies can be used to assure organizational effectiveness and social change in postsecondary settings. Contexts for the study and practice of higher education include community colleges; private and public liberal arts colleges; distance-learning institutions; regional and state universities; proprietary, technical, and trade schools; state and federal agencies; and national professional associations.

Foundation Course as described under the Core Curriculum (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)

Core KAM I: Principles of Social Change (14 cr.)
_Breadth:_ SBSF 8110 Theories of Social Change (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 KAM II: Principles of Human Development (14 cr.)
_Breadth:_ SBSF 8210 Theories of 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 KAM III: Principles of Organizational and Social Systems (14 cr.)**
*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.)

**Core Research Sequence as described under the Core Curriculum (19 cr.)**

**Specialized KAM V: Learning and Development in Higher Education (14 cr.)**
This KAM addresses the theoretical foundations of higher education through a multidisciplinary approach. It focuses on the processes of learning and development, and the role of the educational environments in which they occur. This analysis includes identification and evaluation of techniques/methods that support student success. This knowledge is then applied to a selected area of practice in the academic community.

*Breadth:* EDUC 8516  Multiple Perspectives on Learning and Development in Higher Education (5 cr.)
*Depth:* EDUC 8526  Current Research on Learning and Development in Higher Education (5 cr.)
*Application:* EDUC 8536  Application to Improve Professional Practice in Higher Education (4 cr.)

**Specialized KAM VI: Effectiveness of Higher Education Organizations (14 cr.)**
This KAM concerns effectiveness in higher education from the perspectives of constituents, providers, and regulators/evaluators. It focuses on the major approaches to demonstrating and assuring quality, as called for by external constituents and initiated by internal participants. Strategies for organizational effectiveness and accountability are reviewed and evaluated within the current climate of change. Evidence for the efficacy of various approaches to improvement is emphasized in an application to professional practice in higher education.

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

**Advanced Research Sequence as described under the Core Curriculum (9 cr.)**

**Dissertation (30 cr.)**
EDUC 9000  Dissertation (30 cr.)

**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 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.

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

**Foundation Course as described under the Core Curriculum (6 cr.)**
SBSF 8005 Foundations for Doctoral Study (6 cr.)
Core KAM I: Principles of Social Change (14 cr.)
Breadth: SBSF 8110  Theories of Social Change (5 cr.)
Depth: EDUC 8128  Strategic Leadership in Education and Social Change (5 cr.)
Application: EDUC 8138  Professional Practice in Strategic Leadership and Social Change (4 cr.)

Core KAM II: Principles of Human Development (14 cr.)
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 KAM III: Principles of Organizational and Social Systems (14 cr.)
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.)

Core Research Sequence as described under the Core Curriculum (19 cr.)

Specialization Courses (28 cr.)
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.)

Advanced Research Sequence as described under the Core Curriculum (9 cr.)

or
Practicum (9 cr.)*
EDUC 8811  Practicum in K–12 Leadership (9 cr.)

* For advanced students seeking an administrative certificate or license.

Dissertation (30 cr.)
EDUC 9000  Dissertation (30 cr.)

Note on certification and licensure: Students undertaking the K–12 Educational Leadership specialization should possess a valid administrative credential. Walden University does not offer a state-approved program in educational leadership that is recognized for K–12 school administrator licensure/certification in Minnesota (Walden’s home state) or any other state. 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 makes no representation or guarantee that successful completion of the Walden Ph.D. specialization in K–12 Educational Leadership, or coursework for graduate credit within this program, will permit a graduate to obtain state certification or licensure as a principal, assistant principal, or any other type of K–12 administrator.
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 their own students in the self-actualization process. The curriculum emphasizes learning services for exceptional/disabled individuals and incorporates the related areas of special education administration, including law, finance, and ethics.

Foundation Course as described under the Core Curriculum (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)

Core KAM I: Principles of Social Change (14 cr.)
Breadth: SBSF 8110 Theories of Social Change (5 cr.)
Depth: EDUC 8121 Current Research in Social Change: Special Education (5 cr.)
Application: EDUC 8131 Professional Practice and Social Change: Special Education (4 cr.)

Core KAM II: Principles of Human Development (14 cr.)
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 KAM III: Principles of Organizational and Social Systems (14 cr.)
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.)

Core Research Sequence as described under the Core Curriculum (19 cr.)

Specialized KAM V: Theories of Learning, Motivation, and Intelligence; and Implications for Persons With Special Needs (14 cr.)
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 KAM VI: Institutional Contexts for Special Education: Leadership, Learning, and Accommodation (14 cr.)
This KAM reviews delivery models for special education services and their administration. Attention is focused on the dynamics of IEP team operation, eligibility criteria, assessment procedures, and community support systems with particular reference to compliance with law. Alternative and innovative models of leadership for special education programming are explored.
Breadth: EDUC 8611  Diversity and Exceptionality in Special Education: Leading Within Learning Organizations (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.)

Advanced Research Sequence as described under the Core Curriculum (9 cr.)

Dissertation (30 cr.)
EDUC 9000  Dissertation (30 cr.)

Self-Designed Specialization
Some educators are interested in fields that are just emerging and are not 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. Examples include, but are not limited to, K–12 curriculum and instruction, second language learning, community college teaching, mathematics education, science education, adult literacy, international education, middle level education, music and arts education, and vocational education.

Declaring a Self-Designed Specialization
Students exercising this option design and declare the specialization in conjunction with the development of 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 should complete the Program of Study form using the education General Program specialization course numbers for the breadth, depth, and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student’s own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique, self-designed specialization.

Completing a Self-Designed Specialization
To complete a self-designed specialization, students follow the course of study outlined in the Professional Development Plan, 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.
Master of Public Health (M.P.H.)

The purpose of the M.P.H. program is to foster the development of professional public health values, concepts, and ethical practices through the preparation of public health practitioners with specialized knowledge, skills, and competencies in health promotion, disease prevention, and management who are able to identify and assess the needs of diverse populations; plan, implement, and evaluate programs to address those needs; and assure conditions that prevent disease and protect and promote the health of individuals, populations, and communities, with special attention to the underserved and reduction of health disparities.

By the conclusion of this program, it is expected that graduates will be able to

- utilize culturally appropriate communications and interventions to improve health outcomes among diverse populations;
- apply an epidemiological approach and statistical reasoning to the study of patterns of disease and injury in populations;
- identify environmental factors that affect the health of a community;
- use information technology to access, interpret, and evaluate data;
- analyze legislation, regulations, and public policies that protect the health of individuals and populations;
- demonstrate ethical choices, values, and professional practices implicit in public health decisions;
- recognize the major social, behavioral, cultural, and biological factors that affect the health of individuals and populations;
- apply systems theory to public health services;
- analyze the impact of global trends on public health; and
- develop a program evaluation plan that includes design, implementation, and evaluation aspects.

Degree Requirements

- 56 quarter credits
- Foundation course: PUBH 6001 (2 cr.)
- Core courses (46 cr.)
• Practicum (8 cr.)
• Minimum 3.0 GPA
• Continuing registration

Curriculum

Foundation Course (2 cr.)
PUBH 6001 Foundations for Graduate Study in Public Health (2 cr.)

Core Courses (46 cr.)
PUBH 6002 Essentials of Public Health: A Case Study Approach (4 cr.)
PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
PUBH 6125 Biostatistics (4 cr.)
PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)
PUBH 6145 Epidemiology (4 cr.)
PUBH 6155 Research in Public Health (4 cr.)
PUBH 6165 Environmental Health (4 cr.)
PUBH 6170 Public Health Biology (4 cr.)
PUBH 6175 Health Policy and Management (4 cr.)
PUBH 6227 Health Informatics (4 cr.)
PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)
PUBH 6260 Legal and Regulatory Aspects of Public Health (2 cr.)

Practicum (8 cr.)
PUBH 6635 Practicum I: Field Experience in Public Health (4 cr.)
PUBH 6636 Practicum II: Capstone Experience in Public Health (4 cr.)

The practicum is designed to provide students who have finished their coursework with the opportunity to synthesize knowledge, to develop competence in professional practice in the foundation areas identified by the Council on Education for Public Health, to apply knowledge to the solution of public health problems, and to develop a respect for and a commitment to continued professional knowledge.

The field practicum takes place in conjunction with registration in a four-credit seminar (PUBH 6635 or 6636). The required hours of agency service may take place only during registration in the appropriate seminar. All work hours must occur on or after the official start date of the approved quarter and may not go beyond the end date of the quarter. Students who cannot complete the practicum hours in one quarter must register for the seminar until all field hours are completed.

Students must have completed the first six quarters of required coursework to begin the practicum and must be in good academic standing. Students are advised to begin seeking a practicum placement as early as possible, but no later than two terms before they plan to begin the practicum. Details about the practicum, the required forms, the approval process, and important practicum application deadlines are available through the Personal Start Page (PSP).
In certain circumstances, students may receive approval for a non-U.S. training site from the M.P.H. program director; however, that approval must be sought in writing prior to admission to the M.P.H. program.

**Course Sequence**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1       | PUBH 6001 Foundations for Graduate Study in Public Health  
               PUBH 6002 Essentials of Public Health: A Case Study Approach |
| 2       | PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health  
               PUBH 6125 Biostatistics |
| 3       | PUBH 6145 Epidemiology  
               PUBH 6165 Environmental Health |
| 4       | PUBH 6170 Public Health Biology  
               PUBH 6175 Health Policy and Management |
| 5       | PUBH 6227 Health Informatics  
               PUBH 6235 Program Design, Planning, and Evaluation |
| 6       | PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice  
               PUBH 6155 Research in Public Health |
| 7       | PUBH 6635 Practicum I: Field Experience in Public Health  
               PUBH 6260 Legal and Regulatory Aspects of Public Health |
| 8       | PUBH 6636 Practicum II: Capstone Experience in Public Health |

**Ph.D. in Public Health**

The Ph.D. in Public Health program focuses on seeking solutions to significant public health problems by applying and integrating new knowledge into public health research and professional practice settings. The program offers students the opportunity to specialize their studies in Community Health Promotion and Education or in Epidemiology. Both specializations emphasize the development and demonstration of strong research skills that help students pursue post-doctoral careers in academia or in public and private organizations and institutions.

**Specializations**

- Community Health Promotion and Education
- Epidemiology
Degree Requirements

- Track I: 90 quarter credits; Track II: 110 quarter credits; Track III: 122 quarter credits
- Professional Development Plan and Program of Study
- Foundational courses (6–38 cr., depending on track)
- Core courses (24 cr.)
- Specialization courses (30 cr.)
- Research proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

The Ph.D. program has three tracks, providing different levels of foundational knowledge based on the students’ studies prior to entering the program. All students complete the same core and specialized curriculum.

- **Track I**: Students who enter the program with a master’s degree in public health from a program or school of public health accredited by the Council on Education for Public Health (CEPH) complete PUBH 6000 Foundations for Graduate Study in Public Health followed by the program’s core and specialization courses.

- **Track II**: Students who enter the program with a master’s degree in public health from a non-CEPH-accredited program or school of public health complete an additional sequence of courses to ensure they have adequate foundational knowledge in the areas of biostatistics, epidemiology, environmental health sciences, health services administration, and the social and behavioral sciences—before they take the core and specialization courses.

- **Track III**: Students who enter the program with a bachelor’s degree or with a graduate degree that is not in public health complete a set of foundational courses in the core competencies and practice of public health before they move on to the sequence of courses described above for Track II, followed by the core and specialization courses.

*The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and certain public health programs offered in settings other than schools of public health.*

Foundational Curriculum

**Foundation Course: All Tracks (6 cr.)**
PUBH 6001 Foundations for Graduate Study in Public Health (2 cr.)
PUBH 6002 Essentials of Public Health: A Case Study Approach (4 cr.)

**Foundational Courses: Tracks II and III (20 cr.)**
PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
PUBH 6125 Biostatistics (4 cr.)
PUBH 6145 Epidemiology (4 cr.)
PUBH 6175 Health Policy and Management (4 cr.)
PUBH 6165 Environmental Health (4 cr.)

**Additional Courses: Track III (12 cr.)**
PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)
PUBH 6155 Research in Public Health (4 cr.)
PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)

**Core Curriculum**
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 8427 Research Seminar II: Design in Public Health Research (5 cr.)
SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)

**Specialized Curriculum**

**Community Health Promotion and Education Specialization (30 cr.)**
The Community Health Promotion and Education specialization focuses on the medical, social, political, ethical, and economic factors that contribute to the overall well-being of public health systems and the communities they serve.

PUBH 8200 Organizing Community Action for Health Promotion and Education (5 cr.)
PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)
PUBH 8215 Public Health Policy Design and Implementation (5 cr.)
PUBH 8220 Health Promotion and Education Interventions Diverse Populations (5 cr.)
PUBH 8225 Design and Analysis of Community Trials (5 cr.)
PUBH 8437 Research Seminar III: Data Analysis in Public Health Research (5 cr.)

**Epidemiology Specialization (30 cr.)**
The Epidemiology specialization focuses on the scientific understanding of the causes, distribution, control, and prevention of disease in populations.

PUBH 8300 Infectious Disease Epidemiology (5 cr.)
PUBH 8310 Social and Behavioral Epidemiology (5 cr.)
PUBH 8320 Environmental and Occupational Epidemiology (5 cr.)
PUBH 8330 Chronic Disease Epidemiology (5 cr.)
PUBH 8340 Molecular and Genetic Epidemiology (5 cr.)
PUBH 8350 Field Methods and Data Analysis in Epidemiology (5 cr.)

**Dissertation (30 cr.)**
PUBH 9000 Public Health Dissertation (30 cr.)
M.P.H. Option

Students who wish to enroll in the Ph.D. in Public Health program and earn a Master in Public Health (M.P.H.) along the way are required to complete the courses and the culminating experiences for the M.P.H. program prior to beginning the 8000-level courses specified in the published Program of Study for the Ph.D. in Public Health.

Ph.D. in Health Services

The Ph.D. in Health Services program 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. The program also enables individuals to pursue careers in research and teaching.

Specializations

- General Program
- Community Health Promotion and Education
- Health Management and Policy

Degree Requirements

- 133–134 quarter credits, depending on specialization
- Foundation course: SBSF 8005 (6 cr.)
- Professional Development Plan and Program of Study
- Foundation Research Sequence (14 cr.)
- Core KAMs (42 cr.)
- Specialized KAMs (42 cr.) or coursework (41 cr.)
- Satisfactory progress in all SBSF 7100 registrations
- Proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
- 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

Core Curriculum

All students seeking the Ph.D. in Health Services degree complete the Foundation course (SBSF 8005), the Foundation Research Sequence, and three KAMs that focus on the social and behavioral science
foundations important to all professions. The depth and application components of the core KAMs focus on students’ preferred area of study; KAMs are therefore listed under each specialization.

**Foundation Course (6 cr.)**

*SBSF 8005 Foundations for Doctoral Study (6 cr.)*

All beginning Ph.D. in Health Services students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

**Foundation Research Sequence (14 cr.)**

The first and second research courses 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 with a Walden residency. Instructors guide discussions, require specific readings and written assignments, and evaluate assignments.

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

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

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

**Specialized Curriculum**

In addition to the core KAMs, students in the General Program and the Health Management and Policy specialization must complete three specialized KAMs unique to the Health Services curriculum. Students pursuing the Community Health Promotion and Education specialization complete a series of online public health courses in place of the specialized KAMs.

**General Program**

The General Program in Health Services takes an interdisciplinary approach to health services study. This may include multiple issues of health and human behavior, including health and healing, health and professional behavior, health and social behavior, health and life span issues, or a self-designed concentration.

**Core KAMs I–III (42 cr.)**

**Core KAM I: Principles of Social Change (14 cr.)**

In this KAM, students analyze public policy related to an important health services issue, based on both theory and research.

*Breadth: SBSF 8110  Theories of Social Change (5 cr.)*

*Depth: HLTH 8120  Current Research in Social Change (5 cr.)*

*Application: HLTH 8130  Professional Practice and Social Change (4 cr.)*

**Core KAM II: Principles of Human Development (14 cr.)**

This KAM provides students with a critical analysis of major human development theories. Students perform a research-based examination of a human development theory with applicability to health services. This KAM also includes a 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 KAM III: Principles of Organizational and Social Systems (14 cr.)
This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare health systems involving different delivery, international, or philosophical systems. This KAM also includes the 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.)

Specialized KAMs (42 cr.)

Specialized KAM V: Advanced Theory, Methods, and Practice in Health Services (14 cr.)
In this KAM, students analyze issues surrounding contemporary health services within the context of community health, health administration, or health and human behavior. They examine contemporary concepts and methods of community health and human behavior, strategic management of health services, or alternative health care. They also explore the application of selected concepts and methods, and their 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 KAM VI: Contemporary Issues and the Ethical Delivery of Health Services (14 cr.)
In this KAM, students analyze contemporary and future issues in a specific area of health services and their implications as considered from the perspective of various ethical paradigms. They examine a selected health services issue from the perspective of various ethical decision-making models. They also apply 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 KAM VII: Advanced Case Study in Health Services (14 cr.)
This KAM provides an examination of methods and techniques employed in case studies and applied change in a health services setting. Students analyze current and upcoming social problems in a specific area of health services and their corresponding change interventions and implications. This KAM also includes the 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 cr.)
HLTH 9000  Dissertation (30 cr.)
Community Health Promotion and Education Specialization

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

Public Health Behavioral Science Foundation Courses (16 cr.)
These courses are part of the Public Health master’s-level curriculum and provide a foundation for health services administrators. All four of these courses must be successfully completed before a student may enroll in the advanced specialization (8000-level) courses.

PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)
PUBH 6175 Health Policy and Management (4 cr.)
PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)

Core KAMs I–III (42 cr.)
Core KAMs I–III must also be completed before a student may enroll in the advanced specialization (8000-level) courses. Students are required to complete SBSF 8417 and one KAM within one year (four full quarters) of completion of SBSF 8005.

Core KAM I: Principles of Social Change (14 cr.)
KAM I provides students with a critical analysis of classic and contemporary theories of social and cultural change. Students examine the social history of health promotion and education through literary classics from the humanities. They perform 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. Students analyze public policy related to an important health promotion and education issue, based on both theory and research.

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

Core KAM II: Principles of Human Development (14 cr.)
This KAM provides students with a critical analysis of major theories of human development. Students perform a research-based examination of a human development theory relevant to health promotion and education. This KAM also includes a 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 KAM III: Principles of Organizational and Social Systems (14 cr.)
This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare different delivery, international, or philosophical systems pertaining to health promotion and
education. This KAM also includes the 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.)

Advanced Specialization Courses (25 cr.)
Students must have completed core KAMs I–III and all public health behavioral science foundation courses prior to enrolling in these advanced specialization courses.

PUBH 8200 Organizing Community Action for Health Promotion and Education (5 cr.)
PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)
PUBH 8215 Public Health Policy Design and Implementation (5 cr.)
PUBH 8220 Health Promotion and Education Interventions in Diverse Populations (5 cr.)
PUBH 8225 Design and Analysis of Community Trials (5 cr.)

Dissertation (30 cr.)
HLTH 9000 Dissertation (30 cr.)

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

The functional management or policy approach 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 focuses 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 concentrates on the administration, management, and policy issues of one of the following organizational types encompassing different levels of care:

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

Students who want to pursue this program must declare the specialization by the end of the second quarter of enrollment in their Professional Development Plan and Program of Study.

Core KAMs I–III (42 cr.)

Core KAM I: Principles of Social Change (14 cr.)
KAM I provides students with a critical analysis of classic and contemporary theories of social and cultural change. Students examine the social history of management and policy through literary classics from the humanities. They perform research-based analysis of the present and projected impact of societal forces on the health management and policy profession or a health services organization or industry. Students analyze public policy related to an important health services issue, based on both theory and research.

Breadth: SBSF 8110  Theories of Social Change (5 cr.)
Depth: HLTH 8123  Current Research in Social Change: Health Management and Policy (5 cr.)
Application: HLTH 8133  Professional Practice and Social Change: Health Management and Policy (4 cr.)

Core KAM II: Principles of Human Development (14 cr.)
This KAM provides students with a critical analysis of major human development theories. Students perform a research-based examination of a human development theory relevant to health management and policy. This KAM also includes a 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 Management and Policy (5 cr.)
Application: HLTH 8233  Professional Practice and Human Development: Health Management and Policy (4 cr.)

Core KAM III: Principles of Organizational and Social Systems (14 cr.)
This KAM offers students a critical examination of major systems theories and theorists. Students analyze and compare different delivery, international, or philosophical systems pertaining to health services management and policy. This KAM also includes the 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 Management and Policy (5 cr.)
Application: HLTH 8333  Professional Practice and Organizational and Social Systems: Health Management and Policy (4 cr.)

Specialized KAMs (42 cr.)
Specialized KAM V: Advanced Theory, Methods, and Practice in Health Services (14 cr.)
This KAM provides an examination of methods and techniques employed in case studies and applied change in health management and policy. Students analyze current and future social problems and issues in health services management and policy and corresponding change interventions and implications. This KAM also includes the design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

Breadth: HLTH 8513  Health Services in the Contemporary Context: Health Management and Policy (5 cr.)
Depth: HLTH 8523  Current Concepts and Methods in Health Services: Health Management and Policy (5 cr.)
Application: HLTH 8533  Integrative Professional Practice in Health Services: Health Management and Policy (4 cr.)

Specialized KAM VI: Contemporary Issues and the Ethical Delivery of Health Services (14 cr.)
Breadth: HLTH 8613  Health Services Delivery and Ethical Implications: Health Management and Policy (5 cr.)
Depth: HLTH 8623  Health Services Delivery and Ethical Decision-Making: Health Management and Policy (5 cr.)
Application: HLTH 8633  Ethical Theories Applied in Health Services: Health Management and Policy (4 cr.)

Specialized Knowledge Area Module VII: Advanced Case Study in Health Services (14 cr.)
Breadth: HLTH 8713  Theories of Case Study Research and Applied Change in Health Services: Health Management and Policy (5 cr.)
Depth: HLTH 8723  Relating Change Theories to Practice in Health Services: Health Management and Policy (5 cr.)
Application: HLTH 8733  A Case Study of Applied Change in Health Services: Health Management and Policy (4 cr.)

Dissertation (30 cr.)
HLTH 9000  Dissertation (30 cr.)
School of Nursing

M.S. Program in Nursing
The M.S. program in Nursing prepares students to focus their practice on the identified health needs of society, become leaders in their field through scholarship, manage technology and information, and develop a lifelong commitment to learning.

Specializations
- Education
- Leadership and Management
- Nursing Informatics

Degree Requirements
- B.S.N. track: 41 semester credits; Non-B.S.N. track: 65 semester credits
- Foundation course: NURS 6000 (1 sem. cr.)
- Professional Development Plan and Program of Study
- Core courses (18 sem. cr.)
- Specialized courses (16 sem. cr.)
- Capstone project and practicum (6 sem. cr.)
- Minimum 3.0 GPA

Curriculum
The program has two tracks for registered nurses: one for those with a B.S.N. degree and one for those with an associate’s degree or nursing diploma. Associate and diploma graduates complete 24 semester credits of foundational courses before starting the core courses: the foundational courses contain the essential content and learning activities to prepare students for the core courses. B.S.N. graduates enter the program at the core course level.

All students complete the same core and specialized curriculum and the same capstone courses. The six core courses provide students with a graduate-level knowledge in areas of theory, research, diversity, legality/ethics, and health care systems. The specialization courses build on the core courses and offer students direction and guidance for influencing nursing practice in selected areas. The capstone courses provide students the opportunity to integrate knowledge from their previous courses into a practice setting and to evaluate the achievement of professional and organizational goals.
Foundational and Core Curricula

*Foundation Course (1 sem. cr.)*
NURS 6000  Success Strategies in the Master of Science Program in Nursing Online Environment (1 sem. cr.)

*Non-B.S.N. Track: Foundational Courses (24 sem. cr.)*
NURS 6005  Nursing Roles for Today and Tomorrow (4 sem. cr.)
NURS 6010  Advancing Nursing Through Inquiry and Research (4 sem. cr.)
NURS 6015  Information and Health Care Technologies Applied to Nursing Practice (4 sem. cr.)
NURS 6020  Healing Therapies in Nursing Practice (4 sem. cr.)
NURS 6025  Managing a Continuum of Care for Positive Patient Outcomes (4 sem. cr.)
NURS 6030  The Practice of Population-Based Care (4 sem. cr.)

*Core Courses (18 sem. cr.)*
NURS 6100  Understanding Health Care Systems (3 sem. cr.)
NURS 6110  The Nurse Leader: New Perspectives on the Profession (3 sem. cr.)
NURS 6120  Linking Theory to Nursing Practice (3 sem. cr.)
NURS 6130  Evidence-Based Practice Through Research (3 sem. cr.)
NURS 6140  Ethical and Legal Views of the Changing Health Care System (3 sem. cr.)
NURS 6150  Promoting and Preserving Health in a Diverse Society (3 sem. cr.)

Specialized Curriculum

*Education Specialization*
The Education specialization prepares nurses for faculty positions in all types of undergraduate nursing programs, as well as for educator roles in diverse practice settings. Graduates have the knowledge to develop, plan, implement, and evaluate educational programs for nursing students and other individuals/groups needing health-related education.

NURS 6300  Student-Centered Learning in Nursing Education (3 sem. cr.)
NURS 6310  Teaching Strategies for Nurse Educators (3 sem. cr.)
NURS 6320  Integrating Technology Into Nursing Education (3 sem. cr.)
NURS 6330  Curriculum Development, Assessment, and Evaluation (3 sem. cr.)
NURS 6340  The Nurse Educator: Roles, Responsibilities, and Relationships (4 sem. cr.)

*Leadership and Management Specialization*
The Leadership and Management specialization prepares nurses for leadership positions in complex health care systems. Collaboration and partnerships are key to managing change and meeting standards for nursing practice. Graduates are ready to make a difference in organizations by addressing pressing issues such as workforce development, resources, integration of technology, and the maintenance and improvement of quality care.

NURS 6200  The Nurse Administrator: Leading and Managing for Excellence (4 sem. cr.)
NURS 6210  Health Care Finance and Budgeting (4 sem. cr.)
NURS 6220  Human Resource Management (4 sem. cr.)
NURS 6230  Case Study: Quality Nursing in a Complex Health Care Organization (4 sem. cr.)

**Nursing Informatics Specialization**

The Nursing Informatics specialization prepares nurses to more effectively utilize information technology to enhance the quality of patient care. This specialization blends nursing science with computer and information science. Coursework focuses on such key areas as information systems, database concepts, and effective project management. Graduates have the knowledge to integrate data, information, and knowledge to support decision-making processes that affect patients and providers.

NURS 6400  Informatics in Nursing and Health Care (4 sem. cr.)
NURS 6410  Systems Analysis, Design, and Implementation in a Health Care Environment (4 sem. cr.)
NURS 6420  Database Concepts (4 sem. cr.)
NURS 6430  Project Management: Health Care Information Technology (4 sem. cr.)

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

The completion of field and practicum experiences gives students the confidence to function at an advanced level in a selected practice setting.

NURS 6500  Synthesis Project (3 sem. cr.)
NURS 6510  Synthesis Practicum (3 sem. cr.)
M.S. in Computer Engineering

Computer engineers design computers and computer systems, apply computers as components of larger systems, and apply digital techniques to solve a broad range of engineering problems. The M.S. in Computer Engineering program prepares students to work in the dynamic and rapidly expanding field of digital technology.

Degree Requirements

- 30 semester credits minimum
- Core courses (17 sem. cr.)
- Program elective courses (9 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Computer Engineering requires a minimum of 30 semester credits. Students complete a core set of five courses that provide a foundation in the theories and concepts relevant to computer engineering. Then, students choose three program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (17 sem. cr.)

NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)
NCSC 6331 (CA 722) Computer Networks I (3 sem. cr.)
NEEI 6341 (IC 541) Introduction to Digital Integrated Circuits (4 sem. cr.)
NEEP 6111 (CA 714) Computer Architecture (4 sem. cr.)
NEEP 6221 (DS 510)  Digital ASIC Design (3 sem. cr.)

Program Elective Courses (9 sem. cr.)

Students select three of the following:
NCSC 6031 (CA 720)  Introduction to Parallel Computing (3 sem. cr.)
NCSC 6831 (CS 765)  Distributed Computing Systems (3 sem. cr.)
NEEC 6525 (CC 718)  Wireless Networks (3 sem. cr.)
NEEC 6551 (CC 560)  Digital Signal Processing I (3 sem. cr.)
NEEI 6321 (CR 526)  Analysis of Electronic Circuits (3 sem. cr.)
NEEP 6271 (DS 770)  Testing and Diagnosis of VLSI Systems (3 sem. cr.)
NEEP 8221  Advanced Digital Design (3 sem. cr.)

General Elective Courses (6 sem. cr.)

Students select any two graduate-level courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of six semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

Foundation Courses

Foundation courses are available in topical areas for those students entering graduate study in Computer Engineering who do not have adequate preparation to begin the master’s program.

M.S. in Computer Science

Computer science is the body of knowledge dealing with the design, analysis, implementation, efficiency, and application of algorithmic processes that transform information. It deals with software, operating systems, programming languages, and other related areas.

Degree Requirements

- 30–31 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (9–10 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Computer Science is a 30–31-semester-credit program. Students complete a core set of five courses that provide a foundation in the theories and concepts relevant to computer science. Then, students choose three program elective courses that build on the core content and are relevant to their
specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (15 sem. cr.)

Students select five of the following:
NCSC 6021 (AD 720) Analysis of Algorithms (3 sem. cr.)
NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)
NCSC 6121 (CS 720) Programming Language Principles (3 sem. cr.)
NCSC 6331 (CA 722) Computer Networks I (3 sem. cr.)
NCSC 6401 (CS 750) Database Management Systems (3 sem. cr.)
NCSC 8011 (AD 711) Advanced Data Structures (3 sem. cr.)

Program Elective Courses (9–10 sem. cr.)

Students select three of the following (or two of the following and the remaining core course):
NCSC 6031 (CA 720) Introduction to Parallel Computing (3 sem. cr.)
NCSC 6321 (ST 754) Internet Protocols (3 sem. cr.)
NCSC 6333 (ST 759) Data Communication Networks (3 sem. cr.)
NCSC 6431 (CS 755) Distributed Database Systems (3 sem. cr.)
NCSC 6461 (CS 758) Data Mining (3 sem. cr.)
NCSC 6831 (CS 765) Distributed Computing Systems (3 sem. cr.)
NEEP 6111 (CA 714) Computer Architecture (4 sem. cr.)

General Elective Courses (6 sem. cr.)

Students select any two graduate-level courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of six semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

Foundation Courses

Foundation courses are available in topical areas for those students entering graduate study in Computer Science who do not have an adequate preparation to begin the master’s program.

M.S. in Electrical Engineering

The M.S. in Electrical Engineering program is designed to provide students with the technical background for the analysis, design, development, operation, or research of electrical or electronic systems.
Degree Requirements

- 33–34 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12–13 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Electrical Engineering is a 33–34-semester-credit program. Students complete a core set of five courses that provide a foundation in topics basic to electrical engineering. Then, students choose four program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

*Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.*

Core Courses (15 sem. cr.)

- NEEC 6501 *(CC 714)* Random Processes for Engineering Applications (3 sem. cr.)
- NEEC 6521 *(CC 511)* Communication Systems I (3 sem. cr.)
- NEEC 6551 *(CC 560)* Digital Signal Processing I (3 sem. cr.)
- NEEI 6301 *(IC 520)* Integrated Circuit Devices (3 sem. cr.)
- NEEI 6321 *(CR 526)* Analysis of Electronic Circuits (3 sem. cr.)

Program Elective Courses (12–13 sem. cr.)

*Students select four of the following:*

- NEEC 6525 *(CC 718)* Wireless Networks (3 sem. cr.)
- NEEC 6552 *(CC 763)* Digital Signal Processing II (3 sem. cr.)
- NEEI 6311 *(IC 727)* Semiconductor Device Modeling (3 sem. cr.)
- NEEI 6341 *(IC 541)* Introduction to Digital Integrated Circuits (4 sem. cr.)
- NEEM 6431 *(IC 730)* Microelectronics Processing I (3 sem. cr.)
- NEEP 6221 *(DS 510)* Digital ASIC Design (3 sem. cr.)
- NEEP 6271 *(DS 770)* Testing and Diagnosis of VLSI Systems (3 sem. cr.)
- NEEP 8221 Advanced Digital Design (3 sem. cr.)

General Elective Courses (6 sem. cr.)

Students select any two graduate-level courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of six semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.
Foundation Courses

Foundation courses are available in topical areas for those students entering graduate study in Electrical Engineering who do not have an adequate preparation to begin the master’s program.

M.S. in Software Engineering

Software engineering is the application of engineering design principles to the development of software. The M.S. in Software Engineering program focuses on every aspect of the software engineering process, including design, testing, implementation, and maintenance.

Degree Requirements

- 33 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Software Engineering is a 33-semester-credit program. Students complete a core set of five courses that provide a foundation in topics basic to software engineering. Then, students choose four program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (15 sem. cr.)

- NSEN 6001 (SE 710) Software Engineering (3 sem. cr.)
- NSEN 6011 Formal Methods in Software Engineering (3 sem. cr.)
- NSEN 6251 (SE 770) Software Specification (3 sem. cr.)
- NSEN 6301 (SE 730) Object-Oriented Analysis and Design (3 sem. cr.)
- NSEN 6411 (SE 750) Software Unit and Integration Testing and Verification (3 sem. cr.)

Program Elective Courses (12 sem. cr.)

Students select four of the following:
- NSEN 6061 (SE 720) Software Measurement (3 sem. cr.)
- NSEN 6111 Software Architectures (3 sem. cr.)
- NSEN 6305 Object-Oriented Programming (3 sem. cr.)
- NSEN 6331 (SE 746) Embedded Systems Software Development (3 sem. cr.)
- NSEN 6421 (SE 759) Software System-Level Testing (3 sem. cr.)
NSEN 6471 *(SE 760)* Software Quality Management (3 sem. cr.)
NSEN 6511 *(SE 785)* Software Project Management (3 sem. cr.)

**General Elective Courses (6 sem. cr.)**

Students select any two graduate-level courses.

**Thesis Option**

This program does not require a thesis. However, a thesis option (maximum of six semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

**Foundation Courses**

Foundation courses are available in topical areas for those students entering graduate study in Software Engineering who do not have an adequate preparation to begin the master’s program.

**M.S. in Systems Engineering**

Systems Engineering represents an interdisciplinary approach to sound system design. It differs from other branches of engineering in that it deals with methods for analysis, synthesis, and design of complex multidisciplinary problems, as opposed to solving specific disciplinary problems. Systems engineers in the 21st century are found in many traditional engineering fields—communications, aerospace, defense, manufacturing, and information technology—as well as nontraditional fields, such as transportation logistics, medical devices, agriculture, and even criminal justice.

The M.S. in Systems Engineering program is designed to provide engineers with the necessary processes and tools, enabling them to define and validate system requirements, develop effective designs, and ensure those designs are safe and meet customer requirements. The program was developed specifically for engineers from various disciplines, so that they can become knowledgeable in this multidisciplinary approach.

**Degree Requirements**

- 33 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12 sem. cr.)
- General elective courses (6 sem. cr.)

**Curriculum**

The M.S. in Systems Engineering is a 33-semester-credit program, starting with five core courses that provide a foundation in the theory and thought processes of systems engineering. Then four program elective courses build on the core content and offer students the opportunity to pursue the areas most
closely related to their professional goals. Students complete the degree by selecting any two graduate-
level courses.

*Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.*

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSYS 6120</td>
<td>Systems Engineering and Analysis (SY 720)</td>
<td>3</td>
</tr>
<tr>
<td>NSYS 6140</td>
<td>Systems Optimization and Analysis (SY 540)</td>
<td>3</td>
</tr>
<tr>
<td>NSYS 6152</td>
<td>Systems Testing and Reliability (SY 560)</td>
<td>3</td>
</tr>
<tr>
<td>NSYS 6160</td>
<td>Systems Engineering Management (SY 580)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Elective Courses (12 sem. cr.)**

*Students select four of the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMBA 6170</td>
<td>Accounting and Finance: Measurement and Flow Control for the Economic Engine (NB 750)</td>
<td>3</td>
</tr>
<tr>
<td>NMBA 6313</td>
<td>Supply Chain Management (MG 723)</td>
<td>3</td>
</tr>
<tr>
<td>NMBA 6336</td>
<td>Global Environment for Business (MG 726)</td>
<td>3</td>
</tr>
<tr>
<td>NMBA 6351</td>
<td>Legal Environment of Business (MG 770)</td>
<td>3</td>
</tr>
<tr>
<td>NMGT 8750</td>
<td>Total Quality Management and Improvement (TO 750)</td>
<td>3</td>
</tr>
<tr>
<td>NSPP 6325</td>
<td>Integrated Design and Manufacturing (PD 525)</td>
<td>3</td>
</tr>
<tr>
<td>NSPP 6410</td>
<td>Modeling Manufacturing Systems (SP 510)</td>
<td>3</td>
</tr>
<tr>
<td>NSYS 6163</td>
<td>Integrated Risk Management (SY 563)</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Elective Courses (6 sem. cr.)**

Students select any two graduate-level courses.

**NTU Certificates**

NTU academic certificates are designed for working professionals who want to develop their knowledge and skills in focused areas of graduate study. Each certificate consists of at least four graduate courses for a minimum of 12 semester credits taken in the NTU College. Students can complete a graduate certificate in as little as one year and may earn more than one certificate. While each course taken can apply to only one certificate, courses taken for a certificate can be applied toward a master’s degree program.

The NTU College certificate program is designed to recognize the achievements of students whose courses meet specific needs of their individual careers. This program is especially beneficial to those who already have a master’s or Ph.D. degree and do not want to pursue another advanced degree. It provides recognition of academic accomplishment while upgrading technical competence or reorienting professional careers. Students who satisfy the certificate requirements receive a certificate of completion and a permanent record on their Walden University transcript.

Students must meet the admission requirements for the most closely associated degree program, as designated when the certificate program is defined. Students admitted to a certificate program are eligible
for conditional admission and must adhere to the Conditional Admission policy as stated in the Admission section of the catalog. Upon successful completion of a certificate program, students are qualified to apply for degree admission.

With their admission application, students submit a certificate course proposal using a provided template, in which they state their objectives and program rationale. Upon admission, students work with academic personnel to confirm or modify the course program.

Students cannot apply for a certificate program retroactively (e.g., complete eight courses in a degree program, then stop work on the degree and apply for one or two certificates). No transfer courses are accepted into certificate programs. No matter what courses students have already taken, at least four new courses from the NTU College must be completed to obtain a certificate.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their Program of Study, similar to degree-seeking students. Students must receive a B or better in each course. Note: A grade of B– is not acceptable.

**Example Certificate Programs**

Students may propose a customized coherent Program of Study comprising four NTU College courses, using a provided certificate program template along with their admission application. Upon admission, students work with academic personnel to confirm or modify the course program. Some certificate examples are given below.

**Management Certificates (12 sem. cr.)**

*Technical Project Management*

- NMGT 6760 Introduction to Project Management
- NMBA 6140 Strategy and Negotiation: Solving the Boundary Value Problem
- NMGT 6761 Advanced Project Management
- NMBA 6130 Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration

*Engineering Management*

- NMGT 6310 Introduction to Engineering Management
- NMBA 6150 Technology and Operations: Moore’s Law and Other Business Accelerators
- NMBA 6130 Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration
- NMBA 6170 Accounting and Finance: Measurement and Flow Control for the Economic Engine

*Competitive Product Management*

- NMBA 6140 Strategy and Negotiation: Solving the Boundary Value Problem
- NMBA 6160 Marketing: Maximizing the Organizational I/O Bus
- NMGT 8735 Marketing of Advanced Technologies
- NMBA 6313 Supply Chain Management
Engineering Certificates (12 sem. cr.)

**Software Project Management**
NSEN 6001 Software Engineering  
NSEN 6251 Software Specification  
NSEN 6511 Software Project Management  
NSEN 6471 Software Quality Management

**Software Testing**
NSEN 6001 Software Engineering  
NSEN 6251 Software Specification  
NSEN 6411 Software Unit and Integration Testing and Verification  
NSEN 6421 Software System-Level Testing

**Systems Engineering**
NSYS 6120 Systems Engineering and Analysis  
NSYS 6140 Systems Optimization and Analysis  
NSYS 6160 Systems Engineering Management  
NSYS 6163 Integrated Risk Management

**Digital Signal Processing**
NEEC 6551 Digital Signal Processing I  
NEEC 6552 Digital Signal Processing II  
NEEC 6557 VLSI Signal Processing  
NEEC 6501 Random Processes for Engineering Applications
School of Management

B.S. in Business Administration

The Bachelor of Science degree, with a major in Business Administration, is a completion program that provides students with a solid grounding in the core knowledge and competencies required in today’s diverse, global, and technologically sophisticated business environment. Business Administration majors gain a working knowledge of the principles and concepts of management theory and practice by examining the interrelationships among the major business disciplines. Through case studies and demonstrations, students evaluate practical applications of the manager’s role in planning, organizing, staffing, directing, and controlling.

This program is results-oriented and extends beyond theories and conceptual understanding to practical application. Once students have a solid foundation in the Business Administration major, they select a concentration from today’s most important fields. This flexibility ensures that students learn professionally relevant skills that can be directly applied to the working world.

Note: Graduates from Walden’s bachelor’s degree program may apply for early admission to certain master’s programs at the university.

Concentrations

- General Program
- Finance
- Human Resource Management
- Information Systems
- Management
- Marketing

Degree Requirements

- 179–181 quarter credits (including 43–91 cr. completed at Walden)*
  - 90 lower-division credits: general education and elective courses
  - 89–91 upper-division credits
- Foundation and core courses (71 cr.)
- Concentration courses (13–15 cr.)
- Elective course (5 cr.)

*Students who are currently enrolled in or have recently attended a community college, or have earned the CPCU designation, may be eligible to accelerate the degree-completion program. Students should contact a Walden enrollment advisor for more information.
Curriculum

Walden University offers the last 2 years (upper-division courses) of the B.S. degree. Bachelor’s program staff members work with students to help them complete the general education requirements associated with the first 2 years (lower-division courses) of the degree program; however, the university offers only the upper-division courses.

Core Curriculum

*Foundation Courses (6 cr.)*
- MGMT 1000  Success Strategies in the Online Environment (5 cr.)
- MGMT 1001  Developing Student Portfolios (1 cr.)

*Core Courses (65 cr.)*
- MGMT 3001  Management 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.)

Students are also required to take MGMT 3501 Statistics, MGMT 3502 Macroeconomics, and MGMT 3503 Microeconomic for all programs.

*Elective Course (5 cr.)*
Students select one course from a concentration other than the chosen concentration.

Specialized Curriculum

*General Program (15 cr.)*
The diverse curriculum of the General Program is ideal for those students who want to develop basic skills in written and oral communication, quantitative analysis, and computer usage for today’s most sought-after occupations. Most importantly, students will increase their capacity to reason critically and act ethically in the dynamic environment of the 21st century. *Note: This concentration is not available to all students. Students should contact an enrollment advisor for more information.*

- MGMT 3501  Statistics (5 cr.)
- MGMT 3502  Macroeconomics (5 cr.)
- MGMT 3503  Microeconomics (5 cr.)
Finance Concentration (15 cr.)
In the Finance concentration, students learn how to effectively assess and guide the operation of an organization. The curriculum helps students gain insights into the key financial levers of an organization, so they can help management direct the organization to optimize its value, for both its employees and shareholders. Note: Students must complete MGMT 3104 Accounting Principles and MGMT 3004 Financial Management before entering the Finance concentration. It is recommended that courses be completed in the following order.

MGMT 4101 Corporate Finance (5 cr.)
MGMT 4102 Financial Institutions and Markets (5 cr.)
MGMT 4111 International Finance (5 cr.)

Human Resource Management Concentration (15 cr.)
The Human Resource Management concentration helps students develop insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention, and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations. Note: Students must complete MGMT 3003 Human Resource Management before entering the Human Resource Management concentration. Courses must be completed in the following order.

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.)

Information Systems Concentration (13 cr.)
The Information Systems concentration teaches students how to leverage technology to meet their organization’s strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects. Note: Students must complete MGMT 3005 Information Systems in Enterprises before entering the Information Systems concentration. It is recommended that courses be completed in the following order.

MGMT 3204 Business Process Redesign (5 cr.)
MMBA 6261 Management of Technology (4 cr.)
MMBA 6263 Case Study: Project Management (4 cr.)

Management Concentration (15 cr.)
The Management concentration focuses on aligning contemporary management practices with strategic direction. It provides students with advanced knowledge and skills in international management, human resource management, and knowledge management. Students focus on emerging trends in the international business arena, techniques for attracting and retaining effective human resources, and the integration of knowledge management with quality initiatives and organizational change. Note: Students must complete MGMT 3004 Financial Management and MGMT 3003 Human Resource Management before entering the Management concentration. It is recommended that courses be completed in the following order.

MGMT 4101 Corporate Finance (5 cr.)
MGMT 4109 Management and Organizational Behavior (5 cr.)
MGMT 4120 Strategic Human Resource Management (5 cr.)
Marketing Concentration (15 cr.)
The Marketing concentration helps students develop insights into an organization’s marketing efforts 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. Note: Students must complete MGMT 3002 Marketing before entering the Marketing concentration. Courses must be completed in the following order.

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

Policies and Procedures
The policies listed in this section pertain to students in the bachelor’s degree-completion program. Many university-wide policies in this catalog also pertain to bachelor’s students; students are responsible for knowing those policies as well.

Admission Policies
General Education
To gain a B.S. degree from Walden University, the undergraduate student must complete a minimum of 179–181 quarter credits, including 90 credits in general education and elective courses and 89–91 credits in courses at the upper-division level (3000–4000).

Students in the B.S. program must satisfy the general education requirements of Walden University shown below. 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, and a determination will be made for both the general education and elective areas and the upper-division (major) area.

<table>
<thead>
<tr>
<th>Associate of Arts/Associate of Science/Associate of Applied Science Degree</th>
<th>90 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or</td>
<td>60 quarter credits</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>and</td>
</tr>
<tr>
<td>Communication (min. 9 cr., one course must be a college composition course)</td>
<td>30 quarter credits</td>
</tr>
<tr>
<td>Humanities (min. 9 cr.)</td>
<td></td>
</tr>
<tr>
<td>Social/Behavioral Sciences (min. 9 cr.)</td>
<td></td>
</tr>
<tr>
<td>Math/Science (min. 9 cr.)</td>
<td></td>
</tr>
<tr>
<td>Other Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90 quarter credits</td>
</tr>
</tbody>
</table>

Transfer of Credit
Students are responsible for reviewing and understanding credit-transfer limits, standards, criteria, and procedures before applying for transfer of credits. A minimum of 90 quarter credits of lower-division
(1000–2000) general education and elective courses must be transferred. The maximum amount allowed for transfer into the upper-division major is 45 quarter credits.

To be considered for acceptance in transfer from a U.S. institution, credits must follow these guidelines:

1. Credit was earned at a grade of C or better (2.0 on a 4.0 scale) from a U.S. institution accredited by a regional, 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. Educational Credential Evaluators, Inc. (ECE) must evaluate coursework awarded from a non-U.S. institution as equivalent to coursework awarded by a U.S. institution.

2. Credit was arrayed within general education and elective requirements of undergraduate studies, as shown in the table above.

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 the following:
   - 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.

**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.

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 6-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 8 hours with Walden.
   - Walden will accept essay or non-essay versions of the CLEP English Composition Exam.
   - Although CLEP policies may vary by program, Walden will typically award credit for one course for one CLEP exam taken.
   - The fee for challenging a course through credit by examination is paid upon application for the examination and is non-refundable.

2. Walden University is a designated 4-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 coursework. These are the maximum amounts of transferable ACE credit allowed:
   - 21 approved credits for lower-division-level work (1000–2000).
   - 27 approved credits for upper-division-level work (3000–4000).

4. For the purpose of converting semester credits to quarter credits, the following formula may be used:
   \[ X \text{ semester credits multiplied by } 1.5 = X \text{ quarter credits} \]
   (e.g., 30 semester credits multiplied by 1.5 = 45 quarter credits)

**Conditional Admission**

Applicants anticipating beginning the B.S. program with an incomplete application file may be approved for conditional admission upon the recommendation of the associate dean or the associate dean’s designee. Conditional admission is for one quarter only and enables students to register for courses. The missing information must be received by the end of the first term of enrollment; until the information is received, a hold prevents the student from registering for classes beyond the first term. Failure to submit the appropriate documentation by this deadline may cause the student to be administratively withdrawn from the university. Walden cannot process student loans or disburse funds until it is in receipt of all official transcript(s) or international evaluations.

Occasionally, an applicant to the bachelor’s degree program will not meet the admission criteria. With the recommendation of the associate dean or the associate dean’s designee, such an applicant may be granted conditional admission for the following:

**Not meeting the appropriate prerequisites for a given major at the bachelor’s level.** Students may not have completed the prerequisite courses for that major. For example, a student with a previous major in English, now wanting to obtain a major in Business Administration will not have the prerequisite business courses. Students admitted conditionally, with the recommendation of the associate dean (or designee) may take up to three courses (15 cr.) of prerequisites concurrently with preapproved courses in the core, concentration, or elective areas. Those students seeking concurrent enrollment and conditional/probationary admission must consult with an academic advisor prior to enrollment and have an application for concurrent enrollment approved in writing by the associate dean (or designee).

**Not having the required distribution of credits within the general education area.** Students admitted conditionally with the recommendation of the associate dean (or designee) may take up to four courses (20 cr.) of lower-level credits concurrently with their upper-division coursework at Walden. Those students seeking concurrent enrollment and conditional/probationary admission must consult with an enrollment advisor prior to enrollment and have an application for concurrent enrollment approved in writing by the associate dean (or designee).

*Note: 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.
Minimum Credits Earned at Walden University

Students must fulfill a minimum requirement of 45 upper-division credits through Walden University to receive a Walden B.S. degree. (Specific program requirements may vary and may be slightly more than 45 credits depending upon the concentration.) If students have received transfer credit for a course with duplicated learning in a required course, the academic advisor will recommend another course so students may meet the total number of required credits.

Academic Progress Standards

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

- Students must complete a minimum of three courses per year of enrollment.
- Students must maintain an overall undergraduate GPA of 2.0 in classes taken at the university.

Undergraduate Course Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value</th>
<th>Definition Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted superior quality work.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Above average. Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Average. Student met all participation requirements; completed all assignments, group projects, and papers; met the evaluation criteria for the course as specified in the syllabus; and submitted satisfactory quality work.</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Marginal.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure. Student did not meet the criteria for a passing grade.</td>
</tr>
<tr>
<td>S</td>
<td>N/A</td>
<td>Satisfactory. Student passed the course satisfactorily.</td>
</tr>
<tr>
<td>U</td>
<td>N/A</td>
<td>Unsatisfactory. Student did not meet the criteria for an S grade.</td>
</tr>
<tr>
<td>I</td>
<td>N/A</td>
<td>Incomplete. Student did not meet all participation requirements or complete all assignments at the 55% completion level. The student requested an Incomplete from the course instructor before the final withdrawal date of the quarter.</td>
</tr>
<tr>
<td>NC</td>
<td>N/A</td>
<td>No Credit. Administrative assignment only.</td>
</tr>
<tr>
<td>W</td>
<td>N/A</td>
<td>Withdrawal. Administrative assignment only.</td>
</tr>
</tbody>
</table>

Grade Point Average

Students in undergraduate programs must maintain a GPA of 2.0 or above to graduate. The registrar calculates grade point averages according to the point values stated in the grading scale. Grades of NC (No Credit) and W (Withdraw) are non-punitive and do not figure into the GPA; however, the
designations of NC and W do appear on the transcript. A grade of S (Satisfactory) appears on the transcript, but is not calculated in the GPA. A grade of I (Incomplete) is not calculated in the GPA.

**Course Participation Policy**
Participation requirements in all bachelor’s-level courses are determined by the course instructor, who may ask for postings to the course’s online discussion board 2–5 days per week for attendance purposes. Because of the short length and intensive nature of the 6-week course, 4–5 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.

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

**Minimum Enrollment Requirement**
Bachelor’s students must complete a minimum of 45 credits and four quarters with Walden to receive the Walden University B.S. degree. (Students must transfer a minimum of 90 undergraduate credits for admission into the program.)

**Master of Business Administration (M.B.A.)**
Walden’s M.B.A. curriculum connects students to real-world issues and trends, with coursework that emphasizes skills to help them become more effective business communicators, successful collaborators, creative thinkers, and world-class managers prepared to work in the United States or abroad. Students have the opportunity to enhance their ethical decision-making skills with learning experiences designed to help them articulate their leadership styles. They can customize the M.B.A. degree by choosing one of seven specializations.

**Specializations**
- Entrepreneurship
- Finance
- Human Resource Management
- Leadership
- Marketing
- Project Management
- Technology
- Self-Designed
Degree Requirements

- 36 semester credits*
- Foundation courses (3 sem. cr.)
- Core courses (21 sem. cr.)
- Specialized courses (8 sem. cr.)
- Capstone course (4 sem. cr.)
- Minimum 3.0 GPA
- Continuous registration and course participation

* Students who have earned a Chartered Property Casualty Underwriter (CPCU), Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), or Global Professional in Human Resources (GPHR) designation may be eligible to take an accelerated M.B.A. program.

Curriculum

Core Curriculum

Foundation Courses (3 sem. cr.)
MMBA 6500 Success Strategies in the Online Environment (1.5 sem. cr.)
MMBA 6505 Jump-Start Your Future in the Borderless World (1.5 sem. cr.)

Core Courses (21 sem. cr.)
MMBA 6510 Leading People (3 sem. cr.)
MMBA 6520 Business Operations in the U.S. and Abroad (3 sem. cr.)
MMBA 6530 Marketing (3 sem. cr.)
MMBA 6540 Innovation and Technology (3 sem. cr.)
MMBA 6550 Accounting for Business Management (3 sem. cr.)
MMBA 6560 Financial Management (3 sem. cr.)
MMBA 6570 Business Strategy for Competitive Advantage (3 sem. cr.)

Capstone Course (4 sem. cr.)
MMBA 6780 Capstone: Becoming a World-Class Manager (4 sem. cr.)

Specialized Curriculum

The following specialized courses must be taken in the order they are listed below.

Entrepreneurship Specialization (8 sem. cr.)
The Entrepreneurship specialization provides students with hands-on experience in successfully launching a new business or fostering an entrepreneurial spirit within an existing company. Armed with resources
drawn from both theory and practice, students apply their new knowledge directly to real-world entrepreneurial projects that focus on managing risk, inspiring innovation, and promoting collaboration among employees. They learn how to identify opportunities and effectively navigate the challenges associated with becoming an entrepreneur, and become prepared to jump-start a new or existing business.

MMBA 6640  Applications in Entrepreneurship (4 sem. cr.)
MMBA 6641  Advanced Entrepreneurship (4 sem. cr.)

Finance Specialization (8 sem. cr.)
The Finance specialization broadens students’ knowledge of corporate finance, enabling them to make more informed and profitable business decisions. Students participate in a comprehensive overview of financial principles and accepted practices in financial markets, thrift institutions, and commercial and investment banking. They analyze legal and ethical issues across a broad spectrum of companies and industries to support their decision-making processes and complete the program with real-world case studies in financial modeling and analysis.

MMBA 6610  Applications in Finance (4 sem. cr.)
MMBA 6611  Advanced Finance (4 sem. cr.)

Human Resource Management Specialization (8 sem. cr.)
The Human Resource Management specialization encourages students to adopt a strategic view of human resource management policies and programs and to evaluate their alignment with organizational strategic goals. Viewing employees as assets, strategic human resource management formulates policies and programs that support high performance and innovation through balancing rewards, training, empowerment, and job design to achieve competitive advantage. Students explore how economic, social, psychological, legal, and cultural forces influence employment relations and gain expertise in areas related to recruitment and selection, performance evaluation, compensation and benefits, job design, retention, and turnover. Note: Students who have earned a Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), or Global Professional in Human Resources (GPHR) designation may be eligible to take an accelerated M.B.A. program.

MMBA 6600  Applications in Human Resource Management (4 sem. cr.)
MMBA 6601  Advanced Human Resource Management (4 sem. cr.)

Leadership Specialization (8 sem. cr.)
The Leadership specialization helps students realize their potential to inspire others and influence the future of their organizations. Students explore various perspectives of what makes a good leader and evaluate their own leadership style. Through an ongoing process of self-reflection, new knowledge, and hands-on experience, students build upon their existing leadership strengths and enhance their expertise in areas such as communication, change management, organizational culture, ethics, and global business.

MMBA 6660  Applications in Leadership (4 sem. cr.)
MMBA 6661  Advanced Leadership (4 sem. cr.)

Marketing Specialization (8 sem. cr.)
The Marketing specialization prepares students to leverage new marketing opportunities, to drive profitability and growth. Students refresh their knowledge of marketing fundamentals, including market analysis and product positioning, with new advertising and sales strategies as influenced by today’s technology and consumer base. In addition, their global perspective of marketing is expanded as they
assess international marketplaces.

MMBA 6620  Applications in Marketing (4 sem. cr.)
MMBA 6621  Advanced Marketing (4 sem. cr.)

**Project Management Specialization (8 sem. cr.)**
Organizations commonly address business opportunities and challenges as projects. The specialization in Project Management helps students develop the knowledge and strategies required to successfully manage projects of various scopes and sizes. Students learn how to avoid typical pitfalls of missed deadlines and mismanaged resources and explore current theories and research, putting their newfound project management skills to work in real-world exercises.

MMBA 6650  Applications in Project Management (4 sem. cr.)
MMBA 6651  Advanced Project Management (4 sem. cr.)

**Technology Specialization (8 sem. cr.)**
Suitable for both those students working in technology and those seeking a greater understanding of technology to accelerate their business, the Technology specialization explores current technologies and related processes employed by successful organizations of different scopes and sizes. Students learn how to identify emerging technologies and to foster an environment that encourages innovation, preparing them to integrate and leverage technology to enhance their competitive advantage.

MMBA 6630  Applications in Technology (4 sem. cr.)
MMBA 6631  Advanced Technology (4 sem. cr.)

**Self-Designed Specialization (8 sem. cr.)**
The Self-Designed specialization allows students to customize their studies by choosing from applications courses and study abroad and field study experiences. *Note: Additional costs apply to study abroad, and prior academic approval is required for field study. Students who have earned a Chartered Property Casualty Underwriter (CPCU) designation may be eligible to take an accelerated self-designed M.B.A. program.*

*Students select two of the following:*
MMBA 6600  Applications in Human Resource Management (4 sem. cr.)
MMBA 6610  Applications in Finance (4 sem. cr.)
MMBA 6620  Applications in Marketing (4 sem. cr.)
MMBA 6630  Applications in Technology (4 sem. cr.)
MMBA 6640  Applications in Entrepreneurship (4 sem. cr.)
MMBA 6650  Applications in Project Management (4 sem. cr.)
MMBA 6660  Applications in Leadership (4 sem. cr.)
MMBA 6671  Global Perspectives With Study Abroad Seminar (4 sem. cr.)
MMBA 6672  Field Study (4 sem. cr.)
Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMBA 6500  Success Strategies in the Online Environment*&lt;br&gt;MMBA 6505  Jump-Start Your Future in the Borderless World*&lt;br&gt;MMBA 6510  Leading People&lt;br&gt;*Note: MMBA 6500 and MMBA 6505 must be taken concurrently.</td>
</tr>
<tr>
<td>2</td>
<td>MMBA 6520  Business Operations in the U.S. and Abroad&lt;br&gt;MMBA 6530  Marketing</td>
</tr>
<tr>
<td>3</td>
<td>MMBA 6540  Innovation and Technology&lt;br&gt;MMBA 6550  Accounting for Business Management</td>
</tr>
<tr>
<td>4</td>
<td>MMBA 6560  Financial Management&lt;br&gt;MMBA 6570  Business Strategy for Competitive Advantage</td>
</tr>
<tr>
<td>5</td>
<td>Specialization Courses</td>
</tr>
<tr>
<td>6</td>
<td>MMBA 6780  Capstone: Becoming a World-Class Manager</td>
</tr>
</tbody>
</table>

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.

Specializations

- General Program
- Accounting
- Engineering Management
- Finance
- Information Systems Management
- Knowledge Management
- Leadership and Organizational Change
- Learning Management
• Operations Research
• Self-Designed

Degree Requirements

KAM-Based Specializations

General Program, Accounting, Engineering Management, Finance, Leadership and Organizational Change, Operations Research, and Self-Designed Specializations

• 134 quarter credits
• Foundation course: SBSF 8005 (6 cr.)
• Professional Development Plan and Program of Study
• 6 Knowledge Area Modules (84 cr.)*
• Satisfactory progress in all SBSF 7100 registrations
• Foundation Research Sequence (14 cr.)
• Proposal, dissertation, and oral presentation (30 cr.)
• 20 days of academic residency (two 4-day and two 6-day residencies)

KAM/Course-Based Specializations

Information Systems Management Specialization

• 132 quarter credits
• Foundation course: AMDS 8000 (4 cr.)
• Professional Development Plan and Program of Study
• Core coursework (42 cr.)
• Any 3 Knowledge Area Modules (42 cr.)*
• Foundation Research Sequence (14 cr.)
• Proposal, dissertation, and oral presentation (30 cr.)
• 20 days of academic residency (two 4-day and two 6-day residencies)

Knowledge Management and Learning Management Specializations

• 134 quarter credits
• Foundation course: SBSF 8005 (6 cr.)
• Professional Development Plan and Program of Study
• Core and specialization coursework (42 cr.)
• Any 3 Knowledge Area Modules (42 cr.)*
• Foundation Research Sequence (14 cr.)
• Proposal, dissertation, and oral presentation (30 cr.)
• 20 days of academic residency (two 4-day and two 6-day residencies)

* Option for KAM VII
Based on background and specific dissertation objectives, students often have very different research needs. Therefore, for all doctoral programs within the School of Management, the KAM VII requirement has been designed to provide students with three options to meet these different needs. With the approval of the student’s faculty mentor and the appropriate program administrator, the student may select one of the following options:

• Complete three appropriate graduate-level courses.
• Complete an independent paper on a critical topic and two complementary graduate-level courses.
• Complete a traditional KAM, focused on the research design selected by the student.

Curriculum
The A.M.D.S. curriculum offers an interdisciplinary approach to the study of management. Students may elect the General Program, choose a specialization that fits a personal/career objective, or design an individualized specialization.

General Program

foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

Core KAMs I–III (42 cr.)
Core KAM I: Principles of Social Change (14 cr.)
Perspectives in social and behavioral sciences as they influence human values and lifestyles, communication, social networks, and forecasting alternative futures are addressed. Students begin to integrate theoretical constructs into practical applications for their own interest areas.

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

Core KAM II: Principles of Human Development (14 cr.)
This KAM covers basic theories and current research on biological, psychosocial, cognitive, and affective human development, including normal developmental patterns and crises that may occur. Students explore developmental questions in the context of both chronological time and underlying physical, social, and psychological experiences.
**Breadth: SBSF 8210  Theories of Human Development (5 cr.)**
**Depth: SBSF 8220  Current Research in Human Development (5 cr.)**
**Application: SBSF 8230  Professional Practice and Human Development (4 cr.)**

**Core KAM III: Principles of Organizational and Social Systems (14 cr.)**
This is an introduction to systems theories from various disciplines. The primary models of structured system theories are presented as a background and theoretical framework for the other knowledge areas. Also considered are theories that impact micro and macro levels of social, political, and economic systems.

**Breadth: SBSF 8310  Theories of Organizational and Social Systems (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 cr.)**
In these three online seminars, instructors guide discussions, require specific readings, and evaluate assignments.

SBSF 8417  Research Seminar I: Human Inquiry and Science (4 cr.)
AMDS 8427  Research Seminar II: Design in Applied Management and Decision Sciences Research (5 cr.)
AMDS 8437  Research Seminar III: Data Analysis in Applied Management and Decision Sciences Research (5 cr.)

The first seminar, SBSF 8417, must be completed within one year (four full quarters) of completion of the Foundation course, SBSF 8005. AMDS 8437 may be taken at any time in the student’s program, after the completion of SBSF 8417 and the Foundation course. The school recommends AMDS 8427 be taken later in a student’s program, closer to the time a student begins to focus on the dissertation process: The recommendation is to complete two KAMs in the KAM-based programs or two to three courses and one KAM in the mixed-model programs before taking AMDS 8427. The Foundation course and SBSF 8417 are also prerequisites for AMDS 8427.

**Specialized KAMs V–VII (42 cr.)**

**Specialized KAM V: Organizational Dynamics and Development (14 cr.)**
**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 KAM VI: Decision Sciences (14 cr.)**
**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 KAM VII: Research (14 cr.)**
**Breadth: AMDS 8710  Research Methods (5 cr.)**
**Depth: AMDS 8720  Selected Research Methods (5 cr.)**
**Application: AMDS 8730  Research Design (4 cr.)**
Accounting Specialization

The Accounting specialization is designed to help accountants and auditors broaden their knowledge and business skills in various areas, including auditing, budget analysis, financial and international accounting, management accounting, accounting information system consulting, fraud examination, forensic accounting, and tax consulting and preparation services. *Note: Students who do not have an undergraduate or master’s degree in accounting must complete MGMT 3104 Accounting Principles or equivalent. In addition, students must complete a college-level course in differential and integral calculus.*

Foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

Core KAMs I–III as described under the General Program (42 cr.)

Foundation Research Sequence as described under the General Program (14 cr.)

Specialized KAMs V–VII (42 cr.)
Specialized KAM V: Financial Accounting Theory (14 cr.)
*Breadth:* AMDS 8515 Theory of Financial Accounting (5 cr.)
*Depth:* AMDS 8525 Current Research in Financial Accounting (5 cr.)
*Application:* AMDS 8535 Professional Practice: Application of Financial Accounting (4 cr.)

Specialized KAM VI: Auditing and International Accounting Theory (14 cr.)
*Breadth:* AMDS 8615 Theory of Auditing and International Accounting (5 cr.)
*Depth:* AMDS 8625 Current Research in Auditing and International Accounting (5 cr.)
*Application:* AMDS 8635 Professional Practice: Application of Auditing and International Accounting (4 cr.)

Specialized KAM VII: Research (14 cr.)
*Breadth:* AMDS 8710 Research Methods (5 cr.)
*Depth:* AMDS 8720 Selected Research Methods (5 cr.)
*Application:* AMDS 8730 Research Design (4 cr.)

Dissertation (30 cr.)
AMDS 9000 Dissertation (30 cr.)

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 social change, human development, organizational and social systems, and principles of societal and behavioral science research to add to their understanding of engineering principles.

**Foundation Course (6 cr.)**

*SBSF 8005 Foundations for Doctoral Study (6 cr.)*

New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

**Core KAMs I–III as described under the General Program (42 cr.)**

**Foundation Research Sequence as described under the General Program (14 cr.)**

**Specialized KAMs V–VII (42 cr.)**

Specialized KAM V: Engineering Management Quality (14 cr.)

*Broadth:* 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 KAM VI: Engineering Management of Globally Competitive Goods and Services (14 cr.)

*Broadth:* 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 KAM VII: Research (14 cr.)

*Broadth:* AMDS 8710 Research Methods (5 cr.)

*Depth:* AMDS 8720 Selected Research Methods (5 cr.)

*Application:* AMDS 8730 Research Design (4 cr.)

**Dissertation (30 cr.)**

AMDS 9000 Dissertation (30 cr.)

**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.
**Foundation Course (6 cr.)**
SBSF 8005 Foundations for Doctoral Study (6 cr.)
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

**Core KAMs I–III as described under the General Program (42 cr.)**

**Foundation Research Sequence as described under the General Program (14 cr.)**

**Specialized KAMs V–VII (42 cr.)**

- **Specialized KAM V: Corporate Financial Theory (14 cr.)**
  - *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 KAM VI: Investment and International Finance (14 cr.)**
  - *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 KAM VII: Research (14 cr.)**
  - *Breadth:* AMDS 8710 Research Methods (5 cr.)
  - *Depth:* AMDS 8720 Selected Research Methods (5 cr.)
  - *Application:* AMDS 8730 Research Design (4 cr.)

**Dissertation (30 cr.)**
AMDS 9000 Dissertation (30 cr.)

**Information Systems Management Specialization**
The Information Systems Management specialization provides an integrative approach to all aspects of organizations—people, technology, and management—in today’s information-rich environment. This specialization focuses on executive leadership skills similar to those of a CEO, CTO, or COO in depth, breadth, and application. The curriculum design is intended to promote the scholarship of discovery, integration, application, and teaching in order to derive maximum value and innovation from systems investments and strategic direction.

**Foundation Course (4 cr.)**
AMDS 8000 Success Strategies in the Online Learning Environment (4 cr.)

**Core Courses (42 cr.)**
AMDS 8110 Management Information Systems (4 cr.)

**Technology Management**
AMDS 8125 Organizational Performance Improvement (4 cr.)
AMDS 8135  Project Management (4 cr.)  
AMDS 8305  Readings in Information Systems (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 8316  Security Management and Risk Assessment (4 cr.)  
AMDS 8325  E-Commerce Strategies (4 cr.)  

**Advanced Individual Studies**  
AMDS 8300  Advanced Individual Studies: New Faculty Training (4 cr.)  

*or*  
AMDS 8301  Advanced Individual Studies: Academic Publishing Option (4 cr.)  

**KAM Preparation Course**  
AMDS 8002  Writing a Quality KAM Demonstration (2 cr.)  

*Foundation Research Sequence as described under the General Program (14 cr.)*  

3 Appropriate KAMs (42 cr.)  

**Dissertation (30 cr.)**  
AMDS 9000  Dissertation (30 cr.)  

**Knowledge/Learning Management Specializations**  
The Knowledge Management and Learning Management specializations prepare students to develop innovative solutions to their organizations’ most critical challenges through the comprehensive creation, sharing, and use of knowledge, and the effective education of adult learners. The specializations focus on the effective use of knowledge, organizational change (e.g., total quality, Six Sigma, re-engineering, Malcolm Baldrige National Quality Award), and organizational learning, including the deployment of corporate universities.  

**Foundation Course (6 cr.)**  
SBSF 8005 Foundations for Doctoral Study (6 cr.)  
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.  

**Core Courses (12 cr.)**  
AMDS 8335  Principles of Knowledge Management (4 cr.)  
AMDS 8800  Epistemology and the Practice of Knowledge and Learning Management (4 cr.)  
AMDS 8801  Principles of Learning Management (4 cr.)
Foundation Research Sequence as described under the General Program (14 cr.)

Specialization Courses (24 cr.)
Students complete all four courses under either Knowledge Management or Learning Management:

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.)

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

Courses From the Other Specialization
Students also complete two courses from the other specialization. For example, students who choose the Knowledge Management specialization will also take two of the courses listed under Learning Management.

3 Appropriate KAMs (42 cr.)

Capstone Course (6 cr.)
AMDS 8899 Capstone Seminar (6 cr.)

Dissertation (30 cr.)
AMDS 9000 Dissertation (30 cr.)

Leadership and Organizational Change Specialization
The Leadership and Organizational Change specialization prepares practitioners to work with emerging leadership paradigms and to facilitate creative and constructive organizational change. The specialization assumes practitioners are concerned with designing interventions that promote effective leadership development, interpersonal relationships, and 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.

Foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.
Core KAMs I–III as described under the General Program (42 cr.)

Foundation Research Sequence as described under the General Program (14 cr.)

Specialized KAMs V–VII (42 cr.)
Specialized KAM V: Leadership Development (14 cr.)
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 KAM VI: Organizational Change Models (14 cr.)
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 KAM VII: Research (14 cr.)
Breadth: AMDS 8710 Research Methods (5 cr.)
Depth: AMDS 8720 Selected Research Methods (5 cr.)
Application: AMDS 8730 Research Design (4 cr.)

Dissertation (30 cr.)
AMDS 9000 Dissertation (30 cr.)

Operations Research Specialization
The Operations Research specialization (sometimes 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. This specialization is one of research implementation, not implementation research.

Foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
New students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

Core KAMs I–III (42 cr.)
Core KAM I: Principles of Social Change (14 cr.)
Breadth: SBSF 8111 Theories of Social Change (5 cr.)
Depth: AMDS 8121 Current Research in Social Change (Operations Research) (5 cr.)
Application: AMDS 8131 Professional Practice and Social Change (Operations Research) (4 cr.)

Core KAM II: Principles of Human Development (14 cr.)
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 KAM III: Principles of Organizational and Social Systems (14 cr.)
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 as described under the General Program (14 cr.)

Specialized KAMs V–VII (42 cr.)
Specialized KAM V: Deterministic Operations Research Techniques (14 cr.)
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 KAM VI: Stochastic Operations Research Techniques (14 cr.)
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 KAM VII: Research (14 cr.)
Breadth: AMDS 8710 Research Methods (5 cr.)
Depth: AMDS 8720 Selected Research Methods (5 cr.)
Application: AMDS 8730 Research Design (4 cr.)

Dissertation (30 cr.)
AMDS 9000 Dissertation (30 cr.)

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. The specialization must be developed in consultation with program instructors and approved by the associate dean or the associate dean’s designee.

Declaring a Self-Designed Specialization
Students wanting to pursue a self-designed program must declare the specialization by the end of their second quarter of enrollment in conjunction with the Professional Development Plan and Program of Study. The Professional Development Plan and Program of Study 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 form 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 specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique specialization.

**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.
College of Social and Behavioral Sciences

School of Counseling and Social Service

M.S. in Mental Health Counseling

The Master of Science in Mental Health Counseling program at Walden University is dedicated to fostering the personal and professional development of students seeking the advantages of quality distance education and training as mental health service providers. Utilizing the experiences and knowledge of a multicultural faculty and student body, we prepare students to identify and address the need for culturally and contextually relevant counseling and social change for individuals, communities, and society. We maintain a commitment to excellence through the use of technology, experiential practice, collaboration, and a curriculum designed to meet the nationally recommended counseling standards.

M.S. in Mental Health Counseling students will be able to

- recognize the role of the counseling profession in the value and advancement of individuals, communities, and organizations;
- employ the professional counseling code of ethics;
- demonstrate cross-cultural competencies and skills;
- contribute to the advancement of mental health care for all citizens;
- analyze their place in the hierarchy of both social power and multiculturalism in relation to their counseling ethics, identity, and delivery of services;
- develop an appropriate skill competence for an identified theoretical model;
- deliver contextually appropriate counseling and remediation skills and interventions;
- establish identity through participation in professional state, regional, and national organizations;
- understand the counselor’s role as client-advocate with families, agencies, and institutions;
- effect positive social change as community leaders; and
- collaborate with counseling instructors and other mental health professionals to present data and findings to the professional counseling community.
Degree Requirements
The M.S. in Mental Health Counseling consists of core coursework, a practicum, an internship, two 6-day residencies, and the completion of a thesis. Core courses must be taken in the order presented. Additional courses may be taken at the end of the Program of Study to provide breadth and depth of learning.

- 97 quarter credits
- Core coursework (76 cr.)
- Thesis (12 cr.)
- Full-time enrollment (with the exception of non-credit enrollment options)
- Field experience: 100-hour practicum (3 cr.); 900-hour internship (6 cr.)
- 12 days of academic residency (two 6-day residencies)
- Minimum 3.0 GPA

Curriculum

Core Courses (76 cr.)
COUN 6000  Foundations for Graduate Study in Mental Health Counseling (6 cr.)
COUN 6705  Professional Identity and Ethics in Counseling (5 cr.)
COUN 8722  Counseling and Psychotherapy Theories (5 cr.)
COUN 6215  Lifespan Development (5 cr.)
COUN 6331  Interviewing and Observational Strategies (5 cr.)
PSYC 6305  Statistics 1 (5 cr.)
COUN 8723  Multicultural Counseling (5 cr.)
PSYC 6315  Tests and Measurement (5 cr.)
COUN 6205  History and Systems of Counseling and Psychology (5 cr.)
COUN 8720  Diagnosis and Assessment (5 cr.)
COUN 8753  Vocational Psychology and Counseling (5 cr.)
COUN 8785  Prevention: Research and Practice (5 cr.)
COUN 6250  Group Process and Dynamics (5 cr.)
PSYC 6310  Research Design (5 cr.)

PSYC 8726  Marriage and Family Therapy (5 cr.)

or

PSYC 8728  Substance Abuse Therapies (5 cr.)

Thesis and Field Experience (21 cr.)
COUN 6390  Thesis (12 cr. minimum — 6 cr. per term for minimum 2 terms)
COUN 6671  Counseling Practicum (3 cr.)
COUN 6682  Counseling Internship (6 cr. — 3 cr. per term for 2 terms)

Note on licensure: The M.S. in Mental Health Counseling is designed to prepare graduates to qualify to sit for licensing exams. This program is designed to meet the academic licensure requirements of many
state counseling boards. However, Walden University’s M.S. in Mental Health Counseling is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a requirement for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the National Board for Certified Counselors at www.nbcc.org/stateboardmap and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

Ph.D. in Human Services

Social service practitioners face an increasingly diverse clientele, as delivery systems and client populations become more multicultural and include a broader range of complex issues. The Ph.D. in Human Services program prepares students to excel within a diverse service-delivery system by equipping them with action-oriented research skills and context-sensitive knowledge for application within unique practice environments.

Specializations

- General Program
- Clinical Social Work
- Counseling
- Criminal Justice
- Family Studies and Intervention Strategies
- Human Services Administration
- Social Policy Analysis and Planning
- Self-Designed

Degree Requirements

- 134 quarter credits
- Foundation course: SBSF 8005 (6 cr.)
- Professional Development Plan and Program of Study
- Core KAMs (42 cr.)
- Foundation Research Sequence (14 cr.)
- Specialized KAMs (42 cr.)
- Satisfactory progress in all SBSF 7100 registrations
- Proposal, dissertation, and oral presentation (30 cr.)
- Minimum 10 quarters enrollment
• 20 days of academic residency (two 4-day and two 6-day residencies)

Curriculum

Core Curriculum

All students seeking the Ph.D. in Human Services complete a Foundation course, the Foundation Research Sequence, and three KAMs that focus on the social and behavioral science foundations important to all professions. All students complete the Ph.D. program with a dissertation.

Foundation Course (6 cr.)
SBSF 8005 Foundations for Doctoral Study (6 cr.)
All beginning Ph.D. in Human Services students are required to successfully complete this course, and are automatically enrolled in it during their first quarter. In this course, students develop a Professional Development Plan and a Plan of Study as their guide to the rest of their program.

Core KAM Curriculum (42 cr.)

Core KAM I: Principles of Social Change (14 cr.)
KAM I offers students 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 Social Change (5 cr.)
Depth: SBSF 8120 Current Research in Social Change (5 cr.)
Application: SBSF 8130 Professional Practice and Social Change (4 cr.)

Core KAM II: Principles of Human Development (14 cr.)
Students examine 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 KAM III: Principles of Organizational and Social Systems (14 cr.)
This KAM provides 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 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.)
*Criminal Justice Foundational Core KAMs*
Students who plan to declare a specialization in Criminal Justice but do not possess a master’s degree in Criminal Justice or a closely related field, must complete the core KAMs below, instead of the Human Services core KAMs listed above. These KAMs are designed to provide graduate-level foundational knowledge in the areas of social change, human behavior, and organizational and social systems from a criminal justice perspective.

**KAM I: Principles of Social Change (14 cr.)**
*Breadth:* SBSF 8110 Theories of Social Change (5 cr.)
*Depth:* HUMN 8120 Current Research in Social Change: Criminal Justice (5 cr.)
*Application:* HUMN 8130 Professional Practice and Social Change: Criminal Justice (4 cr.)

**KAM II: Principles of Human Development (14 cr.)**
*Breadth:* SBSF 8210 Theories of Human Development (5 cr.)
*Depth:* HUMN 8220 Current Research in Human Development: Criminal Justice (5 cr.)
*Application:* HUMN 8230 Professional Practice and Human Development: Criminal Justice (4 cr.)

**KAM III: Principles of Organizational and Social Systems (14 cr.)**
*Breadth:* SBSF 8310 Theories of Organizational and Social Systems (5 cr.)
*Depth:* HUMN 8320 Current Research in Organizational and Social Systems: Criminal Justice (5 cr.)
*Application:* HUMN 8330 Professional Practice and Organizational and Social Systems: Criminal Justice (4 cr.)

**Foundation Research Sequence (14 cr.)**
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 with a Walden residency. Instructors guide discussions, require specific readings and written assignments, and evaluate assignments.

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

**Dissertation (30 cr.)**
HUMN 9000 Dissertation (30 cr.)

**Specialized Curriculum**
In addition to the Core Curriculum, students complete three specialized KAMs unique to the Human Services curriculum and appropriate to their specific area of study.

Before being formally admitted to any specialization other than the General Program, students must first complete KAMs I–III and SBSF 8417 Research Seminar I: Human Inquiry and Science from the Core Curriculum. 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 associate dean or the associate dean’s designee. The associate dean or designee reviews the form, ensures that the student is appropriately prepared to undertake specialized study, and notifies the student within 10 working days of the results of this review. After receiving notification of approval from the associate dean or designee,
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.

**General Program**

The General Program offers an interdisciplinary approach to the study of social service.

**Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)**

*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 KAM VI: Intervention Strategies in Human Services (14 cr.)**

*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 KAM VII: Advanced Case Study in Human Services (14 cr.)**

*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.)

**Clinical Social Work Specialization**

The Clinical Social Work specialization focuses on the use, understanding, and development of models and theoretical frameworks for clinical practice with vulnerable and disadvantaged populations. The specialization’s learning philosophy emphasizes developmental theories; healthy life adjustment; biopsychosocial stress; human diversity; a synthesis of social, behavioral, and developmental approaches to human growth; and the broad application of these theories to research and practice in the preventive, therapeutic, and consultative realms of helping. 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.

**Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)**

*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 KAM VI: Intervention Strategies in Human Services (14 cr.)**

*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 KAM VII: Advanced Case Study in Human Services (14 cr.)

*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.)

**Counseling Specialization**

The Counseling 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.

Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)

*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 KAM VI: Intervention Strategies in Human Services (14 cr.)

*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 KAM VII: Advanced Case Study in Human Services (14 cr.)

*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.)

**Criminal Justice Specialization**

The Criminal Justice specialization prepares and trains professionals to address current issues related to public safety, juvenile delinquency, the courts, and prisons. Students examine criminal behavior and society’s response to it and explore solutions for the control and elimination of criminal behavior. Students explore crime as a social phenomenon, studying demographic shifts, economic disparity among racial and ethnic groups, urban decay, and the role of substance abuse in criminal behavior. They also study 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.

Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)

*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 KAM VI: Intervention Strategies in Human Services (14 cr.)
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 KAM VII: Advanced Case Study in Human Services (14 cr.)
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.)

Family Studies and Intervention Strategies Specialization
The Family Studies and Intervention Strategies specialization focuses on 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.

Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)
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 KAM VI: Intervention Strategies in Human Services (14 cr.)
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 KAM VII: Advanced Case Study in Human Services (14 cr.)
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.)

Human Services Administration Specialization
The Human Services Administration specialization explores the 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 interorganizational 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 to enhance social welfare.

Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)

*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 Social Service: Human Services Administration (4 cr.)

Specialized KAM VI: Intervention Strategies in Human Services (14 cr.)

*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 KAM VII: Advanced Case Study in Human Services (14 cr.)

*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.)

Social Policy Analysis and Planning Specialization

The Social Policy Analysis and Planning specialization focuses on the analysis of social policy, with an emphasis on social welfare and planning, and on the use, development, and protection of human and societal resources within multicontextual frameworks. Study includes historical, social, physical, political, cultural, economic, ecological, legal, key actor, 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 (i.e., urban, rural, community, regional, and national), the international focus on sustainable development is an integral part of this specialization.

Specialized KAM V: Advanced Theory and Practice in Human Services (14 cr.)

*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 KAM VI: Intervention Strategies in Human Services (14 cr.)**

*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 KAM VII: Advanced Case Study in Human Services (14 cr.)**

*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.)

**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 Social Service instructors and the KAM curriculum structure of the General Program. A self-designed specialization must be developed in consultation with program instructors and approved by the associate dean or the associate dean’s designee.

**Declaring and Completing a Self-Designed Specialization**

Students electing the Self-Designed specialization option should complete the *Program of Study* form 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 unique specialization. In the specialized or advanced KAMs, the titles of the breadth component must also reflect the unique specialization. Students selecting this specialization must first complete core KAMs I–III and SBSF 8417 Research Seminar I: Human Inquiry and Science from the Core Curriculum. Students then submit a completed *Intent to Declare a Specialization in Human Services and Plan of Study for the Specialized KAMs* form to their faculty mentor. The faculty mentor reviews and signs the forms before forwarding them to the associate dean or the associate dean’s designee. The associate dean or designee reviews the forms to ensure that the student is appropriately prepared to undertake a self-designed specialization and notifies the student within 10 working days of the results of this review. After receiving notification of approval from the associate dean or designee, 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.
School of Psychology

M.S. in Psychology

The M.S. in Psychology provides students with pre-doctoral training—a background in the development and application of psychological theories, basic scientific methods, and principles of psychological science. The General Program prepares students to apply theories to practice and to conceptualize social science research. The specialization in Organizational Psychology and Development prepares students to gain an understanding of the attitudes and behaviors that influence individual and organizational effectiveness, enhancing the students’ work in organizations and corporations, including in human resource and personnel departments.

M.S. in Psychology students will be able to

- apply psychological knowledge and research to real-world situations, such as in educational, organizational, and mental health settings;
- demonstrate critical thinking through analysis and evaluation of psychological theories and research;
- conduct basic or applied research;
- progress to further graduate study at the certificate or doctoral level;* and
- employ multicultural and global perspectives in understanding psychological theory, research, and practice.

*Note that the M.S. in Psychology program does not prepare students for professional licensure.

Specializations

- General Program
- Organizational Psychology and Development

Degree Requirements

General Program

- 63 quarter credits
- Professional Development Plan with Program of Study (included in PSYC 6000)
- Foundation course (6 cr.)
• Core courses (45 cr.)
• Thesis (12 cr. minimum)
• Minimum 3.0 GPA

**Organizational Psychology and Development Specialization**

• 56 quarter credits
• Professional Development Plan with Program of Study (included in PSYC 6000)
• Foundation course (6 cr.)
• Core courses (40 cr.)
• Capstone courses (10 cr.)
• Minimum 3.0 GPA

**Curriculum**

The M.S. in Psychology program consists of a Foundation course and core courses, as well as the completion of a thesis (General Program) or capstone project (Organizational Psychology and Development). Courses must be taken in the order presented. Additional courses may be taken at the end of the Program of Study to provide breadth and depth of learning.

**General Program**

*Foundation Course (6 cr.)*  
PSYC 6000  Foundations for Graduate Study in Psychology (6 cr.)

*Core Courses (45 cr.)*

PSYC 6205  History and Systems of Counseling and Psychology (5 cr.)
PSYC 6211  Contemporary Issues in Psychology (5 cr.)
PSYC 6305  Statistics 1 (5 cr.)
PSYC 6240  Human Motivation (5 cr.)
PSYC 6310  Research Design (5 cr.)
PSYC 6235  Cognitive Psychology (5 cr.)
PSYC 6315  Tests and Measurement (5 cr.)
PSYC 6245  Social Psychology (5 cr.)
PSYC 6701  Culture and Psychology (5 cr.)

*Thesis (12 cr.)*  
PSYC 6390  Thesis (12 cr. minimum — 6 cr. per term for minimum 2 terms)
Organizational Psychology and Development Specialization

**Foundation Course (6 cr.)**
PSYC 6000  Foundations for Graduate Study in Psychology (6 cr.)

**Core Courses (40 cr.)**
PSYC 6005  Business Concepts for the Organizational Development Professional (5 cr.)
PSYC 6211  Contemporary Issues in Psychology (5 cr.)
PSYC 6212  Principles of Organizational Psychology and Development (5 cr.)
PSYC 6305  Statistics 1 (5 cr.)
PSYC 6213  Strategic Talent Management and Development (5 cr.)
PSYC 6310  Research Design (5 cr.)
PSYC 6214  Consulting for Organizational Change (5 cr.)
PSYC 6216  Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)

**Capstone (10 cr.)**
PSYC 6391  Capstone I (5 cr.)
PSYC 6392  Capstone II (5 cr.)

*Note: The capstone can be a thesis or another kind of culminating experience. See the course description for PSYC 6391 for more information.*

**Master’s to Ph.D. Matriculation**
Students enrolled in Walden University’s M.S. in Psychology program are required to complete all degree requirements for that program (including the thesis) and must be accepted into one of Walden’s Ph.D. in Psychology specializations before taking any other courses that will count toward the doctoral degree. Students who complete Walden’s M.S. in Psychology degree and then matriculate into Walden’s Ph.D. in Psychology program will not have to repeat any courses required for the Ph.D. program that were completed (with a B or better) during the M.S. in Psychology program. Students must meet the minimum admission requirements for the Ph.D. program, as specified in the current catalog.

**Ph.D. in Psychology**
The university’s mission includes broad access to high-quality postsecondary education through a distance-learning environment and preparation of its graduates to achieve professional excellence and to effect positive social change. Consistent with this mission, the Ph.D. in Psychology program is designed to prepare scholar-practitioners to meet real-world challenges and facilitate positive change in individuals, groups, organizations, and local, national, and global communities. Specifically, the program prepares lifelong learners to integrate psychological theory, research, established methods of scientific inquiry, and evidence-based practices that incorporate cultural and individual diversity. The School of Psychology training model encompasses an integrated, developmental, and sequential plan of study that includes Web-based and face-to-face coursework; residencies that provide opportunities for knowledge and skill acquisition, ethical practice, and professional socialization; field training; and demonstration of research competency.
Specializations

- Clinical Psychology—Licensure
- Counseling Psychology—Licensure
- General Psychology (formerly Academic Psychology)
  - Educational Psychology
  - Research and Evaluation
- Health Psychology
- Organizational Psychology
- School Psychology—Licensure

Degree Requirements

- 121–179 quarter credits, depending on specialization*
- Foundation activities
- Professional Development Plan with Program of Study and, for students in licensure specializations, a Personal State Licensure Plan (included in PSYC 6000)
- Proposal, dissertation, and oral presentation
- Field experience — required for Clinical, Counseling, and School specializations
- Residency:
  - Licensure specializations: Milestone 1 residency and a 500-hour Academic Year in Residence
  - Other specializations: 20 days of academic residency (two 4-day and two 6-day residencies), including the Milestone 1 residency
- Minimum 3.0 GPA

* Note: For students admitted to a doctoral specialization with a bachelor’s degree and no master’s degree, a thesis is required and will add 10 credits to the total number of credits described for each specialization. Students in licensure specializations should complete the thesis prior to beginning the Academic Year in Residence and must complete the thesis before beginning the practicum. Students in non-licensure specializations must complete the thesis prior to beginning the dissertation.

Curriculum

The curriculum for each specialization of the Ph.D. in Psychology is composed of core and elective courses, research competency, and the dissertation. Core courses appear, for each specialization, in the order of recommended sequence. Licensure specialization students also complete practicum and internship field experiences.

Clinical Psychology Specialization—Licensure (159 cr.)

The Clinical Psychology specialization prepares individuals to practice as licensed psychologists with a commitment to social change 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;
- use the scholar-practitioner model, to apply theoretical and empirical models to assessment and interventions;
- work with culturally diverse populations;
- provide rural mental health services;
- collaborate with psychiatry and other health care providers;
- function as managers and supervisors in mental health care systems; and
- contribute to social change through original research, treatment outcome research, and program evaluation.

The Clinical Psychology specialization consists of a Foundation course, 20 core courses, one elective course, demonstration of research competency, field experiences (Practicum and Internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning. Note: Students must complete the following courses with a grade of B or better: PSYC 6331, 6341, 6351, 8361, 8721, 8722, and 8723.

**Foundation Course (6 cr.)**
PSYC 6000  Foundations for Graduate Study in Psychology (6 cr.)

**Core Courses (100 cr.)**
PSYC 6205  History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215  Lifespan Development (5 cr.)
PSYC 6220  Psychology of Personality (5 cr.)
PSYC 6225  Biopsychology (5 cr.)
PSYC 6235  Cognitive Psychology (5 cr.)
PSYC 6245  Social Psychology (5 cr.)
PSYC 6305  Statistics 1 (5 cr.)
PSYC 6315  Tests and Measurement (5 cr.)
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 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  Counseling and Psychotherapy Theories (5 cr.)
PSYC 8723  Multicultural Counseling (5 cr.)
PSYC 8741  Psychopharmacology (5 cr.)
**Elective Course (5 cr.)**

One elective course, selected from the graduate courses in the School of Psychology, may be added anywhere in the student’s program, provided prerequisites are met.

**Dissertation and Field Experience (48 cr.)**

PSYC 9000  Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)
PSYC 8871  Practicum (6 cr. — 3 cr. per term for 2 terms)
PSYC 8882  Internship (12 cr. — 3 cr. per term for 4 terms)

**Note on licensure:** The Clinical Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University licensure specializations in psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at www.asppb.org/about/boardContact.aspx and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

**Counseling Psychology Specialization—Licensure (159 cr.)**

The Counseling Psychology specialization endorses an integrated scientist-practitioner model of training and can prepare students for a variety of professional roles in direct service, teaching, research, and consultation. The program prepares students to practice as licensed psychologists who work with clients from a strengths-based perspective to promote functional relationships, healthy lifestyles, and positive career choices and roles, and to prevent intrapsychic and interpersonal difficulties. Counseling psychologists facilitate growth and development by building on identified client strengths and by helping clients understand and work within the unique context of their environment. Counseling psychologists work with clients and students of all ages and in various therapeutic settings, including private practice, university classrooms and counseling centers, community agencies, hospitals, EAP programs, personnel services, and human resource departments.

Counseling Psychology students will be able to

- implement the scholar-practitioner model in the 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; and
- contribute to the field through original research, process and outcome research, and treatment evaluation.

The Counseling Psychology specialization consists of a Foundation course, 20 core courses, one elective course, demonstration of research competency, field experiences (Practicum and Internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning. **Note: Students must complete the following courses with a grade of B or better: PSYC 6331, 6341, 6351, 8361, 8720, 8722, and 8723.**
**Foundation Course (6 cr.)**
PSYC 6000  Foundations for Graduate Study in Psychology (6 cr.)

**Core Courses (100 cr.)**
PSYC 6205  History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215  Lifespan Development (5 cr.)
PSYC 6220  Psychology of Personality (5 cr.)
PSYC 6225  Biopsychology (5 cr.)
PSYC 6305  Statistics 1 (5 cr.)
PSYC 6311  Interviewing and Observational Strategies (5 cr.)
PSYC 6341  Psychological Assessment: Cognitive (5 cr.)
PSYC 6351  Psychological Assessment: Personality and Social-Emotional (5 cr.)
PSYC 6310  Research Design (5 cr.)
PSYC 6315  Tests and Measurement (5 cr.)
PSYC 6235  Cognitive Psychology (5 cr.)
PSYC 6245  Social Psychology (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 8720  Diagnosis and Assessment (5 cr.)
PSYC 8722  Counseling and Psychotherapy Theories (5 cr.)
PSYC 8723  Multicultural Counseling (5 cr.)
PSYC 8725  Group Therapy (5 cr.)
PSYC 8361  Advanced Psychological Testing (5 cr.)

**Elective Course (5 cr.)**
One elective course, selected from the graduate courses in the School of Psychology, may be added anywhere in the student’s program, provided prerequisites are met.

**Dissertation and Field Experience (48 cr.)**
PSYC 9000  Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)
PSYC 8871  Practicum (6 cr. — 3 cr. per term for 2 terms)
PSYC 8882  Internship (12 cr. — 3 cr. per term for 4 terms)

**Note on licensure:** The Counseling Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University licensure specializations in psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at [www.asppb.org/about/boardContact.aspx](http://www.asppb.org/about/boardContact.aspx) and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.
General Psychology Specialization (121 cr.)

The General Psychology specialization—with tracks in Educational Psychology and in Research and Evaluation—prepares individuals to teach, mentor, and/or conduct culturally and contextually relevant research in psychology in institutions of higher education and to engage their knowledge and skills in applied settings.

Educational Psychology Track

The Educational Psychology track prepares students to integrate psychological theory and practice, using scientific methods and evidence-based practice to inform undergraduate and graduate instruction that incorporates issues of cultural and individual diversity.

Students in the Educational Psychology track will

- acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications;
- use psychological theory, research, and practice to inform instructional process and content;
- apply psychological theories and research to educational practice;
- develop the ability to promote attitudes and skills for lifelong learning, critical inquiry, and problem-solving in graduate and undergraduate learners; and
- develop the research skills necessary to make scholarly contributions to the field of psychology.

The Educational Psychology track consists of a Foundation course, 14 core courses, three elective courses, demonstration of research competency, and dissertation. Additional courses may be taken to provide breadth and depth of learning.

Foundation Course (6 cr.)
PSYC 6000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (70 cr.)
PSYC 6205 History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215 Lifespan Development (5 cr.)
PSYC 6225 Biopsychology (5 cr.)
PSYC 6235 Cognitive 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 (5 cr.)

Elective Courses (15 cr.)
Three elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student’s program provided prerequisites are met.
Dissertation (30 cr.)
PSYC 9000 Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)

Research and Evaluation Track
The Research and Evaluation track prepares students to integrate psychological theory and practice, using scientific methods and evidence-based practice to apply their knowledge and skills about research and evaluation in a variety of settings.

Students in the Research and Evaluation track will

- acquire a broad knowledge base in psychology and its history, ethics, research methods, and applications;
- develop the research skills necessary to make culturally and contextually relevant scholarly contributions to the field of psychology;
- analyze and evaluate the theories and applications underlying multiple data collection techniques used in psychology;
- use psychological theory and research to inform practice in a variety of public, private, governmental, and nongovernmental settings;
- use research and evaluation strategies to study the efficacy, integrity, acceptability, transferability, and contextual and cultural relevance of programs and interventions;
- conceptualize, design, analyze, and evaluate a wide variety of research approaches and methodologies;
- develop, implement, and evaluate programs and strategies;
- collaborate with professionals in the development and application of research;
- use research and evaluation strategies to examine social change from the psychological perspective of individuals, groups, organizations, and local and global communities; and
- serve as consultants in research, data analysis, and evaluation in a range of settings (e.g., higher education, government, public sector).

The Research and Evaluation track consists of a Foundation course, 13 core courses, four elective courses, demonstration of research competency, and dissertation. Additional courses may be taken to provide breadth and depth of learning.

Foundation Course (6 cr.)
PSYC 6000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (65 cr.)
PSYC 6205 History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215 Lifespan Development (5 cr.)
PSYC 6225 Biopsychology (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 8300 Philosophical Foundations in Psychological Research (5 cr.)
PSYC 8305 Statistics 2 (5 cr.)
Elective Courses (20 cr.)
Four elective courses selected from the graduate courses in the School of Psychology may be added anywhere in the student’s program provided prerequisites are met.

Dissertation (30 cr.)
PSYC 9000  Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)

Health Psychology Specialization (121 cr.)

The Health Psychology specialization educates students on the complex relationship among psychological, social, and biological factors implicated in health and illness. This research-focused program prepares students to work in a variety of settings, such as health and wellness centers, corporations, research institutions, and academic institutions in research, teaching, psychoeducational, and administrative positions.

Health Psychology students will be able to

- 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 and 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; and
- interact with medical professionals in practice and research on a peer-relationship level.

The Health Psychology specialization consists of a Foundation course, 16 core courses, one elective course, demonstration of research competency, and a dissertation.
**Foundation Course (6 cr.)**

PSYC 6000 Foundations for Graduate Study in Psychology (6 cr.)

**Core Courses (80 cr.)**

- PSYC 6205 History and Systems of Counseling and Psychology (5 cr.)
- PSYC 6225 Biopsychology (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 8710 Clinical Neuropsychology (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 8748 Stress and Coping (5 cr.)

**Elective Course (5 cr.)**

One elective course selected from the graduate courses in the School of Psychology may be added anywhere in the student’s program provided prerequisites are met.

**Dissertation (30 cr.)**

PSYC 9000 Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)

**Organizational Psychology Specialization (121 cr.)**

The Organizational Psychology specialization prepares students 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.

Organizational Psychology students will

- acquire a broad knowledge base in psychology and its history, research methods, and applications;
- acquire the background needed to develop consultative relationships with industry, government, military, and other organizations;
- develop the skills to conduct organizational research in profit, nonprofit, government, and other settings;
- develop the requisite knowledge and experience to teach organizational psychology at the university level;
• acquire an understanding of ethical concerns in the field and the ability to employ ethical and accepted standards of practice; and

• achieve a perspective on the integral nature of cultural diversity in organizations and the ability to effectively incorporate it.

The Organizational Psychology specialization consists of a Foundation course, 12 core courses, two track courses, three elective courses, demonstration of research competency, and the dissertation sequence.

**Foundation Course (6 cr.)**
PSYC 6000  Foundations for Graduate Study in Psychology (6 cr.)

**Core Courses (60 cr.)**
PSYC 6205  History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215  Lifespan Development (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.)

**Track Courses (10 cr.)**
Students complete both courses for one track.

**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 (5 cr.)
PSYC 8755  Leadership and the Process of Change (5 cr.)

**Consultation Track**
PSYC 8784  Psychological Consultation (5 cr.)
PSYC 8820  Successful Practice Management (5 cr.)

**Elective Courses (15 cr.)**
Three elective courses selected from the graduate courses in the schools of psychology and management may be added anywhere in the student’s program, provided prerequisites are met.

**Dissertation (30 cr.)**
PSYC 9000  Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)
School Psychology Specialization—Licensure (179 cr.)

The School Psychology specialization helps 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. This specialization 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; and
- use research, statistics, and evaluation methods to promote social change through original research.

The School Psychology specialization consists of a Foundation course, 25 core courses, demonstration of research competency, field experiences (Practicum and Internship), and dissertation. Additional courses may be taken to provide breadth and depth of learning. Note: Students must complete the following courses with a grade of 'B' or better: PSYC 6331, 6341, 6351, 8361, 8719, 8722, and 8723.

Foundation Course (6 cr.)
PSYC 6000 Foundations for Graduate Study in Psychology (6 cr.)

Core Courses (125 cr.)
PSYC 6205 History and Systems of Counseling and Psychology (5 cr.)
PSYC 6215 Lifespan Development (5 cr.)
PSYC 6220 Psychology of Personality (5 cr.)
PSYC 6225 Biopsychology (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 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 6315  Tests and Measurement (5 cr.)
PSYC 8901  Advanced Seminar in Psychology: Foundations of Reading and Literacy Development (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 8718  Psychology of the Exceptional Individual (5 cr.)
PSYC 8719  Developmental Psychopathology (5 cr.)
PSYC 8722  Counseling and Psychotherapy Theories (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.)
PSYC 8902  Advanced Seminar in Psychology: Curriculum Theory and Design (5 cr.)

**Dissertation and Field Experience (48 cr.)**

PSYC 9000  Dissertation (30 cr. minimum — 6 cr. per term for minimum 5 terms)
PSYC 8871  Practicum (6 cr. — 3 cr. per term for 2 terms)
PSYC 8882  Internship (12 cr. — 3 cr. per term for 4 terms)

**Note on licensure:** The School Psychology specialization in the Psychology Ph.D. program is designed to prepare graduates to qualify to sit for psychology licensing exams. This specialization is designed to meet the academic licensure requirements of many state psychology boards. However, Walden University licensure specializations in psychology are not accredited by the American Psychological Association (APA) and have not received designation by the Association of State and Provincial Psychology Boards/National Register (ASPPB/NR), which are requirements for licensure in some states. Because no graduate program can guarantee licensure upon graduation, we encourage students to consult the appropriate agency to determine specific requirements. For more information about licensure, students should visit the Association of State and Provincial Psychology Boards at [www.asppb.org/about/boardContact.aspx](http://www.asppb.org/about/boardContact.aspx) and contact the appropriate licensing body. International students are encouraged to identify and contact their appropriate licensing body.

**Residency for Licensure Students**

Students acquire a number of critical skills required for professional practice during their program of study. Academic residencies provide opportunities for face-to-face interactions that promote scholarship, socialization into the profession, skill building within a university community, and cohesion between students and instructors. These opportunities are focused during the Academic Year in Residence (AYR) that occurs during a consecutive 13-month period (typically starting between the second and third years of the program).
Residency Components

Several important facets of the student experience are described below. These experiences, all of which also occur in the face-to-face residency setting, are an integral part of student learning at Walden. These include skills development, peer interactions, exposure to and socialization into the profession, college and university engagement, and involvement in academic advising and support services. Emphasis on these components is focused during residencies.

Skills Development

The development of critical skills is a key component of the residency experience. All students attend a Milestone 1 residency within the first six months of matriculation and are required to participate in an Introduction to the Profession intensive. This provides students with an opportunity to demonstrate and receive feedback on basic interaction skills. During the Academic Year in Residence, most students participate in basic and advanced assessment courses that have face-to-face components. Additionally, a number of intensive seminars are offered that provide training on clinical skills in a variety of areas, research skills that lead to the development of the dissertation prospectus, and competencies required for field training experiences.

Peer Interactions

Psychology students have many opportunities to engage in interactions with peers, both virtually and in face-to-face settings. Given the dispersed nature of our university community, the Web-based classroom provides the opportunity to engage in scholarly discourse with other students from all over the world, facilitating understanding of the issues, practices, and scholarship of psychology from national and international perspectives. The virtual classrooms provide opportunities for small group projects; engagement in formal, scholarly interaction; and/or involvement in informal discussions. During residency components, students are afforded the opportunity to gather in both social and learning community settings. They join each other for meals, share resources, and participate in special topic seminars, university-wide plenary sessions, and small group discussions. Students are able to communicate regularly through listservs and other virtual community-building mechanisms established for instructors and students within a given specialization.

Exposure to and Socialization Into the Profession of Psychology

Psychology students attending residencies are afforded the opportunity to hear speakers from a broad array of disciplines at university plenary sessions, intensive seminars, colloquia, and social events sponsored by the school or by the specialization directors. Additionally, there are opportunities to hear their colleagues present and discuss their research ideas in formal and informal settings. Whenever and wherever our students and instructors convene in face-to-face settings, small groups gather to share meals and engage in social and professional discourse. There are also opportunities to prepare research presentations at college-wide conferences that occur at each 12-day residency, which include both poster and paper venues. Residency experiences can also include attending professional conferences that provide additional opportunities for professional socialization.

College and University Engagement

Students have a number of opportunities for engagement in college and university service. These include participation in search committees, periodic curriculum reviews, and working groups and tasks forces for which student input is vital. At residencies, students and instructors frequently brainstorm together and provide input on issues affecting the college. Students have the opportunity to participate as graduate assistants who benefit the college and university in a number of ways, including providing research and other types of professional support and serving as teaching assistants.
Academic Advising and Support Services

Walden University learners are supported throughout their programs by a number of systems and services. Students are supported by professional academic advisors and specialization directors who provide professional mentoring (including dissertation supervision). Qualified instructors supervise students during their practicum and internship experiences. The Office of Student Development offers a number of services that enhance student learning, including Web-based information resources for developing writing skills, writing tutors, and guidance on professional writing. The Research Office assists students in seeking grants and fellowships. Residencies offer opportunities for students to acquire these services in a face-to-face environment. Seminars in APA style, literature review methods, and basic writing skills refreshers are common, as are required advising sessions with instructors and academic advisors.

Residency Requirements

All students are required to complete one Milestone 1 residency within the first 6 months of matriculation and to successfully complete the Introduction to the Profession intensive seminar. In addition, licensure students must complete a number of activities during the Academic Year in Residence. Activities include, but are not limited to, the following: (a) assessment knowledge and skills acquisition (satisfied by completing the basic and advanced assessment courses), (b) conference attendance, (c) research development and presentation, and (d) preparation for field training. Students must complete the minimum activities and accrue at least 500 hours of residency experiences during a consecutive 13-month period to graduate; they must be enrolled full time during this period.

Students should contact academic advising to determine the specific AYR requirements. Students are also responsible for contacting their state licensing boards and for understanding the state-specific requirements for residency.

Psychological Assessment Coursework

The purpose of the psychological assessment coursework is to provide a framework for doctoral students in the licensure specializations (Clinical, Counseling, School) to develop their assessment knowledge and skills repertoire. Based on a developmental progression, students gain the following:

- An understanding of the assessment process and related legal, ethical, and diversity issues.
- An understanding of principles of tests and measurement.
- A set of basic skills in the administration, scoring, and interpretation of assessment measures across domains.
- The ability to write an interpretive summary of assessment data.

At the advanced level, doctoral students further develop their psychological assessment repertoire in the areas of testing, interpretation, data-based diagnoses and recommendations for intervention, and data-based psychological report writing.

Basic-level courses include the following:
- PSYC 6315 Tests and Measurement
- PSYC 6341 Psychological Assessment: Cognitive
- PSYC 6351 Psychological Assessment: Personality and Social-Emotional
Advanced-level courses include the following:
PSYC 8361  Advanced Psychological Testing

See Course Descriptions (www.WaldenU.edu/c/Student_Catalog/10479_10546.htm) for more information on each course and prerequisites.

Basic-level testing coursework may be waived (a) with equivalent coursework, with a grade of B or better, taken within 3 years of admission, or (b) with current supervised professional practice in psychological assessment and prior coursework with a grade of B or better in cognitive and personality/social-emotional assessment. Students who are working as school psychologists or employed in positions that have psychological assessment as a major component and are considering the second waiver option must submit supporting documentation to the coordinator of skill development on an individual basis. Supporting documentation must contain at a minimum the following:

- Copies of transcripts documenting comparable assessment coursework.
- Samples of current comprehensive psychological evaluations with all identifiable information removed.
- Letter from supervisor documenting current level of assessment skills and verification of employment.

Please note that this option is not available to individuals with only “on-the-job” assessment experience and no supporting coursework.

Post-Doctoral Psychology Certificate

Individuals with doctoral degrees in psychology can pursue post-doctoral certificates at Walden University by two methods.

The first method, respecialization, allows students to gain theory and knowledge in a specialization other than the one they focused on in their degree work. Students complete a unique Program of Study that accounts for previous coursework and includes courses required to achieve essential knowledge in the new specialization. They may choose from any of the specializations offered in Walden’s Ph.D. in Psychology program.

The second method, specialized learning, provide students with advanced training in a focused area. The School of Psychology currently offers three Specialized Learning Certificates: Clinical Assessment, Clinical Child Psychology, and Teaching Online.

Certificate Requirements

Respecialization Certificate

- Foundation course: PSYC 6000 Foundations for Graduate Study in Psychology
- Specific coursework is determined by the student and the School of Psychology’s program director for the specialization chosen.
• Field experience: Students choosing to respecialize into a licensure specialization (i.e., clinical, counseling, or school psychology) must complete a practicum, an internship, and an Academic Year in Residence.

• Minimum 3.0 GPA

Specialized Learning Certificate
Students complete all courses listed for their chosen specialization area. The areas are described below. Note that post-doctoral students in Clinical Assessment and Clinical Child Psychology who have a licensure specialization will not be required to take the Professional Ethics course (PSYC 8705).

Clinical Assessment (23 cr.)
The Clinical Assessment certificate is designed for licensed clinicians (i.e., individuals who have earned a degree in clinical, counseling, or school psychology) who either have not yet had formal training in assessment or need to update their assessment skills.

PSYC 6315 Tests and Measurement (5 cr.)
PSYC 6341 Psychological Assessment: Cognitive (5 cr.)
PSYC 6351 Psychological Assessment: Personality and Social-Emotional (5 cr.)
PSYC 8361 Advanced Psychological Testing (5 cr.)
PSYC 8871 Practicum (3 cr.)*

*Note: Only one term of PSYC 8871 is required for certificate students. However, students can register for an additional term if additional hours are needed.

Clinical Child Psychology (23 cr.)
The Clinical Child Psychology certificate program provides practicing clinicians with training, including a practicum experience, in clinical child psychology. Students learn about diagnosis; treatment planning; individual, family, and group therapy; and crisis intervention as they relate to children.

PSYC 8712 Clinical Child Neuropsychology (5 cr.)
PSYC 8719 Developmental Psychopathology (5 cr.)
PSYC 8724 Child Psychotherapy (5 cr.)
PSYC 8726 Marriage and Family Therapy (5 cr.)
PSYC 8871 Practicum (3 cr.)*

*Note: Only one term of PSYC 8871 is required for certificate students. However, students can register for an additional term if additional hours are needed.

Teaching Online (25 cr.)
The Teaching Online certificate program provides students with hands-on training as they teach an online course. They learn principles of instructional design, teaching strategies, best practices for teaching a diverse student body, and the online environment.

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 (5 cr.)
Optional online instructor assignment: Students should contact the program director for General Psychology for more information if interested in teaching.

Policies and Procedures

Change of Specialization
Occasionally, students decide to change programs or specializations within the School of Psychology. When this situation occurs, students should notify their academic advisor of their intent to change programs/specializations. If after speaking with the advisor, students elect to change, they submit an online petition to their advisor requesting the change. Students must submit a Change of Specialization form, as well as a new Program of Study and Professional Development Plan.

If the program/specialization director does not approve the request, then the materials are sent to the associate dean or associate dean’s designee for a final decision. The request is processed within 10 working days.

Once the request is approved, the advisor emails the registrar to process the change and copies the admissions office. Admissions reviews the change’s impact on the student’s transfer of credit before the student officially requests to switch programs. Upon completion of the review, which should occur within 10 working days, the admissions office informs the student via email of the new credit-transfer evaluation.

Field Experiences
Walden University uses the scholar-practitioner training model to help students integrate skills, knowledge, and research into practice. The purpose of field experience is to provide a comprehensive programmed sequence of training experiences designed to develop students’ skills, provide them experience with specific populations, and/or to provide them the experience of a fully functioning psychologist.

Field Experience in Mental Health Counseling
The M.S. in Mental Health Counseling supervised field experiences (practicum and internship) provide students an opportunity to develop and enhance their understanding of counseling theories, clinical skills, and competencies, as well as best practices in the mental health counseling profession. Students engage in experiential learning opportunities that include individual and group counseling as well as participation in counseling-related activities such as supervision, consultation, guidance, and professional development. This clinical experience prepares students as entry-level mental health counseling professionals.

Mental Health Counseling Practicum
The practicum is the first experiential training component of field experience. Practicum is defined as a “distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge” (CACREP, 2001). It comprises 100 hours of clinical field
experience: 30 hours of individual counseling, 10 of group counseling, and 60 of counseling-related activities.

**Prerequisites**
Students must successfully complete all of their core coursework and one residency (everything except the practicum and internship, the second residency, and thesis) before beginning the practicum field experience.

**Arranging for the Practicum**
Students completing a practicum must arrange for supervised practice in an appropriate setting. See the Submit a Completed Practicum Application section below for details on preparing the necessary documents and forms. Each student is responsible for finding a practicum site and a site supervisor. The field training coordinator must approve the site and the site supervisor before the student can begin the practicum. Students must ensure their field experiences meet their specific state board standards and requirements as well as those of the program.

1. **Review the Field Experience Manual**
The Field Experience Manual provides M.S. in Mental Health Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, criminal background checks, malpractice insurance, completion and termination of practicum, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of practicum, and evaluation forms. Students should thoroughly review the manual before starting the field experience process.

2. **Select a Practicum Site and Supervisor**
Students should begin the site selection process early in their enrollment at Walden University. Students are encouraged to consider the type of training sites available in their community. Practicum sites may include, but are not limited to, community mental health agencies, private practice, hospitals (inpatient and outpatient services), university counseling centers, social service agencies, and employee assistance programs. Students will receive instruction on selecting a practicum site during their residencies.

When selecting a practicum site, it is important for students to schedule a face-to-face appointment or an interview with a potential site supervisor to discuss the type of clinical experience possible (e.g., individual and group counseling, supervision). Students must ensure the site supervisor has the appropriate supervising credentials according to their state counseling board and the program requirements. The M.S. in Mental Health Counseling program encourages students to be supervised by a licensed professional counselor for their practicum field experience.

3. **Submit a Completed Practicum Application**
Practicum applications are due 12 weeks prior to the term in which the practicum is to begin. Therefore, students should have the application materials prepared no later than the first day of the previous term. Practicum application materials are reviewed by the field training coordinator, and students are notified of the approval decision no later than 2 weeks after the application submission deadline.

The practicum application includes the following documents:

- **Practicum Registration Intent** form.
- **Practicum Application Form** (includes Practicum at Place of Employment if applicable).
- **Counseling Training and Supervision Memorandum of Understanding**.
- **Agency Description Form**.
- Practicum Learning Agreement.
4. Register for COUN 6671 Practicum
To complete the practicum experience, students must register for COUN 6671 Practicum for one term (unless an extension is needed to fulfill the practicum hourly requirement). Registration for this course is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval from the field training coordinator is required for initial registration.

To register for this course, students follow regular course registration procedures. Students are responsible for understanding the requirements of their state and should consult the rules and regulations of the licensing of professional counselors from the appropriate state licensing board.

Conflict Resolution at the Practicum Site
It is essential for students to keep their practicum instructor informed of any problems encountered at the practicum site. If a problem is detected, students should communicate that information immediately. Practicum instructors will discuss issues that need to be addressed with the site supervisor and the field training coordinator. The procedure for addressing conflict at a site is described in detail in the Field Experience Manual.

Mental Health Counseling Internship
The internship field experience is completed after the student has fulfilled the practicum experience. According to the CACREP standards (2001), internship is “a distinctly defined, post-practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student’s program and initial postgraduate professional placement.”

Prerequisites
Students who have successfully fulfilled their practicum requirements are able to apply for the internship field experience. Successfully completing the practicum field experience encompasses completing the hourly requirement, successfully completing COUN 6671 Practicum, and submitting all practicum field experience forms (e.g., the practicum hourly log, site supervisor evaluation). Students should refer to the Field Experience Manual for more detail.

Arranging for the Internship
Students completing an internship must arrange for supervised practice in an appropriate setting. See the Submit a Completed Internship Application section below for details on preparing the necessary documents and forms. Students are responsible for selecting an internship field experience site and site supervisor. The field training coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

1. Review the Field Experience Manual
The Field Experience Manual provides M.S. in Mental Health Counseling students with the information they need to be successful in their clinical field experiences. The manual addresses topics such as the application process, criminal background checks, malpractice insurance, completion and termination of internship, procedures and policies (e.g., policy for resolving conflicts at the field experience site), extension of internship, and evaluation forms. Students should thoroughly review the manual before starting the internship process.

2. Select an Internship Site and Supervisor
Students are encouraged to attempt to secure an internship site simultaneously while finding a practicum site. Students are allowed to complete their practicum and internship field experiences at the same site and/or with the same organization. Internship sites may include, but are not limited to, community mental
health agencies, private practice, hospitals (inpatient and outpatient services), university/college counseling centers, social service agencies, and employee assistance programs. Students will receive instruction on selecting an internship site during their residencies.

When selecting an internship site, it is important for students to schedule a face-to-face appointment or an interview with a potential site supervisor to discuss the type of clinical experience possible (e.g., individual counseling, group counseling, supervision). Students must ensure the site supervisor has the appropriate supervising credentials according to their state counseling board and the program requirements. The M.S. in Mental Health Counseling program encourages students to be supervised by a licensed professional counselor for their internship field experience.

Students who complete their practicum and internship field experiences at the same site and/or with the same organization are required to have a different site supervisor for each clinical experience (i.e., the site supervisor for the practicum must be different than the site supervisor for the internship). Both site supervisors must be approved by the field training coordinator.

3. Submit a Completed Internship Application
Internship applications are due 12 weeks prior to the term in which the internship is to begin. Therefore, students should have the application materials prepared no later than the first day of the previous term. Internship application materials are reviewed by the field training coordinator, and students are notified of the approval decision no later than 2 weeks after the application submission deadline.

The internship application includes the following documents:

- Internship Application Form (includes Practicum at Place of Employment if applicable).
- Counseling Training and Supervision Memorandum of Understanding.
- Agency Description Form.
- Internship Learning Agreement.

4. Register for COUN 6682 Internship
To complete the internship experience, students must register for COUN 6682 Internship for two terms (unless an extension is needed to fulfill the internship hourly requirement). Registration for this course is limited to students who both meet the prerequisites and have an approved internship application on file. Approval from the field training coordinator is required for initial registration.

To register for this course, students follow regular course registration procedures. Students are responsible for understanding the requirements of their state and should consult the rules and regulations of the licensing of professional counselors from the appropriate state licensing board.

Conflict Resolution at the Internship Site
It is essential for students to keep their internship instructor informed of any problems encountered at the internship site. If a problem is detected, students should communicate that information immediately. Internship instructors will discuss issues that need to be addressed with the site supervisor and the field training coordinator. The procedure for addressing conflict at a site is described in detail in the Field Experience Manual.

Field Experience in Ph.D. Licensure Specializations
Ph.D. in Psychology students in licensure specializations (i.e., Clinical Psychology, Counseling Psychology, and School Psychology) participate in an intense, focused practice experience (practicum) and in an intensive, broad-responsibilities experience (internship) where classroom education, skill building, and research skills are brought to the field of practice. Students identify field sites that can offer
them growth that enhances their professional skills, knowledge, and attributes. Students establish relationships with supervisors and, based on a clear understanding of the students’ current competencies and attributes, establish an agreement for vertical growth and development. Developmental progress is achieved by ongoing evaluation, feedback, and interaction as students develop levels of competencies and capacities not previously attained. The expected outcome of these experiences is the integration of knowledge, skills, research, and professional attitudes and beliefs into a comprehensive, ethical model of professional practice. In this manner, students are trained to be practitioners with the confidence and experience to continue to work in and make contributions to the field of psychology.

**Psychology Practicum**
The practicum is an intense supervised field experience with clear boundaries and less breadth and responsibility than those associated with an internship. Students, under the supervision of qualified professionals, learn to integrate learning and research in the practice of developing specific skills sets and/or working with new client populations.

Adequate preparation is essential to the success of the practicum experience. Students must ensure their field experiences meet their specific state board standards and requirements. Students must register for a minimum of two terms of practicum, registering for additional terms until the required 750 hours is attained.

**Prerequisites**
To enroll in PSYC 8871 Practicum, students must meet the following prerequisites:

**Clinical Psychology Specialization**
PSYC 8361 Advanced Psychological Testing
PSYC 8705 Ethics and Standards of Professional Practice
PSYC 8721 Advanced Psychopathology
PSYC 8722 Counseling and Psychotherapy Theories

**Counseling Psychology Specialization**
PSYC 8361 Advanced Psychological Testing
PSYC 8705 Ethics and Standards of Professional Practice
PSYC 8720 Diagnosis and Assessment
PSYC 8722 Counseling and Psychotherapy Theories

**School Psychology Specialization**
PSYC 8361 Advanced Psychological Testing
PSYC 8705 Ethics and Standards of Professional Practice
PSYC 8719 Developmental Psychopathology
PSYC 8723 Multicultural Counseling

*Note: Students who are not in the School Psychology specialization but desire to do a school-based field placement are required to complete the following courses prior to being approved for their practicum:
PSYC 8718 Psychology of the Exceptional Individual
PSYC 8719 Developmental Psychopathology
PSYC 8780 Seminar in School Psychology
PSYC 8784 Psychological Consultation
PSYC 8785 Prevention: Research and Practice
PSYC 8901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development
PSYC 8902 Advanced Seminar in Psychology: Curriculum Theory and Design
**Arranging for the Practicum**

Students completing a practicum must arrange for supervised practice in an appropriate setting. Each student is responsible for finding a practicum site and a site supervisor. The field training coordinator must approve the site and the site supervisor before the student can begin the practicum.

**1. Review the Field Training Manual**

All information pertaining to the Ph.D. in Psychology licensure field experiences is detailed in the Licensure Track Programs in Counseling, Clinical, and School Psychology Field Training Manual. The manual provides specific information regarding the field experience philosophy, the application processes, field experience completion requirements, and remediation procedures. The manual also contains the current forms related to field experiences. Students should thoroughly review the manual before starting the field experience process, paying particular attention to the application process and deadlines.

**2. Review State-Specific Requirements**

Students should visit the Web site for their state and review all of the state’s specific requirements for completing a practicum. A list of state licensure Web sites can be found at [https://www.asppb.org/about/boardContact.aspx](https://www.asppb.org/about/boardContact.aspx). Students are responsible for understanding the requirements of their state and should consult the rules and regulations regarding the licensing of psychologists from the appropriate state licensing board. It is recommended that students complete (or update) their Personal State Licensure Plan (PSLP) created during the Foundation course (PSYC 6000).

**3. Select a Practicum Site and Supervisor**

Students should begin the site selection process early in their enrollment. The site should supply training duties designed to expand the student’s skills and experience, as well as provide the hours necessary to meet the goals outlined in the PSYC 8871 Practicum syllabus. Selection of the supervisor is critical to ensuring the success of the practicum. The preferred site supervisor is a licensed psychologist.

These elements are required of the practicum and should be considered when selecting a site and supervisor:

- 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 individual as opposed to group.
- If the site utilizes psychological testing, it is expected that the appropriately trained student will be allowed to perform testing under appropriate supervision.

**4. Submit the Completed Practicum Application**

Practicum applications are due no later than the first day of the term prior to the term in which the practicum is to begin (see the current schedule below). Any necessary changes must be made and the application must be approved by the field training coordinator for the specialization by the first day of the month preceding the field experience.
### Practicum Application Deadlines

<table>
<thead>
<tr>
<th>Application Due</th>
<th>To Begin the Practicum</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Fall term</td>
</tr>
<tr>
<td>September 1</td>
<td>Winter term</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring term</td>
</tr>
<tr>
<td>March 1</td>
<td>Summer term</td>
</tr>
</tbody>
</table>

Students must submit the entire practicum application to the field education coordinator in Academic Advising for consideration, who will forward it to the field training coordinator for the specialization. All documents must include the student’s name and email address. Approval to begin the practicum is contingent upon approval of the application and practicum site by the field training coordinator for the specialization.

#### 5. Register for PSYC 8871 Practicum

To complete the practicum experience, students must register for PSYC 8871 Practicum for at least two terms, three credits each term. Registration for this course is limited to students who both meet the prerequisites and have an approved practicum application on file. Approval of the field training coordinator for the specialization is required for initial registration; however, students may register for subsequent quarters without additional approval.

#### Executing the Practicum and Fulfilling the Course Requirements

The practicum is an on-site experience as well as an online course with a residency seminar; therefore, students participate in course activities while completing the practicum. To acquire the practicum hours for each quarter, students must receive a satisfactory evaluation from their site supervisor and satisfactorily complete the 8871 course. Students are required to participate in the online course in accordance with the information provided in the course syllabus.

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.

#### Terminating the Practicum

In the event a practicum is terminated prior to completion, none of the hours or activities can be transferred to another practicum site without the written permission of the field training coordinator for the specialization.

#### Psychology Internship

An internship is required for students enrolled in the Clinical Psychology, Counseling Psychology, and School Psychology specializations and is a critical part of doctoral study for these students. A psychology internship is an organized training experience that, in contrast to supervised experience or on-the-job training, is designed to provide students with a planned, programmed sequence of training experiences. The professionally supervised training experiences of internship are characterized by greater depth, breadth, duration, frequency, and intensity than practicum training. The primary focus and purpose is assuring breadth and quality of training. The students’ experiences working in the field and actively participating in the Walden School of Psychology classrooms help them develop the attitudes that will enable their effective personal interaction and participation in an interdisciplinary approach to problems of research and practice.
The internship is an intense, broad-reaching experience that provides students the experience of a fully practicing psychologist, while under professional supervision. The internship agency has a clearly designated doctoral-level staff psychologist who is responsible for the integrity and quality of the training program. This person is actively licensed, certified, or registered by the State Board of Examiners in the jurisdiction where the program exists and is present at the training facility for a minimum of 20 hours a week.

Adequate preparation is essential to the success of the internship experience. Students must ensure that their field experiences meet their specific state board standards and requirements. The internship is completed in a minimum of four quarters (full time), but additional quarters may be taken to attain the required 2,000 hours.

**Prerequisites**
Students must complete all program requirements except Dissertation before beginning an internship. Having a dissertation started or even completed is desirable, though not mandatory.

Students who are not in the School Psychology specialization but desire to do a school-based field placement are required to complete the following courses prior to being approved for their internship:

- PSYC 8718 Psychology of the Exceptional Individual
- PSYC 8719 Developmental Psychopathology
- PSYC 8780 Seminar in School Psychology
- PSYC 8784 Psychological Consultation
- PSYC 8785 Prevention: Research and Practice
- PSYC 8901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development
- PSYC 8902 Advanced Seminar in Psychology: Curriculum Theory and Design

**Arranging for the Internship**
Students completing a practicum must arrange for supervised practice in an appropriate setting. Students are responsible for selecting an internship field experience site and site supervisor. The field training coordinator must approve the internship site as well as the site supervisor before the student can begin the internship.

1. **Review the Field Training Manual**
All information pertaining to the Ph.D. in Psychology licensure field experiences is detailed in the Licensure Track Programs in Counseling, Clinical, and School Psychology Field Training Manual. The manual provides specific information regarding the field experience philosophy, the application processes, field experience completion requirements, and remediation procedures. The manual also contains the current forms related to field experiences. Students should thoroughly review the manual before starting the internship process.

2. **Review State-Specific Requirements**
Students should visit the Web site for their state and review all of the state’s specific requirements for completing an internship. A list of state licensure Web sites can be found at [https://www.asppb.org/about/boardContact.aspx](https://www.asppb.org/about/boardContact.aspx). Students are responsible for understanding the requirements of their state and should consult the rules and regulations regarding the licensing of psychologists from the appropriate state licensing board. It is recommended that students complete (or update) their Personal State Licensure Plan (PSLP) created during the Foundation course (PSYC 6000).

3. **Select an Internship Site and Supervisor**
Students may elect to complete the Association of Psychology Postdoctoral and Internship Centers’ (APPIC) application to find an internship site. Students pursuing licensure must arrange a field-based
supervised internship in a setting appropriate to their specialization. An APA-approved internship automatically satisfies the requirements stipulated in Walden’s internship requirements, but the required application form for internship, as well as other requirements such as insurance and criminal background check, must still be completed. Sites approved by APPIC will typically satisfy Walden’s internship requirements.

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 state-licensed psychologist. A secondary supervisor, also state-licensed, is expected but not required.

These elements are required of the internship and should be considered when selecting a site and supervisor:

- At least 45% 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 2 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.) The student must document these hours.

- 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.

4. Submit the Completed Internship Application
Internship applications are due no later than the first day of the term prior to the term in which the practicum is to begin (see the current schedule below).

<table>
<thead>
<tr>
<th>Application Due</th>
<th>To Begin the Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1</td>
<td>Fall term</td>
</tr>
<tr>
<td>September 1</td>
<td>Winter term</td>
</tr>
<tr>
<td>December 1</td>
<td>Spring term</td>
</tr>
<tr>
<td>March 1</td>
<td>Summer term</td>
</tr>
</tbody>
</table>

Students must submit the entire internship application package to the field education coordinator in Academic Advising. Once the package is completed, all materials are forwarded to the field training coordinator for the specialization. All 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 by the field training coordinator for the specialization.

5. Register for PSYC 8882 Internship
To complete the internship experience, students must register for PSYC 8882 Internship for a minimum of 12 credits (three credits per term for four terms). Registration for this course is limited to students who have completed all coursework and who have an approved internship application on file with the field training coordinator for the specialization. Students are required to participate in an online course every
term in which they are registered for PSYC 8882. Approval of the field training coordinator for the specialization is required for initial registration; however, students may register for subsequent quarters without additional approval.

**Executing the Internship and Fulfilling the Course Requirements**

Internship is an on-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. To acquire the internship hours for each quarter, students must receive a satisfactory evaluation from their site supervisor and satisfactorily complete the 8882 course.

At the end of each term, students submit the following items to the course instructor:

- The internship assessment form signed by the site supervisor.
- A narrative report summarizing the internship experience for the term.

At the conclusion of the internship, students submit the following items to the course instructor:

- The overall internship assessment form signed by the site supervisor.
- A narrative report summarizing the complete internship experience, including significant changes in the student’s professional practice that have occurred as a result of the internship experience.
- The internship documentation form signed by the site supervisor.

**Terminating the 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 training.

**Dissertation and Candidacy**

**Demonstration of Research Competency**

Prior to starting the dissertation, all students must demonstrate research competency. Research competency is demonstrated by the successful completion of the following:

- PSYC 6000 Foundations for Graduate Study in Psychology.
- PSYC 6310 Research Design.
- PSYC 6305 Statistics 1.
- PSYC 8305 Statistics 2.
- Dissertation proposal.

**Dissertation Procedures**

Students should refer to the current edition of the Dissertation Guidebook, located on the Walden University Web site in the Office of Student Research Support, for the current dissertation processes and guidelines.
School of Public Policy and Administration

Master of Public Administration (M.P.A.)

As the public and private sectors increasingly evolve and overlap, there will be an increasing demand for leaders and managers who are scholar-practitioners. The Master of Public Administration (M.P.A.) program prepares professionals to excel in this increasingly complex and collaborative environment. The program offers students an opportunity to directly apply academic theories and skills in their own communities, making the learning experience personally meaningful while creating positive social change.

Specializations

- General Program
- Criminal Justice
- Health Services
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Knowledge Management
- Nonprofit Management and Leadership
- Public Management and Leadership
- Public Policy
- Public Safety Management

Degree Requirements

- 64 quarter credits (except General Program, 52 cr.)
- Core courses (52 cr.)
- Specialization courses (12 cr.)
Curriculum

Core Curriculum (52 cr.)
Students can complete the General Program by taking the Core Curriculum courses. Courses are 12 weeks in length.

MMPA 6000  Foundations for Graduate Study (6 cr.)
MMPA 6210  Managing at the Boundaries: Creative Thinking for Social Change (6 cr.)
MMPA 6220  Principles of Public Administration: Applied Critical-Thinking Skills (6 cr.)
MMPA 6230  Professional Leadership and Ethics (4 cr.)
MMPA 6240  Cultural Competency: Communication Skills for a Global Society (2 cr.)
MMPA 6250  Nonprofit and Governmental Budgeting and Finance (4 cr.)
MMPA 6265  Organizational Theory and Behavior (4 cr.)
MMPA 6275  Human Resource Management (4 cr.)
MMPA 6285  Policy Analysis (4 cr.)
MMPA 6295  Applied Research (4 cr.)
MMPA 6300  Strategic Management of Information (4 cr.)
MMPA 6305  Master’s Capstone Seminar (4 cr.)

Specialized Curriculum (12 cr.)
Students who wish to gain additional knowledge in a specialized area can choose one of the following specializations.

Criminal Justice Specialization
This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into upper-level management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the American criminal justice system.

MMPA 6350  Historical and Contemporary Issues in Criminal Justice (4 cr.)
MMPA 6351  Policy Analysis in the Criminal Justice System (4 cr.)
MMPA 6352  Leadership: Putting Theory Into Practice in Criminal Justice Administration (4 cr.)*

* This course will become available in December 2007.

Health Services Specialization
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 has changed the way health care is delivered. As the health care environment changes, managers must quickly adapt to succeed. The Health Services specialization helps students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers, so they can manage effectively and successfully in this unique environment.

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

Today’s complex public safety environment demands smart policy on emergency response strategies. This specialization prepares homeland security professionals to implement protective measures without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals’ safety and freedom.

- MMPA 6320  Public Policy Implications of Terrorism Legislation and Policies (4 cr.)
- MMPA 6321  Terrorism: A Systemic Approach for Emergency Preparedness (4 cr.)
- MMPA 6322  Critical Incident Planning and Leadership (4 cr.)

**International Nongovernmental Organizations (NGOs) Specialization**

In an era of increasing globalization, it is important for leaders of nonprofit organizations and governmental departments at the local, state, and national levels to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide. By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

- MMPA 6330  Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (4 cr.)
- MMPA 6331  Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (4 cr.)
- MMPA 6332  Placing NGOs in the Global Context (4 cr.)

**Knowledge Management Specialization**

The Knowledge Management 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 8335  Principles of Knowledge Management (4 cr.)
- AMDS 8800  Epistemology and the Practice of Knowledge and Learning Management (4 cr.)
- AMDS 8801  Principles of Learning Management (4 cr.)

**Nonprofit Management and Leadership Specialization**

The Nonprofit Management and Leadership specialization prepares students to apply entrepreneurial ideas and concepts to the nonprofit sector as they assume leadership roles in the rapidly changing nonprofit sector. Financial management, accountability, program effectiveness, civic empowerment strategies, and sophisticated management practices are key to nonprofit success.

- MMPA 6340  Leadership for the Nonprofit Sector (4 cr.)
- MMPA 6341  Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
- MMPA 6342  Nonprofit Management (4 cr.)
Public Management and Leadership Specialization

Fundamental, rapid, and unpredictable change is ubiquitous in public administration, making leadership more critical than ever. This specialization provides professionals with the advanced knowledge and skills to assume the interrelated responsibilities of managing and leading during a time of change in any area of public administration.

MMPA 6390  Strategic Context of Public Management and Leadership (4 cr.)
MMPA 6391  Transformative Change in a Shared-Power World (4 cr.)
MMPA 6392  The Language of Leadership (4 cr.)

Public Policy Specialization

The Public Policy specialization provides students with a critical understanding of the context within which organizations and individuals act in a democratic society. It prepares students to function knowledgeably within this context and to help shape public policy development and implementation.

MMPA 6380  Policy and Politics in American Political Institutions (4 cr.)
MMPA 6381  Program Public Policy and Evaluation (4 cr.)
MMPA 6382  Public Policy and Finance (4 cr.)

Public Safety Management Specialization

The emergency situations of today’s complex environments call for a new leadership approach and effective collaboration among public safety professionals. The Public Safety Management specialization offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

MMPA 6360  Public Safety Issues (4 cr.)
MMPA 6361  Managing Public Safety Organizations (4 cr.)
MMPA 6362  Ethics in Preserving Public Safety (4 cr.)

Course Sequence

Students complete MMPA 6000 Foundations for Graduate Study in their first quarter. The remaining core courses are listed below under Quarters 2–7 in a recommended sequence of study. Students have the option to customize their program (e.g., quarters to completion, order of courses) to meet their personal schedules. Students who decide to add a specialization will extend their time to degree completion beyond seven quarters.
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MMPA 6000  Foundations for Graduate Study</td>
</tr>
<tr>
<td>2</td>
<td>MMPA 6220  Principles of Public Administration: Applied Critical-Thinking Skills</td>
</tr>
</tbody>
</table>
| 3       | MMPA 6265  Organizational Theory and Behavior  
MMPA 6300  Strategic Management of Information |
| 4       | MMPA 6230  Professional Leadership and Ethics  
MMPA 6240  Cultural Competency: Communication Skills for a Global Society |
| 5       | MMPA 6210  Managing at the Boundaries: Creative Thinking for Social Change  
MMPA 6285  Policy Analysis |
| 6       | MMPA 6250  Nonprofit and Governmental Budgeting and Finance  
MMPA 6275  Human Resource Management |
| 7       | MMPA 6295  Applied Research  
MMPA 6305  Master’s Capstone Seminar |
| 8       | Specialization Courses |

**Ph.D. in Public Policy and Administration**

To create and maintain thriving communities, leaders and managers must have the vision and skill to plan, develop policies, implement programs/services, and manage resources effectively. Leaders in public service and all sectors of society should be grounded in scientific inquiry and scholarship. The Ph.D. in Public Policy and Administration (P.P.A.) program prepares students to meet the challenges of creating and providing programs and services in an increasingly complex and collaborative environment. The program educates students on critical public policy issues and the latest best practices to promote social change through effective, forward-thinking leadership and management.

**Specializations**

- General Program
- Criminal Justice
- Health Services
- Homeland Security Policy and Coordination
- International Nongovernmental Organizations (NGOs)
- Knowledge Management
- Nonprofit Management and Leadership
- Public Management and Leadership
- Public Policy
- Public Safety Management
Degree Requirements

- 132 quarter credits
- Program of Study
- Core courses (40 cr.)
- Foundation Research Sequence (14 cr.)
- Specialized KAMs (36 cr.)*
- Satisfactory progress in all SBSF 7100 registrations
- Specialization courses (12 cr.)
- Proposal, dissertation, and oral presentation (30 cr.)
- Minimum enrollment of 8–9 quarters, depending on the transfer of credits awarded
- 20 days of academic residency (two 4-day and two 6-day residencies)

* Option for KAM VII
Students often have very different research needs, based on their background and specific dissertation objectives. Therefore, with permission of their faculty mentor, students may fulfill the KAM VII requirement by completing one of the following options:
- Essential skills courses that the student’s faculty mentor has identified.
- Three related graduate-level courses that support the student’s research or career needs. (These courses are in addition to the 3 specialization courses required.)
- An independent study on a critical topic and 2 complementary graduate-level courses that support the student’s research interest.

Curriculum
The P.P.A. program combines a course-based core curriculum with a series of research seminars and an advanced KAM-based curriculum, which allows students to apply their learning to real-world challenges faced in today’s public policy and administration forums.

Core Courses (40 cr.)
PPPA 8000 Foundations for Doctoral Study (4 cr.)
PPPA 8002 Writing a Quality KAM Demonstration (2 cr.)
PPPA 8105 Managing at the Boundaries: Creative Thinking for Social Change (6 cr.)
PPPA 8200 Intellectual Traditions of Public Policy and Public Administration (4 cr.)
PPPA 8305 Professional Leadership and Ethics (4 cr.)
PPPA 8400 Nonprofit and Governmental Budgeting and Finance (4 cr.)
PPPA 8500 Organizational Theory and Behavior (4 cr.)
PPPA 8600 Human Resource Management (4 cr.)
PPPA 8700 Policy Analysis (4 cr.)
PPPA 8800 Strategic Management of Information (4 cr.)
Foundation Research Sequence (14 cr.)
SBSF 8417  Research Seminar I: Human Inquiry and Science (4 cr.)
PPPA 8427  Research Seminar II: Research Methods (5 cr.)
PPPA 8437  Research Seminar III: Data Analysis (5 cr.)

Specialized KAMS (36 cr.)
Walden’s unique curriculum allows students to focus on the areas most beneficial to their professional needs and goals. For example, students might concentrate on state and local government, public finance, or health administration while completing the following KAMs:

Specialized KAM V: Democratic Governance (12 cr.)
* 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 KAM VI: Organizational Leadership and Change (12 cr.)
* 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 KAM VII: Specialization Topics (12 cr.)
* 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.)

Specialization Courses (12 cr.)

General Program (12 cr.)
Students may complete a General Program by taking any three specialization courses from any of the Public Policy and Administration specializations listed below.

Criminal Justice Specialization (12 cr.)
This specialization is designed for criminal justice professionals, including supervisors and managers in policing, courts, corrections, security, and associated support agencies, who aspire to move into management and administrative assignments. The coursework includes an in-depth review and discussion of contemporary decision-making models and issues confronting the American criminal justice system.

PPPA 8350  Historical and Contemporary Issues in Criminal Justice (4 cr.)
PPPA 8351  Policy Analysis in the Criminal Justice System (4 cr.)
PPPA 8352  Leadership: Putting Theory Into Practice in Criminal Justice Administration* (4 cr.)

* This course will become available in December 2007.
Health Services Specialization (12 cr.)

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 has changed the way health care is delivered. As the health care environment changes, managers must quickly adapt to succeed. The Health Services specialization helps students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers, so they can manage effectively and successfully in this unique environment.

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

Homeland Security Policy and Coordination Specialization (12 cr.)

Today’s complex public safety environment demands smart policy on emergency response strategies. This specialization prepares homeland security professionals to implement protective measures without compromising individual rights and freedoms. With this knowledge, students are equipped to effectively develop policy to protect individuals’ safety and freedom.

PPPA 8320  Public Policy Implications of Terrorism Legislation and Policies (4 cr.)
PPPA 8321  Terrorism: A Systemic Approach for Emergency Preparedness (4 cr.)
PPPA 8322  Critical Incident Planning and Leadership (4 cr.)

International Nongovernmental Organizations (NGOS) Specialization (12 cr.)

In an era of increasing globalization, it is important for leaders of nonprofit organizations and governmental departments at the local, state, and national levels to know how to operate in an international environment. This specialization explores how countries organize, regulate, and foster nongovernmental activities; how international intergovernmental organizations operate; and how representatives of these organizations can learn from, partner with, and work within organizations worldwide. By focusing on the effects of globalization and the cultures and sociopolitical environments of diverse nations and organizations, students in this specialization learn how to work effectively with nongovernmental organizations, voluntary organizations, and intergovernmental organizations around the world.

PPPA 8330  Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (4 cr.)
PPPA 8331  Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (4 cr.)
PPPA 8332  Placing NGOs in the Global Context (4 cr.)

Knowledge Management Specialization (12 cr.)

The Knowledge Management 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 8335  Principles of Knowledge Management (4 cr.)
AMDS 8800  Epistemology and the Practice of Knowledge and Learning Management (4 cr.)
AMDS 8801  Principles of Learning Management (4 cr.)
**Nonprofit Leadership and Management Specialization (12 cr.)**

Investment in social capital is as important as investment in physical and human capital. Without constant attention to democratic and social institutions, a society and its individuals cannot prosper. Recently, considerable attention has been paid to the decline in social capital in the United States and to declining participation in many social institutions. The Nonprofit Leadership and Management specialization investigates these issues and prepares students to become knowledgeable social-change agents through scholarly inquiry, applied research, and effective participation in these nonprofit institutions.

PPPA 8340  Leadership for the Nonprofit Sector (4 cr.)
PPPA 8341  Fund Raising and Marketing in Nonprofit Organizations (4 cr.)
PPPA 8342  Nonprofit Management (4 cr.)

**Public Management and Leadership Specialization (12 cr.)**

Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and nonprofit institutions. The Public Management and Leadership specialization prepares scholar-practitioners to lead reform in public administration.

PPPA 8390  Strategic Context of Public Management and Leadership (4 cr.)
PPPA 8391  Transformative Change in a Shared-Power World (4 cr.)
PPPA 8392  The Language of Leadership (4 cr.)

**Public Policy Specialization (12 cr.)**

Developing and implementing forward-thinking public policy and engaging citizens in the process are 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 their implementation and acceptance.

PPPA 8380  Policy and Politics in American Political Institutions (4 cr.)
PPPA 8381  Program Public Policy and Evaluation (4 cr.)
PPPA 8382  Public Policy and Finance (4 cr.)

**Public Safety Management Specialization (12 cr.)**

The emergency situations of today’s complex environments call for a new leadership approach and effective collaboration among public safety professionals. The specialization in Public Safety Management offers emergency response professionals the skills to lead, manage, and motivate others during emergencies; to build confident and capable teams; and to address challenging ethical situations that may arise during the course of duty.

PPPA 8360  Public Safety Issues (4 cr.)
PPPA 8361  Managing Public Safety Organizations (4 cr.)
PPPA 8362  Ethics in Preserving Public Safety (4 cr.)

**Dissertation (30 cr.)**

PPPA 9000  Dissertation (30 cr.)
Course Descriptions

**Note about prerequisites:** Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

**AMDS**

**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 successful online learners, and to familiarize them with Walden’s mission, the School of Management, and the Information Systems Management specialization. In addition, students learn to use the online learning environment, including Internet tools such as email, Web browsers, and other techniques of online communication and interaction with instructors, 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 registering online, ordering textbooks, and preparing their Program Development Plan (PDP) and Program of Study (POS), and are introduced to the KAM process.

**AMDS 8002 Writing a Quality KAM Demonstration (2 cr.)**
This course covers the structure of the Knowledge Area Module (KAM) as well as research and writing techniques needed for the successful development of a KAM. Students draft a Learning Agreement for their first KAM, under an instructor’s guidance. *(Completion is required before KAM studies can begin in the Information Systems Management specialization. Prerequisite: AMDS 8000 and all other core courses.)*

**AMDS 8110 Management Information Systems (4 cr.)**
This course provides broad coverage of information systems management concepts and trends underlying current and future developments, as well as principles for providing effective implementation of information technology. The course is heavily case- and discussion-oriented. A business case study is usually assigned, as well as one or more articles or chapters, for each class. Students are expected to be able to develop and define, as necessary, their position and reasoning on a variety of current issues in information systems as the course progresses.

**AMDS 8125 Organizational Performance Improvement (4 cr.)**
This course is designed to acquaint students with the concepts of performance improvement and process re-engineering. Achieving high-level improvements in organizational performance through redesigned business processes and using 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, technical planning, and control methods are examined. 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 and issues of managing information in a database are covered.

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: New Faculty Training (4 cr.)
This online faculty development course not only teaches the skills and strategies necessary for effective online teaching, it also gives students firsthand experience communicating within the actual software environment they may be using to teach an online course. The course replicates the Walden online classroom and provides a model for online instruction. It takes students from the initial stages of course content creation through actual setup of a classroom site.

AMDS 8301 Advanced Individual Studies: Academic Publishing Option (4 cr.)
This option for advanced individual study is designed for students who wish to integrate learning from the core curriculum in preparation for advanced KAM and dissertation research.

AMDS 8305 Readings in Information Systems (4 cr.)
This course examines the Information Systems (IS) body of knowledge. Through a review of the literature, students classify and evaluate what accredited scholars and researchers have written on topics that interest them most. By studying the literature, students increase their understanding of what it means to be an IS doctoral student as well as a scholar-practitioner, including responsibilities, expectations, and roles.

AMDS 8316 Security Management and Risk Assessment (4 cr.)
This course covers the management aspects of information security from a business perspective. The focus is on assessing risks to an organization, identifying threats, and implementing safeguards on corporate networks and the Internet. Other topics include the return on security investment, business continuity planning, development of security policies, and information security auditing.

AMDS 8325 E-Commerce Strategies (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 are included: e-commerce solutions for existing companies and e-business concept development for venture startups.

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. The course also examines how information technology supports the organizational knowledge process. (6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.)

**AMDS 8427 Research Seminar II: Design in Applied Management and Decision Sciences Research (5 cr.)**
Topics include theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental designs; language, logic, and execution of qualitative designs; and integrated qualitative and quantitative designs. Students work on writing the dissertation prospectus. (Ph.D. students must complete this course before nominating the dissertation supervisory committee and generally take it while developing their dissertation proposal. Prerequisite: SBSF 8417.)

**AMDS 8437 Research Seminar III: Data Analysis in Applied Management and Decision Sciences Research (5 cr.)**
Topics include descriptive statistics; statistical inference; and quantitative techniques, including analysis of variance and covariance, multiple linear regression, and various nonparametric techniques. Other topics include software for data analysis, qualitative data reduction and analysis, data management techniques, and integrating qualitative and quantitative data for analysis. (Offered every quarter. In the spring and fall quarters, the course is totally online. In the summer and winter quarters, the online course includes a face-to-face component that is completed at an appropriate Walden residency. Prerequisite: SBSF 8417.)

**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. (12-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.)

**AMDS 8801 Principles of Learning Management (4 cr.)**
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 role of corporate universities and distance learning in support of organizational learning is reviewed. (6-week course. Completion is required in the first four quarters of enrollment for students in the Knowledge Management and Learning Management specializations.)

**AMDS 8810 Integrating Knowledge Management With Strategic Initiatives (4 cr.)**
The course provides an opportunity to examine major organizational change initiatives and determine how Knowledge Management (KM) can be used to leverage these initiatives. Emphasis is placed on KM as an integral and essential component of an organizational system at both operational and strategic levels. Factors such as quality, systems thinking, environmental scanning, convergence, and constructive conflict are emphasized as essential contributors in the integration of KM in planning, decision-making, and implementing operational and strategic initiatives. Embedded system elements like leadership and corporate culture are also addressed. Because the adoption of a KM initiative may require structural and behavioral change to gain organizational acceptability, ways to circumvent roadblocks and pursue pathways to needed change are addressed. (Prerequisites: Foundation and core courses; or permission of the program director.)
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. (Prerequisites: Foundation and core courses; or permission of the program director.)

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. (Prerequisites: Foundation and core courses; or permission of the program director.)

AMDS 8813 E-Systems (4 cr.)
This course examines the role of e-systems, Internet, e-commerce, e-business, and business-to-business with knowledge management. It examines the new languages, HTML, and other emerging applications. (Prerequisites: Foundation and core courses; or permission of the program director.)

AMDS 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. (Prerequisites: Foundation and core courses; or permission of the program director.)

AMDS 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. (Prerequisites: Foundation and core courses; or permission of the program director.)

AMDS 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. (Prerequisites: Foundation and core courses; or permission of the program director.)

AMDS 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. (Prerequisites: Foundation and core courses; or permission of the program director.)

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. (Prerequisites: Foundation, core, and specialization courses, and at least one KAM; or permission of the program director.)

AMDS 9000 Dissertation (30 cr.)
This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application,
and dissertation. Once students register for AMDS 9000, they will be registered each term until successful completion of the dissertation. (Prerequisites: Foundation course, core KAMs, SBSF 8417, AMDS 8427.)

COUN

COUN 6000 Foundations for Graduate Study in Mental Health Counseling (6 cr.)
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence as they relate to practice in psychology and counseling. (Previously listed as PSYC 8000 Foundations for Graduate Study in Psychology.)

COUN 6205 History and Systems of Counseling and Psychology (5 cr.)
This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives. (Cross-listed with PSYC 6205. Previously listed as PSYC 6205 History and Systems in Psychology.)

COUN 6215 Lifespan Development (5 cr.)
This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course. (Cross-listed with PSYC 6215. Previously listed as PSYC 6215 Developmental Psychology.)

COUN 6250 Group Process and Dynamics (5 cr.)
This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. (Cross-listed with PSYC 6250. Previously listed as PSYC 6250 Group Dynamics.)

COUN 6331 Interviewing and Observational Strategies (5 cr.)
This course focuses on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. (Cross-listed with PSYC 6331.)

COUN 6390 Thesis (12 cr. minimum — 6 cr. per term for 2 terms)
This course provides students with the support and resources needed to integrate their Program of Study logically and comprehensively into an in-depth exploration of a topic of research interest. The thesis, either a critical literature review with a proposed research design or an empirical study, is the final outcome of the course. Students complete the thesis independently under the mentorship of a thesis chair. Students are registered for COUN 6390 until successful completion of the thesis. (Prerequisites:
Completion of all coursework; may be concurrently enrolled with last term of coursework. Cross-listed with PSYC 6390.)

**COUN 6671 Counseling Practicum (3 cr.)**
The focus of this course is on the practicum, which is an essential component of applied professional training. Students complete supervised practicum experiences that total a minimum of 100 hours, allowing them to develop their counseling skills while under supervision. Students communicate with the class and the practicum instructor at least twice a week during the quarter to discuss cases and present videos of student-client sessions. (Prerequisite: Approval of the coordinator of field training.)

**COUN 6682 Counseling Internship (6 cr. — 3 cr. per term for 2 terms)**
The internship provides mental health counseling students with an upper-level, supervised “capstone” clinical experience designed to refine and enhance their basic counseling skills, integrate their professional knowledge and skills, and continue their development in specialization areas. (Prerequisite: COUN 6671 and approval of the coordinator of field training.)

**COUN 6705 Professional Identity and Ethics in Counseling (5 cr.)**
This course provides students with an introduction to the field of professional counseling and the foundations of mental health counseling. The course addresses the following topics: history, philosophy, client and counselor advocacy with an emphasis on the counselor’s role as social change agent, cultural dynamics, consultation, and trends in professional and mental health counseling. The counseling profession’s ethical standards are also addressed with an emphasis on the ACA code of ethics and counselor ethical decision-making processes. (Previously listed as PSYC 6705.)

**COUN 8720 Diagnosis and Assessment (5 cr.)**
This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed. (Cross-listed with PSYC 8720. Previously listed as PSYC 8720 Abnormal Psychology.)

**COUN 8722 Counseling and Psychotherapy Theories (5 cr.)**
This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored. (Cross-listed with PSYC 8722. Previously listed as PSYC 8722 Theories of Psychotherapy.)

**COUN 8723 Multicultural Counseling (5 cr.)**
This course is designed to increase students’ awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability. (Prerequisite: Mental Health Counseling Residency I. Cross-listed with PSYC 8723.)
**COUN 8726 Marriage and Family Therapy (5 cr.)**
This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in marriage and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in marriage and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored. *(Cross-listed with PSYC 8726.)*

**COUN 8728 Substance Abuse Therapies (5 cr.)**
This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed. *(Cross-listed with PSYC 8728.)*

**COUN 8753 Vocational Psychology and Counseling (5 cr.)**
This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development. *(Cross-listed with PSYC 8753.)*

**COUN 8785 Prevention: Research and Practice (5 cr.)**
This course provides an inquiry into prevention and intervention programs for individuals, groups, and communities. Students consider cultural, social, psychological, family, organizational, and political factors bearing on the mental health and development of people in various settings, including schools, communities, and organizations. Theoretical frameworks guiding prevention and intervention are explored, including constructivist and ecological-developmental perspectives. Students gain experience in developing prevention-oriented programs within diverse systems. *(Cross-listed with PSYC 8785.)*

---

**EDAD**

**EDAD 6800 Facilitating Effective Learning for All Students (3 sem. cr.)**
This course 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 learn to explain how and why learner-centered teaching enhances the achievement of all students, and learn how to overcome resistance among staff, students, and parents.

**EDAD 6801 Ensuring Quality Education for Students With Diverse Needs (3 sem. cr.)**
This course 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.)**
This course 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 Allocating Resources Strategically and Structuring the Organization for Learning (3 sem. cr.)
This course focuses on research about effective schools, to provide guidance on the most productive ways to organize resources: time, people, money, and technology. Students learn to develop strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement.

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

EDAD 6805 Facilitating Productive Working Relationships and School Culture to Enhance Student Learning (3 sem. cr.)
This course addresses critical functions of the school leader, including developing consensus that promotes action (effective decision-making process, patterns of communication, conflict resolution strategies); infusing leadership throughout the school (collaborative structures and strategies); and establishing a personal, ethical, and moral platform for leadership.

EDAD 6806 Collaborating With Families and Communities for Student Success (3 sem. cr.)
In this course, students develop the capabilities needed to identify and enlist the support of parents, as well as organizations and public agencies that serve youth and families, in ways that align with school goals. Special attention is paid to these functions in multicultural schools and communities.

EDAD 6807 Creating Positive, Safe, and Effective Learning Environments (3 sem. cr.)
Students in this course learn to treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness, in school and beyond. The importance of safe and orderly environments for learning, with school cultures based on mutual respect among students, teachers, and staff, is recognized.

EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives (3 sem. cr.)
Literacy is at the core of success—in school and in life. The emphasis of this course is on what has been learned about teaching and learning, student assessment, professional development, parental and community involvement, and other related 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.)
This course focuses on theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, students demonstrate what it takes to structure a school that is a learning organization.

EDAD 6811 Internship 1 (3 sem. cr.)
This course provides students with 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. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the Program Portfolio. (Prerequisite: All other courses, except EDAD 6812, in the Educational Leadership specialization.)

EDAD 6812 Internship 2 (3 sem. cr.)
This course provides students with 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. The internship includes three
components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the Program Portfolio. *(Prerequisite: EDAD 6811.)*

**EDAD 8001 Foundations for Doctoral Study (6 sem. cr.)**
Through a series of interrelated learning activities, this course provides an understanding of and practice in the foundational skills and strategies for success in the Ed.D. program. Four major topics are explored: (a) establishing a comfort level with online learning and interpersonal relations, confirming program expectations, and planning for the successful completion of the program; (b) developing an understanding of the concept of constructivist leadership as represented in professional communities of learning; (c) demonstrating an understanding of critical-thinking and reading skills as evidenced in doctoral-level scholarly writing; and (d) analyzing and synthesizing current research as it leads to further inquiry. Students prepare a Doctoral Development Plan (DDP) and praxis (theory applied to practice) papers based on their individual professional interests and goals.

**EDAD 8011 Proseminar: Leading to Promote Learning (6 sem. cr.)**
The first Proseminar introduces leadership as a concept or construct rather than a position of authority. Students experience the concept of leadership by investigating the literature and analyzing real-life scenarios with a focus on student achievement. Students then apply the learning model to their own school scenario—by conducting pedagogical observations, interviewing colleagues, collecting data, reviewing the literature, and analyzing and reflecting on classroom/school practices in order to make a decision focused on equity and excellence of student achievement. The first comprehensive paper investigates a topic of personal interest related to professional leadership, theories and research about learners, and/or theories and research about instructional or curriculum practices.

**EDAD 8015 Research Approaches (6 sem. cr.)**
Educational leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Construction of questions for inquiry is explored.

**EDAD 8021 Proseminar: Leading Communities of Practice (6 sem. cr.)**
The second Proseminar expands the role of leadership from the classroom and school to the larger educational community. The course focuses on the development of knowledge, abilities, and dispositions necessary for the effective, participative, and productive leadership needed for sustainable education reform. Topics covered in this course include creating professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring teachers and other leaders. An additional focus is on the relationship between the school and community stakeholders. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the educational community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership. Legal, business, and/or political perspectives implications of these educational issues are investigated.

**EDAD 8025 Quantitative Research (6 sem. cr.)**
This research course is designed to provide an understanding and working knowledge of key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that each doctoral student will have an understanding of
quantitative data analysis and be competent in reading, discussing, and applying statistical concepts and data results from quantitative studies.

**EDAD 8031 Proseminar: Leading for Social Change (6 sem. cr.)**
Leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in national and international schools. The focus of this Proseminar is to expand the educational leader’s capacity for positive social change through reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine the educator’s ability to advocate for productive education policy at the local, state, national, and/or international levels. The comprehensive paper focuses on inquiry related to educational issues affecting quality schooling practices for K–12 and adult learners. Legal, business, and/or political perspectives implications of these educational issues are investigated.

**EDAD 8035 Qualitative Research (6 sem. cr.)**
This course explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions related to problems encountered by teachers, identifying appropriate qualitative methods, and selecting study participants. Students practice constructing data collection protocols for interviews and observations. Students practice document analysis and apply coding and classification techniques for organizing and interpreting data. Techniques for ensuring the trustworthiness of qualitative findings are also explored. The important outcome is that each doctoral student will have an understanding of qualitative data analysis and will be competent in reading, discussing and applying statistical concepts and data results from qualitative studies.

**EDAD 8080 Doctoral Study Companion (non-credit — for 2 terms)**
This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students, assigned their mentors after semester 5, will work in this course space during semesters 6 and 7 with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDAD 8090 Doctoral Study Intensive.

**EDAD 8090 Doctoral Study Intensive (12 sem. cr.— 6 sem. cr. per term for 2 terms)**
The doctoral study demonstrates a student’s scholarly talents to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is to be a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the educational leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community. The last two semesters of the degree program are dedicated to the Doctoral Study Intensive.

**EDUC**

Note: Courses listed with a D prefix in parentheses are delivered electronically by the Indiana University (IU) 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.

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

**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 the major concepts, principles, theories, and research on which current middle level education is based. The course content considers philosophical foundations and essential components of middle level education used in a variety of school settings. Emphasis is placed on team teaching for improving student outcomes, including varied use of time within the school, team, and classroom.

**EDUC 6525 Concepts of Technology (3 sem. cr.)**
This course provides an overview of educational technology for classroom integration based on current literature and research. The overview includes (a) evaluation of educational technologies to attain learning goals; (b) development of lesson plans or units based on Bloom’s Taxonomy; and (c) selection of appropriate software applications, programs, or support materials. Topics include criteria and analysis for selecting educational software, correct uses of various activities in educational software to improve the learning process, and research methods using the Internet.

**EDUC 6530 The Middle Grades Curriculum Continuum (3 sem. cr.)**
This course covers the curriculum of middle school and the process by which it is designed, integrated, implemented, and evaluated. Students learn major concepts, principles, theories, models, standards, and research related to middle level curriculum to use in their 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 this 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 6560 Middle Level Professional Roles (3 sem. cr.)**
This course focuses on the application of theory to practice and the development of each student as a middle level professional. Students prepare their culminating portfolio, consider their professional development needs and their role as a middle level advocate, and engage in analyzing a prospective “School to Watch.”

**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 their 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 should be taught in a manner 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 their 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 the National Council for the Social Studies (NCSS, 1997). It assumes social studies should 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, including how to weave the arts through the middle level curriculum.

EDUC 6600 Program Portfolio (non-credit)
Students who are working on their Program Portfolio are registered for this non-course requirement. The portfolio brings together work from all the courses in the master’s degree program and demonstrates that the student has acquired both the knowledge (scholar) and the ability to apply (practitioner) it; in other words, it demonstrates that the degree completion yields the scholar-practitioner. A portfolio assessor works with students on an individual basis to ensure that each artifact required in the portfolio is adequately completed. Once the Program Portfolio and all other program requirements are met, the Master of Science degree can be awarded.

EDUC 6605 Teacher as Lifelong Learner and Professional Educator (3 sem. cr.)
Lifelong learning and professionalism are key components of teaching. This course orients teacher candidates to the skills, understandings, strategies, and knowledge necessary to become a successful learner while establishing the foundation to becoming a professional educator. Course instructors help candidates become comfortable in the online learning environment, enabling them to clarify program expectations, create support networks and learning communities with colleagues and instructors, and establish a personal professional philosophy to promote social change. Upon completion of this course, teacher candidates will demonstrate understanding of resources and expectations, initiate an electronic professional portfolio, and determine strategies for success as a professional educator.

EDUC 6606 Today’s Classroom and the Diverse Learner (3 sem. cr.)
The dynamics of today’s classroom are unique and challenging for teachers and learners. This course explores and analyzes the issues, complexities, and responsibilities associated with the field of education in the 21st century. Specifically, teacher candidates learn that to provide equal educational opportunities for all learners, regardless of their differences, educators must acknowledge that learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values. By acknowledging differences among learners, as well as biases, discrimination, prejudices, and stereotypes, teacher candidates identify diversity as a dynamic contributing factor to a rich learning environment in which individual differences are honored and respected. Through this course, teacher candidates are expected to gain an understanding of the cultural content, world view, and concepts that
compose Minnesota-based American Indian tribal government, history, language, and culture. Teacher candidates acquire theoretical and practical knowledge about today’s classroom, as well as the family and community contexts that influence children’s learning and development.

**EDUC 6607 Effective Practices: Assessment, Teaching, and Learning (3 sem. cr.)**
To ensure high levels of learning and achievement for all students, today’s educators must be knowledgeable about learners and learning and well versed in effective teaching and assessment practices. This course examines the interrelationships among assessment, teaching, and learning, and examines effective practices for applying and thoughtfully integrating these critical components in the P–12 classroom. Students gain a historical perspective on the standards and accountability movement and examine standards in their state or local setting. They explore learning theory in the context of today’s challenging educational goals and standards. They also learn and apply research-based practices in effective assessment, curriculum design, and instruction. Students critically analyze and implement teaching and learning principles and practices that ensure responsiveness to the individual and collective needs of students.

**EDUC 6608 Language and Literacy Development (3 sem. cr.)**
An understanding of the link between oral language and literacy is critical for all educators in order to facilitate student achievement. This course addresses both typical and atypical language and literacy development in learners from birth through grade 12. Course content emphasizes the linguistic foundations of phonological and phonemic awareness, vocabulary development, reading fluency, and comprehension among diverse learners. It also includes challenges and recommended practices for culturally and linguistically diverse learners, English language learners (ELL), and students with exceptionalities. Teacher candidates develop the knowledge and skills necessary for monitoring individual students in language and literacy development.

**EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration (1 sem. cr.)**
This seminar, taken concurrently with demonstration teaching (EDUC 6687, 6698, or 6699), allows teacher candidates to fine-tune their skills, understandings, strategies, and knowledge. Teacher candidates complete the requirements for their electronic Professional Portfolio and determine strategies for success as a professional educator. The seminar allows for problem-solving among colleagues, group and individual reflective practice, and support and feedback for what is happening in demonstration teaching districts, schools, and classrooms. Seminar topics focus on promoting success for teacher candidates as they transition from the Program of Study into employment in the field as professional educators.

**EDUC 6610 Teacher as Professional (3 sem. cr.)**
This course explores what it means to be a professional in today’s diverse and changing educational landscape. Teachers examine their values, beliefs, vision, and mission and explore their role in the larger context of the teaching profession, the importance of collaboration in a professional learning community, and the need to advocate for students, educators, and the field of education itself. Teachers learn how a professional stance influences student learning and serve as a driver of their own professional growth and development.

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

**EDUC 6621 Educational Research: Foundations (3 sem. cr.)**
This course is designed to provide post-baccalaureate teacher licensure candidates with an introduction to the fundamentals of research. The research process is explored with the underlying assumption that educational research can improve practice. Course participants develop knowledge and skills in the use of theoretical frameworks, research design, and compliance with the ethical responsibilities of the researcher. In addition, students will link a research draft proposal with the social change mission of the university.

**EDUC 6622 Educational Research: Practical Applications (3 sem. cr.)**
This applied research course is designed to expand teacher licensure candidates’ knowledge and skills by requiring them to utilize the tools and information gained in EDUC 6621 to conduct a timely and useful educational research project. Specific activities in this course include developing and refining research questions or needs assessments, clarifying theories, collecting and analyzing data, and interpreting and disseminating results.

**EDUC 6625 Habits of Mind: Thinking Skills to Promote Self-Directed Learning (3 sem. cr.)**
This course helps teachers 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 introduces several models of instruction that are foundational for building an effective teaching practice that meets diverse learning needs. These research-based models work in concert with one another to evoke different types of thinking processes in students, providing opportunities for higher level learning and achievement. Strategies are presented for designing curricula, instructions, and assessments that integrate and balance these models.

**EDUC 6635 Classroom Management to Promote Student Learning (3 sem. cr.)**
This course explores the relationships between behavior management, classroom instruction, and student learning. Teachers learn foundational principles and strategies for preventing behavior problems. They learn to establish classroom rules and procedures and to enlist parent support for their behavior-management efforts. A framework for fostering cooperation, social skills, and a sense of community in the classroom is presented, and guidelines for teaching conflict resolution and peer mediation are included.

**EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)**
This course examines classroom curriculum, instruction, and assessment in the context of standards and accountability, emphasizing the importance of the alignment of these components and the resulting impact on student learning. Teachers explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. Multiple purposes and methods of assessment as well as effective approaches to grading and reporting are discussed. Using their state or district standards, teachers engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students.

**EDUC 6641 Foundations of Reading and Literacy Development (3 sem. cr.)**
Designed to respond to the challenge of promoting higher levels of literacy achievement for all students, this course provides teachers with the background knowledge to help them understand the topics and
issues relevant to reading instruction. It explores both historical and contemporary perspectives on the teaching of reading, and it covers the basic tenets of a balanced approach to literacy instruction.

**EDUC 6642 Strategies for Literacy Instruction, Part I (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 II (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. Guidelines for communicating with parents and the school community regarding students’ reading difficulties are provided. 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.)**
In this course, teachers learn to plan, organize, and manage a balanced literacy program. The course covers flexible grouping for differentiating instruction, time management, instructional pacing, and transitions.

**EDUC 6647 Dynamic Teacher Leadership (3 sem. cr.)**
This course introduces the concept of teacher leadership and its value in the field of education today. Teachers assess and analyze themselves, so they may cultivate the dispositions and attitudes of a teacher-leader for the purpose of effecting positive change in their learning communities. They learn the critical importance of expanding their knowledge of educational research and theory to guide leadership decisions that will effectively address today’s educational challenges. The primary emphasis in this course is on teachers’ self-examination and self-perceptions with regard to teacher leadership.

**EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)**
This course explores teachers’ views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today’s classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development are explored.

**EDUC 6651 Teacher Leadership in the Classroom: Increasing Learning and Achievement (3 sem. cr.)**
This course expands the focus of teacher leadership from self to students, increasing the sphere of influence of the teacher-leader to the classroom context. Teachers concentrate on advancing their expertise as a teaching professional by increasing their knowledge and skills in three key areas: knowledge of learners and learning, knowledge of subject matter and curriculum goals, and knowledge of effective teaching models, strategies, and practices. Teacher leaders apply this expertise in the classroom in ways that directly affect the learning and achievement of their students.
EDUC 6652 Listening to Children’s Ideas (3 sem. cr.)
Participants explore children’s ideas of force and motion by planning and carrying out clinical interviews with children. Through the interviewing experience, participants increase their ability to set aside their own ideas and expectations and attend to children’s ideas. They elicit information from the children about what they think and then analyze interview findings to expand their understanding of how children perceive the world around them.

EDUC 6653 Introduction to Educational Research (3 sem. cr.)
This course is designed to provide M.S.Ed. candidates with an introduction to the basic fundamentals and principles of research. The research process is explored with the underlying assumption that educational research can improve classroom practice. Course participants are expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; critiquing and evaluating research; and compliance with the researcher’s ethical responsibilities.

EDUC 6654 Classroom Facilitation (3 sem. cr.)
Participants consider how to help students develop scientific ideas and skills through inquiry. They study video clips of teachers facilitating classroom science to learn strategies for extending students’ experience and scaffolding scientific ideas. In classrooms, they try various facilitation and questioning strategies. Each participant creates a collection of teaching strategies that promote inquiry accompanied by classroom examples.

EDUC 6655 Teacher Leadership: Mentoring, Coaching, and Collaboration With Colleagues (3 sem. cr.)
This course addresses teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding the teacher-leader’s sphere of influence beyond the walls of the classroom. Teachers explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher development cycle. Various forms of collaboration with colleagues are addressed, with emphasis on interpersonal and communication skills.

EDUC 6656 Curriculum Designed for Understanding (3 sem. cr.)
The aim of this course is to provide a framework for thinking critically about how to craft inquiry-based experiences that result in deeper understanding of important science concepts. The framework of Teaching for Understanding, developed at Harvard University, is central to the course. Participants keep the following questions in mind as they think about curriculum: What topics are worth understanding? What must students understand about these topics? How can understanding be fostered? How can we tell what students understand?

EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)
This course helps teachers create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, to optimize learning for all students. Teachers learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. The course also provides strategies for building positive relationships and engaging in effective communication and problem-solving with parents and families.

EDUC 6658 Formative Assessment: Assessment for Learning (3 sem. cr.)
The focus of this course is assessment to support learning. Through classroom case studies, introductory readings, and discussions, participants distinguish the different purposes of assessment (principally formative and summative). They identify formative assessment as part of teaching, aimed at advancing
learning, not at labeling or grading it. Participants experience and reflect on ways of assessing inquiry
skills and conceptual understanding, the importance of self- and peer-assessment, and the provision of
feedback to learners on their progress. The course culminates in participants planning formative
assessment into inquiry-based classroom experiences for students.

EDUC 6659 Teacher Leadership in Professional Learning Communities (3 sem. cr.)
This course extends the sphere of influence of teacher-leaders from working with peers to engaging with
stakeholders throughout the greater school community. Teacher-leaders learn the processes, benefits, and
challenges of building and working in learning communities to identify issues and solve problems that
affect student learning and achievement. Professional growth and development are addressed as an
integral part of various types of school improvement processes.

EDUC 6660 Investigating Equitable Classrooms (3 sem. cr.)
In this course, participants broaden their understanding of the scope and dimensions of equity in science
education through reflection, reading, classroom research, debate, and discussion. Participants learn to do
independent classroom research and design and conduct a research project that includes collecting
classroom data to answer a question about equity. They plan classroom actions based on their research
findings to ensure that all students are successful in reaching higher levels of achievement.

EDUC 6661 Exploring New Technologies: The Impact on Society, Work, and Education (3 sem. cr.)
This course provides the theoretical setup for why technology and learning is both a timely and an
important topic. It covers a brief history of educational technology, the communication revolution, the
impact of this revolution on society, what this means for schools, the impending paradigm shift for the
teacher, the need to develop students as critical consumers of information and constructors of knowledge,
and the development of a new, fuller sense of literacy.

EDUC 6662 Multimedia Tools: How to Research, Plan, and Communicate With Technology (3 sem.
cr.)
In this course, teachers begin to develop their understanding of and proficiency with technology on a
personal and professional level. The course focuses on learning how to effectively use several key tools,
which teachers will later be able to build upon and use in their classrooms. Teachers learn to use software
tools such as word processors, spreadsheets, presentation programs, and image editors. They also explore
online tools, such as email, listservs, electronic publications, and Web sites.

EDUC 6663 Integrating Technology in the Curriculum, Part I (3 sem. cr.)
This course guides teachers in exploring the use of technology with their students. The shift in pedagogy
introduced in EDUC 6661 is further explored, with particular focus placed on how technology can
support multiple modes of learning. Teachers investigate specific models for integrating the Internet into
their curriculum, including WebQuests, telecollaborative projects, Internet workshops, and research or
inquiry projects. After exploring and evaluating ready-made examples of each, teachers try their hand at
designing their own.

EDUC 6664 Integrating Technology in the Curriculum, Part II (3 sem. cr.)
This course continues the exploration of technology in the classroom, with a focus on its use in the
standards-based environment. Teachers learn how to design technology-infused projects that help students
meet specific curricular standards. They explore the use of technology in assessment, including software
that helps align curricula to standards and facilitates the grading and reporting process. They explore how
to manage technology in the classroom, including the need to work with limited resources, varying skill
levels, and differentiated instruction.
EDUC 6665 Technology, Leadership, and a Vision for the Future (3 sem. cr.)
This course prepares teachers to become agents of change beyond their classrooms in the field of technology and learning. They consider how to develop grants, manage a technology budget, and provide leadership within their districts. The course poses issues to be addressed, explores roadblocks to maneuver past, and provides troubleshooting advice. Teachers use and evaluate a variety of software and hardware tools to determine which are essential to have on hand in every classroom and on every school campus. For example, software for multimedia authoring, concept mapping, and “office” productivity are explored. Likewise, the instructional uses of hardware tools such as digital cameras, PDAs, and investigative probes are investigated. Finally, the course explores promising trends for the future, such as individualized instruction through the use of technology and virtual schools.

EDUC 6671 Designing Curriculum, Instruction, and Assessment, Part I (3 sem. cr.)
This course introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore interrelationships among curriculum, instruction, and assessment: the importance of alignment, connection to learning theory and learner variables, and need for differentiation to meet diverse student needs. Teachers examine and make sense of their academic standards and investigate the history, roles, and types of curricula and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

EDUC 6672 Designing Curriculum, Instruction, and Assessment, Part II (3 sem. cr.)
This course examines the history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. They align assessments to curriculum and instruction as part of the design of instructional units and lessons. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed.

EDUC 6673 Literacy and Learning in the Information Age (3 sem. cr.)
This course redefines literacy to include the access to and the evaluation, understanding, and application of information available in print and nonprint resources. Processes and strategies for integrating literacy when designing curriculum, instruction, and assessments are presented. Teachers learn to develop their own and their students’ literacy skills—listening, speaking, reading, writing, viewing, and visually representing—via traditional and contemporary information technologies, such as the Internet, software programs, and multimedia tools.

EDUC 6674 Designing Curriculum, Instruction, and Assessment for Students With Special Needs (3 sem. cr.)
This course emphasizes the need for all students, including students with special needs, to achieve high academic standards. It examines the learning challenges of students who by definition of federal law have disabilities, as well as those of students who have significant difficulty with learning but do not qualify for special education services. Teachers learn how to adapt curriculum, instruction, and assessment to maximize learning for students with special needs.

EDUC 6681 Early Childhood Education: Past, Present, and Future (3 sem. cr.)
This course examines the historical and philosophical foundations of early childhood care and education while exploring a variety of early childhood programs from child care centers to preschools and primary-grade classrooms, in order to provide the teacher candidate with a range of professional insights and opportunities with regard to effective practice. With an emphasis on establishing developmentally appropriate and culturally responsive learning environments and maintaining effective partnerships with families, this course serves to continue the development of a reasoned, coherent philosophy of education.
as a basis for ethical and professional practice and decision-making in diverse settings. This in-depth course reviews early childhood learning and developmental theory, as well as the knowledge needed to support and enhance the development and learning of all children.

**EDUC 6682 Teaching Reading, P–3 (3 sem. cr.)**
This course presents research-based methods for developing literacy (e.g., reading, writing, listening, speaking, writing, viewing, and visually representing) in grades P–3. Teacher candidates gain a historical perspective on teaching reading and explore various purposes and types of literacy assessments. Strategies for creating an effective literacy environment and for working with parents/families are addressed. Candidates learn effective strategies for developing phonemic awareness, phonics skills, vocabulary, comprehension, fluency, and writing. Through field experiences, candidates plan and implement assessment-driven, developmentally appropriate classroom lessons in each of these areas, addressing the diverse needs of individual children.

**EDUC 6683 Guiding Young Children’s Behavior (3 sem. cr.)**
Proactive guidance and effective communication promote children’s development and learning. This course focuses on fostering social and emotional development, establishing positive and safe learning environments, collaborating with families, and developing culturally responsive practices with regard to children from infancy through grade three. Teacher candidates examine their roles as both model and leader while developing a repertoire of skills essential to creating a community of learners, including establishing age-appropriate rules and routines, developing children’s prosocial skills, teaching problem-solving approaches, minimizing children’s disruptive behavior, and organizing the learning environment.

**EDUC 6684 Play and Learning: Infant, Toddler, and Pre-Primary (3 sem. cr.)**
This course involves teacher candidates in the study of theory, methods, and materials for developing creative, positive, and healthy environments that support the play and learning of infants, toddlers, and preschoolers. Teacher candidates use learning resources, course assignments, and virtual and actual field experiences to learn about developmentally appropriate practices and to evaluate teaching strategies and environments designed to support and enhance the physical, cognitive/language, aesthetic, and social and emotional development of infants, toddlers, and preschoolers. The course emphasizes assessing learning through observation of play-based activities, interpreting observations to inform and support instructional practices, and applying knowledge of play, learning, and the individual development of children through curriculum and planning.

**EDUC 6685 Teaching Mathematics, P–3 (3 sem. cr.)**
Utilizing the latest research on the most effective methods for teaching developmentally appropriate mathematics curriculum from preschool through grade three, this course explores instructional and assessment strategies to develop children’s conceptual understanding of mathematics, including the best use of materials and technology. The National Council for Teachers of Mathematics (NCTM) content and process standards are embedded in this course with an emphasis on real-world problem-solving.

**EDUC 6686 Teaching Across the Content Areas, P–3 (3 sem. cr.)**
This course focuses on standards-based, data-driven, developmentally appropriate teaching, learning, and assessment within and across content areas in preschool through grade three. The course focuses primarily on the content areas of science, social studies, and the arts, and emphasizes the importance of integrating literacy and mathematics in meaningful and relevant ways. Teachers examine standards in various content areas, apply effective methods and strategies (including approaches to meeting diverse needs) to plan instruction in specific content areas and the arts, and develop ideas for integrating multiple content areas.
**EDUC 6687 Demonstration Teaching: Early Childhood Education (6 sem. cr.)**
Demonstration teaching is the culminating experience in the teacher licensure preparation program and is an opportunity to apply knowledge and skills, as well as demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. Candidates gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to implement theory into practice and learn from doing. Teacher candidates work closely with, and are evaluated by, their university supervisor and classroom cooperating teacher. Demonstration teaching is taken concurrently with the last 5 weeks of EDUC 6686 Teaching Across the Content Areas, P–3 and with 10 weeks of EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration.

**EDUC 6691 Foundations of Special Education (3 sem. cr.)**
Complex and critical components of medicine, psychology, education, politics, law, parenting, and moral/societal issues are embedded and integrated within the field of special education. An intensive study of policies and practices related to individuals with exceptional learning needs provides a continuum of opportunities to experience a challenging and dynamic profession. This course dispels myths and mysteries of exceptionalities from a historical perspective, and explores current issues, laws, attitudes, and conundrums. Traditional and evolving policies, procedures, and service delivery models are addressed in a way that the teacher candidates can apply them to individual state requirements. A crucial outcome of this course is the development of knowledge and skills necessary for building collaborative relationships with parents, related services, and agencies.

**EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)**
All learners possess unique characteristics, interests, and abilities. Special education teachers are responsible for connecting instructional planning to the individual strengths and needs of learners with disabilities. This course begins by examining inclusion and the collaboration skills necessary for its effectiveness. Students then investigate the academic, functional, and social characteristics of learners defined by the Individuals with Disabilities in Education Improvement Act (IDEA, 2004) as they affect learning and teaching. Students research and practice effective subject area instructional strategies that result in accommodations and modifications for special needs.

**EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)**
Gathering and interpreting assessment data to inform curriculum strategies and intervention techniques and resources promotes maximum achievement for all learners, especially those who have learning disabilities or emotional behavioral disorders. Key topics presented in this course include problem-solving models and response to intervention (RTI) approaches, as well as laws related to eligibility, ethics and parents’ rights, standardized and informal assessments, and data analysis. Upon completion of this course, teacher candidates will have the skills to write an Individualized Educational Program (IEP) based on diagnostic tools. Guided field experience will allow teacher candidates to interview experienced teachers about current issues and practices in assessment and intervention.

**EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)**
This course is dedicated to teaching core understandings, instructional strategies, and assessment in the area of reading and writing instruction for learners with exceptionalities. Teacher candidates are introduced to formal and informal diagnostic tools to identify students experiencing reading difficulties. Research-based intervention programs and teacher effectiveness are discussed. The course also provides guidelines for communicating with parents and the school community regarding students’ reading difficulties and explores the interface of technology and literacy instruction. Teacher candidates are provided opportunities to explore resources, technology, research, and practices that facilitate specific skill development in their future students. Strategies are also presented that support enjoyment of reading and writing for students with diverse and challenging learning needs.
EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all teachers. By examining behavior support strategies from two different perspectives—classroom management and individual behavior management—special education teacher candidates develop practical skills that can be transferred to actual classroom challenges. This course includes techniques, strategies, and resources that teacher candidates can include in their Teaching and Learning/Professional Educator toolkit.

EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)
This course provides an overview of research-validated academic and behavioral strategies demonstrated to be effective for students with emotional and behavioral disabilities. Special education teacher candidates examine specific content areas and the means for integrating strategies across the disciplines. As candidates continue to synthesize and develop material and experience from previous coursework (e.g., IEP Case Study, Classroom Management Plan), they are expected to apply skills developed in this course to construct appropriate activities for the Collaborative Lesson Plan.

EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)
Students with learning disabilities tend to have deficits in four main areas: working memory, strategy knowledge, vocabulary knowledge, and language coding. Deficits in these areas affect learning across the curriculum. Instruction for students with learning disabilities needs to support learning in ways that enhance and strengthen their abilities. Specialized instruction for students with learning disabilities should be individualized and responsive to student progress. Therefore, assessment is an integral part of the instructional process and is used to determine present levels of performance, set annual goals, and continually monitor individual progress relative to these goals. In this course, teacher candidates become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn specific strategies for teaching in math, literacy, and across the content areas.

EDUC 6698 Demonstration Teaching: Special Education, Learning Disabilities (6 sem. cr.)
Demonstration teaching is the culminating experience in the teacher licensure preparation program and is an opportunity to apply knowledge and skills, as well as demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. Candidates gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to implement theory into practice and learn from doing. Teacher candidates work closely with, and are evaluated by, their university supervisor and classroom cooperating teacher. Demonstration teaching is taken concurrently with the last 5 weeks of EDUC 6686 Teaching Across the Content Areas, P–3 and with 10 weeks of EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration.

EDUC 6699 Demonstration Teaching: Special Education, Emotional/Behavioral Disorders (6 sem. cr.)
Demonstration teaching is the culminating experience in the teacher licensure preparation program and is an opportunity to apply knowledge and skills, as well as demonstrate required competencies. Demonstration teaching takes place in two different classroom settings during the semester. Candidates gradually assume complete teaching responsibility of the classroom, gaining real-world experience and the opportunity to implement theory into practice and learn from doing. Teacher candidates work closely with, and are evaluated by, their university supervisor and classroom cooperating teacher. Demonstration teaching is taken concurrently with the last 5 weeks of EDUC 6686 Teaching Across the Content Areas, P–3 and with 10 weeks of EDUC 6609 Seminar: Professional Ethics, Communication, and Collaboration.

EDUC 8000 Foundations for Doctoral Study (6 sem. cr.)
Through a series of interrelated learning activities, this course provides understanding and practice of the basic skills and strategies for success in the Ed.D. program. Teacher leadership is the focus of the
investigative scholarship. Scholarly analysis includes exhibiting critical-thinking and library skills. Professional writing—using the conventions of scholarly writing and a personal, professional style and voice—is expected in the products of the course. Students prepare a Doctoral Development Plan (DDP) and praxis papers within their field of primary concentration.

**EDUC 8010 Proseminar: Leadership in Teaching and Learning (6 sem. cr.)**
The first Proseminar introduces the concept of teacher leadership with an emphasis on leadership as a concept or construct rather than a position of authority. Teachers experience the concept of leadership through investigation and analysis of instructional performance. Pedagogical observation, reflective practice, and analysis of classroom practice focus on inquiry and research-based methods in which teachers exemplify teaching for understanding. The first comprehensive paper investigates professional learning, research-based instructional practices, constructivist methodology, and the quality of the educator’s reflective practice and self-study of teaching that focuses on the relationships between instructional theory, practice, and students’ learning and achievement.

**EDUC 8015 Research Approaches (6 sem. cr.)**
Teacher-leaders need to be well-informed about current developments in their fields of expertise. This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research approaches, research methodologies, and research designs are explored. The components of research design are examined, and students evaluate research for quality of design. Constructions of questions for inquiry are designed and analyzed.

**EDUC 8020 Proseminar: Teacher Leadership in the School (6 sem. cr.)**
The second Proseminar expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collegial and collaborative processes such as coaching and mentoring. The second comprehensive paper probes learning, teaching, and leading as the educator acts to influence the school community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership.

**EDUC 8025 Quantitative Research (6 sem. cr.)**
This research course is designed to provide an understanding and working knowledge of some of the key quantitative data collection and analysis concepts. It approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting findings. The important outcome is that doctoral students will have an understanding of quantitative data analysis and feel comfortable reading and discussing statistical concepts and data results from quantitative studies.

**EDUC 8030 Proseminar: Teacher Leadership Beyond the School (6 sem. cr.)**
Teacher-leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in American schools. The focus of this Proseminar is to influence capacity by promoting and nurturing reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Processes for creating and supporting partnerships with community stakeholders, educational institutions, and other advocacy groups are studied to develop and refine educators’ abilities to collaborate with decision-makers in the advocacy for public policy at the local, state, or national level. The comprehensive paper focuses on inquiries related to significant and important educational issues related to effecting quality schooling practices for K–12 learners.
**EDUC 8035 Qualitative Research (6 sem. cr.)**
This course explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions related to problems encountered by teachers, identifying appropriate qualitative traditions, and selecting study participants. Students practice constructing data collection protocols for interviews and observations. Students also practice document analysis and apply coding and classification techniques for organizing and interpreting data. Ways to ensure the trustworthiness of qualitative findings are explored.

**EDUC 8080 Doctoral Study Companion (non-credit —for 2 terms)**
This doctoral study forum is designed to help students make the transition from building doctoral-level knowledge through Proseminars and residencies to developing their own terminal doctoral study projects. Students, assigned their mentors after semester 5, will work in this course space during semesters 6 and 7 with their committee members to formulate the plans that will eventually result in a formal doctoral study proposal and the final doctoral study, which is completed during EDUC 8090 Doctoral Study Intensive.

**EDUC 8090 Doctoral Study Intensive (12 sem. cr. — 6 sem. cr. per term for 2 terms )**
The doctoral study demonstrates students’ scholarly talents to examine, critique, and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified; or theoretical or policy constructs evaluated and advanced. In all cases, the doctoral study is a rigorous, original inquiry that results in new knowledge, demonstrating its efficacy in the world of practice. The goal of the doctoral study is for the teacher-leader to conduct an investigation that focuses on learning, teaching, and leading within a designated community of practice. Ultimately, every doctoral study will make a fresh contribution to the field of practice in professional education.

**EDUC 8428 Research Seminar II: Design in Educational Research (5 cr.)**
This course introduces research types, research methodologies, and research designs typically used in educational research. The role of research in generating and testing theory, as well as in solving problems and making decisions, is explored, and the importance of ethics in research is emphasized. Basic, applied, action, and other research types are defined, exemplified, and critiqued. Students differentiate between qualitative and quantitative research methodologies, explain variations within each methodology, and apply qualitative and quantitative methodologies to research problems. The components of research design are developed, and students evaluate research for quality of design. Students apply their acquired knowledge by producing a research prospectus that exemplifies sound research planning and rigorous application of ethical principles. (Prerequisite: SBSF 8417.)

**EDUC 8438 Research Seminar III: Quantitative Research in Education (5 cr.)**
This course is designed to provide an in-depth understanding and working knowledge of quantitative data analyses. Students use statistical techniques (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained for a sample back to the population from which the sample was obtained. Knowledge about data analyses helps a researcher interpret data and obtain meaningful insights about the problem being investigated. This course approaches statistics from a problem-solving perspective with emphasis placed on selecting appropriate statistical techniques for various research designs and on interpreting and reporting data analyses results. Computer data analysis (using SPSS) is a primary focus of the course, to enhance the use and interpretation of statistics in research. The important outcome is that doctoral students will have an understanding of quantitative data analysis and feel comfortable reading and discussing statistical concepts and data results from peer-reviewed and refereed studies. (Prerequisite: EDUC 8428.)

**EDUC 8448 Research Seminar IV: Qualitative Research in Education (5 cr.)**
In this course students explore the logic and execution of qualitative research studies. They gain in-depth practice in formulating qualitative questions related to problem statements, identifying appropriate
qualitative traditions, and defining the criteria for selecting study participants. Students construct data collection protocols for interviews, observations, and document analysis. To achieve the aim of complete, detailed description, students practice organizing and analyzing data through classification and coding. Means of achieving objectivity in interpretation, such as triangulation and bracketing, are discussed. Ethical treatment of subjects, something that requires careful consideration in qualitative studies, is explored through vignettes of various ethical dilemmas. While not usually generalizable to a large population, qualitative studies must make a useful contribution to scholarly knowledge and social change: ways to do this will be discussed. (Prerequisite: EDUC 8428.)

**EDUC 8458 Advanced Research: Conducting Pilot and Field Studies (5 cr.)**
Pilot studies are useful for determining the adequacy of research procedures, including reliability and validity of instruments, observational techniques, interview procedures, and the degree to which the design captures the intended outcomes or effects. The benefit of pilot and field studies is the practice one receives prior to investing time and money in a larger scale research project. The intent of this course is to provide students with an opportunity to gain experience with the research methodology, method, and instruments that will be used in their dissertation. In addition to implementing the research design and analyzing the data, students critique the design for flaws as well as strengths. (Prerequisites: EDUC 8438, 8448.)

**EDUC 8468 Advanced Research: Communicating Knowledge in Educational Research (4 cr.)**
Researchers are obligated to communicate the results of their research. In this course, students produce research articles based on the pilot/field studies they’ve conducted. Articles should conform to the guidelines for publication in relevant scholarly journals. The intent of the course is for students to practice their skills in transmitting the results of their scholarly inquiry to the community of scholars. (Prerequisite: EDUC 8458.)

**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 resource 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 resource 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 resource 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. The course 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.)
Central to this course are the construction of a framework for instructional decision-making and the development of reflective strategies for continuous instructional improvement. The course 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 Educational Measurement and Evaluation (4 cr.)
In this course, students learn how to measure and evaluate student learning outcomes and educational programs. They also examine the purposes for collecting student achievement data and acquire key evaluation concepts and examine the distinctions among various approaches to assessing learning. Knowledge and skills are applied by critiquing and developing measurement instruments.

EDUC 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 8811 Practicum in K–12 Leadership (9 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 based on identified career goals. 
(Prerequisites: EDUC 8801, 8802, 8803.)

EDUC 8812 Critical Survey of Technology (4 cr.)
This course focuses on current and emerging innovative technologies that affect and enhance the learning environment for students. Included is a discussion of topics affecting learning environments, such as cultural/equity issues, computer crime, computer security, computer games versus educational software, online learning, graphics versus text, accuracy of information on the Internet, pornography, and assistive/adaptive learning. Students critically evaluate an educational software package, an online learning infrastructure, and software used for drill/practice, tutorial, simulation, and problem-solving—sharing titles of software and Web sites used in their content area.

EDUC 8813 Management of Technology for Education (4 cr.)
This course explores issues that deal with integrating and managing technology in education. Areas such as leadership, strategic planning, systems acquisition, coordination, and implementation, as well as the impact of managing technology and its implications for teaching, learning, and administrative functions are studied. Policies that impact human resource development, staff development, information access, security, management control, and evaluation are also discussed in this course.
EDUC 8814 Learning Theories and Instructional Technology (4 cr.)
Students explore the connection between principal theories of human learning including behaviorism, cognitive information processing, and constructivism as applied to the pedagogy of effective instruction. The focus of this course is on instructional interventions and their potential improvement through the application of technology.

EDUC 8823 Computer Technology and Multimedia in Education (4 cr.)
In this course, emerging computer-based multimedia innovations and applications are examined. Students learn about software, courseware, presentation devices, output devices, and mass storage devices for course delivery using instructional technology. Students evaluate various authoring systems in either Windows or Mac environments to identify strengths and weaknesses. They learn instructional design principles and demonstrate the ability to produce simple but effective multimedia presentations using a multimedia authoring program.

EDUC 8824 Integration of Technology in the Curriculum (4 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.

EDUC 8825 Course Development and Delivery Utilizing Technology (4 cr.)
This course analyzes instructional design principles and procedures, including needs assessment, objectives, and criterion test design. It covers the development of guidelines to inform decision-making processes that accompany the design, development, production, utilization, and evaluation of course materials that use computer-based and other technologies. Students create a development proposal, then design and develop an instructional Web site complete with online assessments, utilizing DreamWeaver and Coursebuilder. Familiarity with this software is not a prerequisite; students who are unfamiliar with these tools can take tutorials provided by Macromedia.

EDUC 8826 Planning and Implementing Instructional Technological Environments (5 cr.)
This field-based experiential course prepares educators as leaders in developing policies and procedures, planning and budgeting, implementing, and administering instructional technology environments. Students focus on the theoretical and practical considerations for researching, planning, configuring, evaluating, and administering facilities and resources in their own instructional settings. The five credits include a one-credit practicum.

EDUC 8883 Practicum in Community College Leadership (9 cr.)
Students may elect to take an on-site practicum working under the mentorship of a community college leader instead of the advanced research seminars. Mentors should be exemplary community college leaders in roles similar to those the students are preparing to enter. The general objective of the practicum is to provide students with the opportunity to learn by listening, discussing, questioning, observing, participating, and contributing in a leadership role while working with a mentor/supervisor. Students are expected to participate in the work of the site supervisor for 120–180 hours, usually over a 12-week period.

EDUC 9000 Dissertation (30 cr.)
This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application,
and dissertation. Once students register for EDUC 9000, they will be registered each term until successful completion of the dissertation. (Prerequisites: Foundation course, core KAMs, SBSF 8417, EDUC 8428.)

**HLTH**

**HLTH 8427 Research Seminar II: Design in Health Services Research (5 cr.)**
This course explores demographic, biometric, epidemiologic, health econometric, health operations, and evaluation/outcome-based research. Topics include 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. The language, logic, and execution of qualitative designs are examined, and the interfacing of qualitative and quantitative designs is discussed. (Prerequisites: SBSF 8417 and two core KAMs.)

**HLTH 8437 Research Seminar III: Data Analysis in Health Services Research (5 cr.)**
This course covers description statistics; statistical inference; and quantitative techniques, including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Other topics include software for data analysis; qualitative data reduction, data displays, and conclusion drawing/verification; data management techniques; and interfacing qualitative and quantitative data for analysis. (Prerequisites: SBSF 8417, HLTH 8427, and two core KAMs.)

**HLTH 9000 Dissertation (30 cr.)**
This course sequence offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application, and dissertation. Once students register for HLTH 9000, they are registered each term until successful completion of the dissertation. (Prerequisites: For the General Program and for the Health Management and Policy specialization, students must first complete the core KAMs, SBSF 8417, and HLTH 8427 and appoint their dissertation supervisory committee. For the Community Health Promotion and Education specialization, students must first complete two KAMs, SBSF 8417, HLTH 8427, and the public health 6000-level courses.)

**HUMN**

**HUMN 8427 Research Seminar II: Design in Human Services Research (5 cr.)**
This course explores the philosophy of science and social science. Topics include the construction, use, and verification of concepts, models, and theories; an introduction to qualitative and quantitative frameworks for inquiry; and ethical, social, and political aspects of knowledge production. (Offered fall and spring quarters. Prerequisites: SBSF 8417 and two core KAMs.)

**HUMN 8437 Research Seminar III: Data Analysis in Human Services Research (5 cr.)**
This course covers descriptive statistics; statistical inference; and quantitative techniques, including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Other topics include software for data analysis; qualitative data reduction, data displays, and conclusion drawing/verification; data management techniques; and interfacing qualitative and quantitative data for
analysis. (Offered winter and summer quarters. Prerequisites: SBSF 8417, HUMN 8427, and two core KAMs.)

**HUMN 9000 Dissertation (30 cr.)**
This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application, and dissertation. Once students register for HUMN 9000, they are registered each term until successful completion of the dissertation. (Prerequisites: Core KAMs, SBSF 8417, HUMN 8427.)

**MATH**

**MATH 6571 Number and Operations, Grades 6–8 (3 sem. cr.)**
Teachers develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including number relations, integers, fractions, decimals, and percentages. The National Council of Teachers of Mathematics (NCTM) Process Standard of representation and the use of manipulatives in mathematics instruction are included.

**MATH 6572 Geometry and Measurement, Grades 6–8 (3 sem. cr.)**
Teachers develop their own understanding of geometry and measurement, focusing on such topics as classifying, defining, and comparing two- and three-dimensional geometric shapes; measuring angles and using ratio and proportion to solve problems involving scaling and similarity; and exploring area, perimeter, surface area, and volume. The NCTM Process Standards of problem solving and communication are included.

**MATH 6573 Algebra, Grades 6–8 (3 sem. cr.)**
Teachers develop their own understanding of algebra, focusing on topics such as patterns, relations, functions, coordinate pairs and graphing, and equations and inequalities. The NCTM Process Standard of making connections between mathematics concepts, real-world applications, and other disciplines is included.

**MATH 6574 Data Analysis and Probability, Grades 6–8 (3 sem. cr.)**
Teachers develop their own understanding of data analysis and probability, focusing on such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. The NCTM Process Standard of reasoning and proof is included, along with integrating technology and ensuring equity in a standards-based mathematics classroom.

**MATH 6681 Elementary Mathematics: Number and Operations (3 sem. cr.)**
Teachers develop their own understanding of foundational mathematics concepts by focusing on numbers and operations, including the base-ten numeration system, fractions, equivalence, and computational fluency. The NCTM Process Standard of representation and the use of manipulatives in mathematics instruction are included.

**MATH 6682 Elementary Mathematics: Geometry and Measurement (3 sem. cr.)**
Teachers develop their own understanding of geometry and measurement, including such topics as measuring using nonstandard and standard units; classifying, defining, and comparing two- and three-
dimensional geometric shapes; applying transformations and using symmetry to analyze mathematical situations; and exploring area, perimeter, and surface area of basic geometric shapes and solids. The NCTM Process Standards of problem solving and communication are included.

**MATH 6683 Elementary Mathematics: Algebra (3 sem. cr.)**
Teachers develop their own understanding of algebra, including topics such as geometric and numeric patterns, functions, invented and conventional symbolic notations, and basic equations. The NCTM Process Standard of connections between math concepts, real-world applications, and other disciplines is included.

**MATH 6684 Elementary Mathematics: Data Analysis and Probability (3 sem. cr.)**
Teachers develop their own understanding of data analysis and probability, including such topics as collecting, organizing, and displaying data; using appropriate statistical methods to analyze data; and understanding and applying basic concepts of probability. The NCTM Process Standard of reasoning and proof is included, along with integrating technology and ensuring equity in a standards-based mathematics classroom.

**MGMT**

**MGMT 1000 Success Strategies in the Online Environment (5 cr.)**
The purpose of this course is to introduce students to Walden University and the requirements for successfully participating in an online curriculum, to provide a foundation for their academic and professional success as scholar-practitioners and social change agents. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in management.

**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 their academic accomplishments. Students are introduced to tools and techniques that will help them to develop, manage, and maintain their portfolios. They 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. *(This course is taken in conjunction with MGMT 1000. Prerequisite: Online software orientation.)*

**MGMT 3001 Management in the 21st Century (5 cr.)**
In this course, students gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so that students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager’s role in planning, organizing, 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 gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management. *(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 are 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 of the course 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.)
In this course, students gain a working knowledge of the essential principles and concepts of information systems. Students examine the characteristics and components of information systems as well as their effect on other business processes, ethical challenges, and the global world. Practical applications in the use of developing Web sites and working out an information systems proposal for a specific company are demonstrated.

MGMT 3101 Ethical Leadership (5 cr.)
This online leadership course helps prepare students to assume a leadership role in the modern organization. The basic principles of leadership, motivational theory, the importance of communication, and current and future trends are introduced. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. Emphasis is on ethical leadership through personal and interpersonal effectiveness and organizational development. Students also learn the importance of followership and the similarities between the roles of follower and leader at all levels of the organization. (Prerequisite: MGMT 3001.)

MGMT 3102 The Dynamics of Change (5 cr.)
Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They 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.)
An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to understand the policies and procedures in an accounting system; be able to prepare basic financial statements; understand the acceptable methods of valuing assets, liabilities, and owner’s equity; and appreciate the value of computer technology in accounting. (Prerequisite: MGMT 3001.)

MGMT 3105 Global Business in the 21st Century (5 cr.)
A survey of the global business environment in the 21st century, this course introduces the basic concepts
of global business activity and theory. Students are introduced to the major foreign environmental forces, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. *(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 focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the “nuts and bolts” of day-to-day business management are examined, with issues ranging from legal matters to employment decisions. *(Prerequisite: 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 are critical skills for the professional manager. Throughout the course, students apply these skills to a variety of everyday business examples.

**MGMT 3204 Business Process Redesign (5 cr.)**
The concepts and methodology for business process redesign are presented in this course. 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 3501 Statistics (5 cr.)**
This course examines the fundamentals of probability and descriptive and inferential statistics. Hypothesis testing, simple regression, and correlation analysis are covered, with emphasis on the application of these techniques to business decision-making. The analysis and application of statistics in cases are stressed.

**MGMT 3502 Macroeconomics (5 cr.)**
This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision-making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade.

**MGMT 3503 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. Also examined 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 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; valuing assets; measuring risk
and return; financing the firm’s operations; making dividend policy and capital structure decisions; and valuing financial instruments. (Prerequisite: MGMT 3004 or equivalent.)

**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. (Prerequisite: MGMT 4101.)

**MGMT 4109 Management and Organizational Behavior (5 cr.)**
The focus of this course is on human behavior in the context of the organization in a domestic and/or a transnational setting. Students gain an understanding of the concepts of human and organizational functioning, with emphasis on application of these concepts to managerial problems and solutions in both domestic and transnational settings. Students examine individual perception, attribution, and learning; differences in personality; career development; motivating and rewarding employees; and making effective decisions. The course also provides an overview of ethics and the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. By focusing on the elements of national culture, students examine the impact culture has on leadership and management as well as the day-to-day operational issues endemic to transnational and global businesses. Finally, students investigate the management of diversity in the workplace, especially in a transnational and global setting. Learning is accomplished through a diagnostic approach employing text readings, individual and case analyses, quizzes and exercises, and a final individual organizational plan. The course is ideally suited to current and potential managers either presently operating in an international environment or contemplating doing so.

**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 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. (Prerequisite: MGMT 3003.)

**MGMT 4121 Human Resource Development and Change (5 cr.)**
This course addresses the process of human resource development and organizational change, including training and development, leadership development, and performance improvement through topics such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity. (Prerequisite: MGMT 4120.)

**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. (Prerequisite: MGMT 4121.)

**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. (Prerequisite: MGMT 3002.)

**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. (Prerequisite: MGMT 4140.)

**MGMT 4142 Case Study: Services Marketing (5 cr.)**
Students evaluate the difference between product and service marketing, service marketing mix, total quality management, customer perceptions of services, and pricing of services. Students develop a comprehensive marketing plan in the context of real-world service challenges. (Prerequisite: MGMT 4141.)

**MGMT 5101 Business Capstone Project—Strategic (5 cr.)**
A capstone course is designed to bring together the knowledge gained through the entire program and permit the student to demonstrate competency and mastery in the various course competencies. The major course project in this capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. The course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution. (Prerequisite: All other program courses.)

**MMBA**

**MMBA 6261 Management of Technology (4 cr.)**
This course examines the key concepts in the management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation.

**MMBA 6263 Case Study: 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. Students develop a comprehensive strategic plan for managing technology, using a project management approach.

**MMBA 6500 Success Strategies in the Online Environment (1.5 sem. cr.)**
The purpose of this course is to introduce students to Walden University and the requirements for successfully participating in an online curriculum, to provide a foundation for their academic and professional success as scholar-practitioners and social change agents. Course assignments focus on the practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence.

**MMBA 6505 Jump-Start Your Future in the Borderless World (1.5 sem. cr.)**
This course sets a foundation for M.B.A. study and focuses on fundamental skills that are required for success in the program and in professional life. Students focus on building the communication skills necessary for business. They complete an initial self-assessment of their current skills, styles, values, and knowledge to develop a baseline from which to grow and reflect throughout the program. Students are
also formally introduced to teamwork in a virtual environment. Finally, given the rapid rate of change in today’s business environment, students develop the skills necessary to read and interpret events in the world as those events relate to business and learn to identify current and future trends and issues.

**MMBA 6510 Leading People (3 sem. cr.)**
This course focuses on the human dimension of business, including individual and group behaviors and organizational culture. Students explore some of the basic dimensions of human resource management as those dimensions affect the organization and the employee. Students also explore contemporary thinking about leadership and its importance in today’s business world.

**MMBA 6520 Business Operations in the U.S. and Abroad (3 sem. cr.)**
This course immerses students in how business works in the United States and other regions of the world. Students focus on how organizations are structured and designed. Students consider various components of business, examining how functions fit together and support the organization’s mission and goals.

**MMBA 6530 Marketing (3 sem. cr.)**
This course provides students with an understanding of marketing and its relationship to the successful management of today’s business organizations. It focuses on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. The course also examines how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate products or services from the competition’s. Finally, the course includes an overview of marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

**MMBA 6540 Innovation and Technology (3 sem. cr.)**
This course focuses on how managers can make sure that they leverage technology in every possible way to achieve competitive advantages in the global marketplace. Students explore the role of information and information technology in business and learn how to identify and analyze emerging technologies including and beyond the scope of information technology. The course also focuses on the importance of technology and innovation in today’s competitive environment. Students examine strategies to nurture innovation and cultivate technology development. The course culminates with a section about developing and implementing a technology strategy that assures an organization’s readiness and success in the future.

**MMBA 6550 Accounting for Business Management (3 sem. 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. They learn to use accounting data to make business decisions, such as product pricing, cost cutting, equipment acquisition, and enterprise startup. Finally, students examine accounting in a global context.

**MMBA 6560 Financial Management (3 sem. cr.)**
In corporate financial management, change is constant. Thus, managers must both understand the fundamentals and explore the latest trends and thinking. This course focuses on important financial concepts and tools that every manager should understand. Students explore the financial and monetary markets in the United States and abroad to gain an economic context. They learn the concepts and tools necessary to assess an organization’s financial position and explore a variety of alternatives that organizations use to finance their ventures. The course also includes financial planning, budgeting, and other trends such as balancing risks.
**MMBA 6570 Business Strategy for Competitive Advantage (3 sem. cr.)**
This course focuses on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

**MMBA 6600 Applications in Human Resource Management (4 sem. cr.)**
This course focuses on the links between human resource management and the business/strategic issues important to organizations. Topics include human resource’s strategic role and measured outcomes; employment law; recruitment and selection; workforce planning and talent management; performance appraisal and feedback; compensation, benefits, and total rewards; occupational health, safety, and security; employee and labor relations; and human resource information systems.

**MMBA 6601 Advanced Human Resource Management (4 sem. cr.)**
In this course, students adopt a strategic view of human resource management programs in evaluating their alignment with organizational strategic goals for two real-world problems. Students explore such concepts as issues involved with mergers and acquisitions, global management of human resources, and high performance systems required to achieve competitive advantage. *(Prerequisite: MMBA 6600.)*

**MMBA 6610 Applications in Finance (4 sem. cr.)**
This course uses the tools of finance to help managers maximize their firm’s value. Topics include the time value of money, net present value, internal rate of return, capital budgeting, capital structure, working capital management, multinational concepts, and dividend policy.

**MMBA 6611 Advanced Finance (4 sem. cr.)**
After a brief review of selected topics in finance, this course demonstrates hands-on how to become operational and marketable in financial management. Topics may include valuation, intense capital budgeting, cost of capital, risk, standard deviation, variance, covariance, Capital Asset Pricing Model (CAPM), and beta. Additional topics may include multinational concepts, leasing, option pricing, derivatives, hedging, and other advanced financial theories. *(Prerequisite: MMBA 6610.)*

**MMBA 6620 Applications in Marketing (4 sem. cr.)**
This course investigates marketing concepts in the context of real problems. Topics such as market segmentation, marketing channels, competitive intelligence, integrated marketing, product development and commercialization, consumer behavior, and product and services marketing are covered. Students apply these and other concepts to develop marketing solutions commonly required in real-world enterprises. *(Prerequisite: MMBA 6530.)*

**MMBA 6621 Advanced Marketing (4 sem. cr.)**
This course includes an emphasis in global marketing, international pricing, and other concepts that are important when addressing marketing in an international setting. *(Prerequisite: MMBA 6620.)*

**MMBA 6630 Applications in Technology (4 sem. cr.)**
This course addresses important management challenges that are typical in today’s technology-based businesses. The course emphasizes topics such as how to align business needs with technology solutions, how to identify new opportunities or applications for technology, and how to manage the related processes to ensure that technology solutions enhance an organization’s competitive position.

**MMBA 6631 Advanced Technology (4 sem. cr.)**
This course focuses on innovation and technology management and supporting processes. In addition, students examine how technology solutions are affected when the context is global in scope. *(Prerequisite: MMBA 6630.)*
**MMBA 6640 Applications in Entrepreneurship (4 sem. cr.)**

This course focuses on the emerging trend of business organizations moving from a profit-only mentality to one in which they utilize their profits and other resources to enhance society. Students explore entrepreneurial concepts and processes that apply to startup enterprises as well as those that are well-established with an innovative focus or entrepreneurial spirit. Topics such as market opportunity, risk management, change management, innovation, product development, financing and raising capital, intellectual property, and commercialization are covered. Students apply these and related concepts to problems common to real-world organizations.

**MMBA 6641 Advanced Entrepreneurship (4 sem. cr.)**

In this course, students continue to build their entrepreneurial skills and knowledge by addressing problems drawn from real-world organizations. Students analyze how the organization contributes to society (local, national, or international), how entrepreneurship and commercial activities affect the environment, and how the potential of forming “glocalities” (a combination of individuals, business organizations, and political agencies) becomes more significant in the future in terms of working in unison to better society. *(Prerequisite: MMBA 6640.)*

**MMBA 6650 Applications in Project Management (4 sem. cr.)**

This course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life-cycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, estimating, scheduling, risk management, control, and closeout; the PMO; project management methodology; and project selection/portfolio management are covered. Students explore these concepts in the context of real-world problems.

**MMBA 6651 Advanced Project Management (4 sem. cr.)**

Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in context of real-world problems. Students also examine how project management applies in a global context. *(Prerequisite: MMBA 6650.)*

**MMBA 6660 Applications in Leadership (4 sem. cr.)**

Leaders in the 21st century need to consider new frameworks and perspectives that allow them to be effective. In this course, students explore these ideas in the context of problems pulled from real organizations. This course provides students with the opportunity to investigate many of the current theories and best practices, to determine which may work best in a given situation.

**MMBA 6661 Advanced Leadership (4 sem. cr.)**

Globalization, increasing prevalence of technology, the continued blurring of organizational boundaries, and the rapidly accelerating rate of change all contribute to the need for leaders to continue to develop their leadership skills. This course explores leadership principles and practices in the context of real-world problems that are increasingly complex in nature. *(Prerequisite: MMBA 6660.)*

**MMBA 6671 Global Perspectives With Study Abroad Seminar (4 sem. cr.)**

This course builds on a 1- to 2-week seminar experience where students are immersed in the business environment and culture of another region. Students use their experience in conjunction with other resources to develop a robust understanding of doing business in a global environment.
**MMBA 6672 Field Study (4 sem. cr.)**
This course provides students the opportunity to develop an independent research project based on individual goals. Students propose a research project that aligns with Walden’s M.B.A. program and their own professional objectives, conduct the research under the guidance of a Walden instructor, and present their results to that instructor. *(Prerequisite: Prior academic approval is required.)*

**MMBA 6780 Capstone: Becoming a World-Class Manager (4 sem. cr.)**
This course begins with an emphasis on reflective management practice in the global environment of business. Students explore contemporary management thinking and examine their own management style and experience. The second half of the course provides an opportunity for students to complete their program-level project and to put all of their M.B.A. experiences together and discover how their thinking and perspective have changed as a result of their learning.

**MMPA**

**MMPA 6000 Foundations for Graduate Study (6 cr.)**
This course introduces students to Walden University and its policies, procedures, and mission; eCollege, the online learning environment; and the M.P.A. program. The course provides students with basic instruction in techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical-thinking skills, and group work. *(This course must be successfully completed before a student can take further courses in the M.P.A. program.)*

**MMPA 6210 Managing at the Boundaries: Creative Thinking for Social Change (6 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. *(This course must be taken in the second quarter at Walden.)*

**MMPA 6220 Principles of Public Administration: Applied Critical-Thinking Skills (6 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 students’ own professional development and the development of the major theories and concepts of public administration. *(This course must be taken in the third quarter at Walden.)*

**MMPA 6230 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. *(This course must be taken in the fourth quarter at Walden.)*
**MMPA 6240 Cultural Competency: Communication Skills for a Global Society (2 cr.)**
To work effectively on teams and in organizations in an increasingly diverse and global context, individuals must be culturally competent. This course offers students the opportunity to compare and contrast their personal, national, and organizational cultures and build their cultural confidence to lead in their work and communities. By applying theory in small group activities and through work in the field, students deepen their understanding of learning and information processing styles and develop strategies for fostering cross-cultural communication and teamwork.

**MMPA 6250 Nonprofit and Governmental Budgeting and Finance (4 cr.)**
This course examines governmental and nonprofit budgeting policies and practices, as well as the fiscal climate within which these organizations have to operate. Students gain a better understanding of the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They also learn how to construct budgets and capital improvement plans, as well as how to successfully generate funds to support nonprofit sector organizations.

**MMPA 6265 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 6275 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 6285 Policy Analysis (4 cr.)**
This course provides a broad perspective on the policy process, recognizing that both public and nonprofit administrators are intimately involved in 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 and the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

**MMPA 6295 Applied Research (4 cr.)**
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 formulation of the research question, model building and conceptualization, data collection and analysis, and reporting of 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 6300 Strategic Management of Information (4 cr.)**
This course is designed to give students 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 6305 Master’s 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. (M.P.A. students must take this course in their final quarter of study.)

MMPA 6320 Public Policy Implications of Terrorism Legislation and Policies (4 cr.)
This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar terroristic legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terroristic threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S.A. Patriot Act and similar terroristic legislation and policies, and participate in online discussions about these laws and their implications on U.S. Constitutional freedoms.

MMPA 6321 Terrorism: A Systemic Approach for Emergency Preparedness (4 cr.)
This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

MMPA 6322 Critical Incident Planning and Leadership (4 cr.)
This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

MMPA 6330 Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (4 cr.)
This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

MMPA 6331 Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (4 cr.)
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

MMPA 6332 Placing NGOs in the Global Context (4 cr.)
This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students
analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

**MMPA 6340 Leadership for the Nonprofit Sector (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. It examines the role of nonprofit organizations in fostering social change and the emerging trend toward entrepreneurship in nonprofits. *(12-week course.)*

**MMPA 6341 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. It provides students with 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. *(12-week course.)*

**MMPA 6342 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. *(12-week course.)*

**MMPA 6350 Historical and Contemporary Issues in Criminal Justice (4 cr.)**
This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

**MMPA 6351 Policy Analysis in the Criminal Justice System (4 cr.)**
This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and offers an understanding of the policy context in which the criminal justice system functions.

**MMPA 6352 Leadership: Putting Theory Into Practice in Criminal Justice Administration (4 cr.)**
This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

**MMPA 6360 Public Safety Issues (4 cr.)**
This course is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national levels, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.
MMPA 6361 Managing Public Safety Organizations (4 cr.)
This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision-making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

MMPA 6362 Ethics in Preserving Public Safety (4 cr.)
This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues that public safety officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology.

MMPA 6380 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. It covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and providing evaluation and feedback. Students develop skills in policy and economic analysis, as well as skills in determining the political feasibility of proposed policies. Regulation as a policy choice is discussed. Students enhance their abilities to develop alternatives and to assess strategies that are proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPA 6381 Program Public Policy and Evaluation (4 cr.)
This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and formulating evaluation reports and providing feedback to decision-makers. By the end of the course, each student develops a program evaluation design for a social program.

MMPA 6382 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. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

MMPA 6390 Strategic Context of Public Management and Leadership (4 cr.)
Public policy implementation can take place in a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.
MMPA 6391 Transformative Change in a Shared-Power World (4 cr.)
This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.

MMPA 6392 The Language of Leadership (4 cr.)
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections and show them why stories, symbols, and metaphors are an essential element in the language of leadership.

NCSC

NCSC 3001 (CM 310) Theory of Computation (3 sem. cr.)
This course introduces students to the core logical and mathematical foundations of computer science. Different theoretical models of computation (automata) are introduced, along with their relationships with realistic practical computation. Specifically, this course introduces finite automata and their relationship with pattern matching and filters, pushdown automata and their relationship with grammars and parsing, and turing machines and their relationship with algorithms in general. Turing machines are used to introduce the limitations of computing, specifically undecidability and NP-completeness of problems. The latter is shown of use in practical algorithm design situations. (Previously listed as NCSC 3001 Formal Languages and Automata Theory (Foundations of Computation).)

NCSC 3011 (AD 310) Algorithms and Data Structures (3 sem. cr.)
This course examines fundamental data structures and algorithms, their implementation, and run-time analysis. Asymptotic notation is introduced and used in this course to derive and express the run-time performance of algorithms and of operations on data structures used to implement important abstract data types. The abstract data types and data structures explored in this course range from lists, stacks, and queues to binary heaps, binomial heaps, disjoint set forests, and graphs. The course not only teaches the facts of algorithms and data structures but also the art of applying them to solve problems. (Previously listed as NCSC 3011 Data Structures and Algorithms.)

NCSC 3101 (CS 340) Introduction to Operating Systems (3 sem. cr.)
This course is concerned with the principles and concepts of contemporary operating systems with an emphasis on the programmer or user view of the operating system. Concepts relating to processes, threads, synchronization, advanced and asynchronous control, interprocess communication, memory management, I/O, file systems, and network communication are discussed. Students examine the issues that surround these concepts and focus their attention on the systems programming interface provided to the user for each concept. They use Unix as a model of a systems programming interface and complete several programming projects to gain hands-on experience with operating systems issues.
NCSC 6021 (AD 720) Analysis of Algorithms (3 sem. cr.)
This course is an introductory graduate course and advanced undergraduate course on the design and analysis of algorithms. Students learn algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy algorithms for a variety of tasks such as sorting, searching, and graph problems. The course also covers lower bounds and computational models.

NCSC 6031 (CA 720) Introduction to Parallel Computing (3 sem. cr.)
The ever increasing computational and storage requirements of scientific, engineering, and commercial applications provide strong motivation for the use of parallel computing platforms. This course provides an overview of diverse parallel platforms and a detailed discussion of parallel programming APIs and core parallel algorithms. After an overview of physical organization, communication mechanisms, metrics, and principles of algorithm design, students learn about messaging APIs (MPI) and threads (POSIX and OpenMP), as well as parallel algorithms such as dense matrix algorithms, graph algorithms, sorting, discrete optimization, and dynamic programming.

NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)
This course is concerned with the principles and practice of modern operating systems. Students examine core operating system principles: kernel design, processes and threads, concurrency and synchronization, deadlock, resource management, memory management and virtual memory, I/O and file systems, distributed file systems, protection, and security. They also examine the design and implementation of different operating system features across a wide variety of systems, including UNIX-Linux, Solaris, Windows, and a teaching operating system called Nachos. They learn about the inner workings of the operating system as well as the exposed systems programming interface. Several programming projects are used to gain hands-on experience with real operating systems issues.

NCSC 6121 (CS 720) Programming Language Principles (3 sem. cr.)
This course covers the central principles of designing and implementing programming languages, including the four main paradigms of programming: imperative, object-oriented, functional, and logic. Programming language specification (syntax and semantics) is emphasized, and special attention is given to the functional paradigm because of its usefulness in specifying the semantics of imperative languages. Students implement portions of a programming language in a class project.

NCSC 6321 (ST 754) Internet Protocols (3 sem. cr.)
The Internet is one of the most important technical inventions of the last 50 years. In this course, students explore the TCP/IP family of protocols, including IP, UDP, TCP, routing, DNS, and ICMP. This course introduces several protocols: for each protocol, students discuss its function(s), messages, principles of operation, and design subtleties. Students also briefly review the application programming interface for distributed applications (i.e., sockets programming) and some factors in client/server design. Security is one of the design aspects repeatedly featured. Homework assignments include hands-on networking experiments. A project gives the opportunity to learn one protocol or property of the Internet in depth.

NCSC 6331 (CA 722) Computer Networks I (3 sem. cr.)
This course is an intensive study of the network architecture and its protocols. Topics include OSI and TCP/IP network architectures, analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, ADSL, HDSL, RADSL, SDSL, VDSL, cable networks, optical transmissions, Ethernet, fast Ethernet, Gbps Ethernet, wireless LANs, token bus, token ring, FDDI, DQDB, SMDS, ISDN and Broadband ISDN, X.25, Frame Relay, PPP, SONET/SDH, ATM, and various routing protocols.
NCSC 6333 (ST 759) Data Communication Networks (3 sem. cr.)
This course introduces students to the fundamentals of data communication networks, their architecture, principles of operations, and performance analyses. Students are expected to have a strong mathematical background and an understanding of probability theory.

NCSC 6401 (CS 750) Database Management Systems (3 sem. cr.)
This course helps students learn about relational database management systems, which are a core technology for the information age. Students discuss database concepts underlying the important application domains of informed decision making and work-flow automation.

NCSC 6431 (CS 755) Distributed Database Systems (3 sem. cr.)
This course examines the fundamental issues in large distributed systems, which are motivated by the computer networking and distribution of processors, and control. Discussion topics include the theory, design, implementation, and performance of large systems, including concurrency, consistency, integrity, reliability, privacy, and security in distributed systems. Advanced features of the course include research related to mobile data management, streaming databases, and peer-to-peer systems.

NCSC 6461 (CS 758) Data Mining (3 sem. cr.)
Many companies that gather huge amounts of electronic data have begun applying data mining techniques to discover and extract pieces of information useful for making smart business decisions. Effective data mining, as opposed to data dredging, requires an understanding of concepts including exploratory data analysis, pattern recognition, machine learning, heterogeneous databases, parallel processing, and data visualization, as well as knowledge of the problem domain. This course focuses on basic techniques for data mining, including methods useful for analyzing information from the World Wide Web. While techniques for database representation/modeling, clustering, classification, finding associations and sequence processing are studied, emphasis is placed on the issues of algorithm scalability, performance, interpretability, and the ability to deal with garbage data.

NCSC 6831 (CS 765) Distributed Computing Systems (3 sem. cr.)
This course examines the core concepts of distributed computing systems and cutting-edge examples of real systems that apply those concepts. Students survey “building block” topics in network communication, RPC, naming, fault tolerance, scheduling, consistency, and distributed file systems. They investigate systems and applications that are putting the concepts into practice in the areas of Internet services, Web services, grids, and peer-to-peer systems. The course consists of textbook and Internet readings, research papers, and several distributed programming projects.

NCSC 6993 Independent Study (3 sem. cr.)
Students complete an independent study on a computer science topic with course objectives determined in consultation with a supervising instructor.

NCSC 6994 Directed Research (3 sem. cr.)
Students research an area of computer science under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NCSC 8011 (AD 711) Advanced Data Structures (3 sem. cr.)
This course develops efficient data structures used to obtain more efficient solutions to classical problems, such as those based on graph theoretical models, as well as problems that arise in application areas of contemporary interest.
NCSC 8997 Thesis (3 sem. cr.)
Students may conduct thesis research to complete the M.S. in Computer Science program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of six semester credits.

NEEC

NEEC 6501 (CC 714) Random Processes for Engineering Applications (3 sem. cr.)
Communication systems and computer networks are designed to provide high performance consistently and reliably in the presence of noisy communication channels; equipment faults; a wide range of media applications that combine voice, images and video; and high variability in user demand. Probability models provide the mathematical framework for characterizing random variability and form the basis for tools to design systems that perform predictably in the face of random inputs and environments. Students review the notion of a random variable and its characterization using a probability distribution function and associated moments. They focus on characterizing the joint behavior of multiple random variables to understand their interdependence and to enable prediction of likely outcomes. The joint distribution function as well as the correlation and the covariance functions are essential tools in achieving these objectives. The notion of a random process, consisting of a sequence and even a continuum of random variables, is introduced, and the probability tools are extended to capture joint behavior. Random processes are shown to describe signals and dynamic behavior encountered in engineering systems. The utility of probability models is demonstrated through applications in communication systems, reliability, digital signal processing, and communications networks.

NEEC 6521 (CC 511) Communications Systems I (3 sem. cr.)
Communication systems are at the heart of today’s information-driven economy and support our modern-day lifestyles and even our very existence. From the familiar telephone that was invented over a century ago to modern-day cell phones, wireless networks, and the Internet, as well as radio, television, cable, and satellite systems, we rely on electrical communication systems in almost all aspects of our lives. This course focuses on the technologies underlying these systems, which constitute the field of digital communications. Topics include digital transmission and reception, signal space representations, spectral analysis of digitally modulated waveforms, channel equalization, introductory concepts of information theory, and error correction coding.

NEEC 6525 (CC 718) Wireless Networks (3 sem. cr.)
This course describes wireless networking protocols, architectures, and technologies. It covers all protocol layers, with an emphasis on medium access control and network layer topics. Students examine concepts and specific standards for wireless personal area networks, including Bluetooth and IEEE 802.15; wireless local area networks, including the IEEE 802.11 family of standards; and wireless metropolitan area networks, including cellular systems and IEEE 802.16. They also learn about concepts and specific methods that enable mobile networking, including Mobile IP, and mobile ad-hoc network (MANET) routing protocols. The course also introduces students to emerging systems that utilize wireless networking, such as sensor networks and pervasive computing.

NEEC 6551 (CC 560) Digital Signal Processing I (3 sem. cr.)
This course introduces students to the concepts, techniques, and applications of digital signal processing (DSP) via the context of a real-time DSP system for the filtering of analog signals. The central relationship of a digital filter’s frequency response to the frequency response of an equivalent analog filter is established using time and frequency domain models for analog-to-digital and digital-to-analog
conversion. A discussion of oversampling as a means of shifting the workload in a real-time DSP system from analog to digital filtering is used to introduce detailed time and frequency domain models of downsampling and upsampling. Techniques for the design of a digital filter’s frequency response are presented in view of the various trade-offs (e.g., linear phase, arithmetic complexity, coefficient quantization, arithmetic quantization) between practically realizable implementations of infinite impulse response and finite impulse response filters. The Discrete Fourier Transform (DFT) and Fast Fourier Transform algorithms are introduced as a practical means of frequency analysis, particularly in the context of examining a digital filter’s frequency response during the design process. The relationship of the DFT to the multidimensional DFT, the Discrete Cosine Transform, the Time-Dependent Fourier Transform, and the Complex Cepstrum are also discussed.

NEEC 6552 (CC 763) Digital Signal Processing II (3 sem. cr.)
In this course, advanced perspectives on fundamental digital signal processing (DSP) topics are formulated, studied, and utilized for the conceptual analysis of specialized DSP techniques in selected areas. The Discrete-Time Fourier Transform and the Discrete Fourier Transform (DFT) are examined from the perspective of Discrete Hilbert Transform relations. The Fast Fourier Transform is studied from the perspective of alternative computational structures with differing properties. Digital upsampling and digital downsampling are viewed from the perspective of efficient multirate systems for fractional decimation. Filter banks are generalized beyond the traditional uniform DFT filter bank. Specialized topics addressed include quadratic time-frequency distributions, wavelets and wavelet transforms, two-dimensional infinite impulse response filters, different formulations of the Discrete Cosine Transform, the periodogram and the averaged periodogram for spectral analysis, parametric signal modeling using the autocorrelation method, and computational alternatives for the Complex Cepstrum.

NEEC 6557 (CC 764) VLSI Signal Processing (3 sem. cr.)
This course aims to convey knowledge of advanced concepts in VLSI signal processing. Emphasis is on the architectural exploration, design, and optimization of signal processing systems for communications, with focus on the exciting and exploding field of systems for wireless communications. The basic principles are applied to architectural exploration and implementation of complete wireless systems, including all aspects of the design problems such as analog digital trade-offs, synchronization, modulation, equalization, and error correction.

NEEC 6993 Independent Study (3 sem. cr.)
Students complete an independent study on an electrical engineering topic with course objectives determined in consultation with a supervising instructor.

NEEC 6994 Directed Research (3 sem. cr.)
Students research an area of electrical engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NEEC 8591 Special Topics: Organization and Management of Ad-Hoc Sensor and Actuator Networks (3 sem. cr.)
Wireless sensor and actuator networks are rapidly gaining major traction in a wide range of application areas. To be truly successful in the commercial arena, however, the individual transceiver nodes must be tiny, easily integratable into the environment, and inexpensive. Most importantly, they must be self-contained in terms of energy: via a one-time battery charge or a replenishable supply of energy scavenged from the environment. In this seminar series, students traverse the wireless sensor and actuator paradigm in a bottom-up fashion. Starting from implementation constraints and properties of the wireless medium, they explore the trade-offs at all layers of the abstraction hierarchy up to the application layer, using metrics such as energy efficiency, robustness, and ease of deployment.
NEEC 8997 Thesis (3 sem. cr.)
Students may conduct thesis research to complete the M.S. in Electrical Engineering program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of six semester credits.

NEEI

NEEI 3321 Analog and Digital Electronics (3 sem. cr.)
This course provides students with a comprehensive understanding of the basic techniques of electronic circuit analysis, including both analog and digital electronics. Students develop models of transistors and then use the models to analyze single and multiple transistor circuits. Digital electronic topics include determining the logic voltage levels, speed, and power of Bipolar Junction Transistor (BJT) and Field Effect Transistor (FET) logic circuits and latching circuits. Students also analyze BJT and FET ROM and RAM cells. Analog topics include input resistance, output resistance, and voltage and current gain of single transistor amplifiers. Students discuss cascading and coupling of multiple transistors producing differential circuits, constant current sources, and high gain amplifiers. The course concludes with a discussion of feedback and the stability of feedback amplifiers.

NEEI 6301 (IC 520) Integrated Circuit Devices (3 sem. cr.)
This course covers basic solid-state physics concepts involving crystal structure and the principles of quantum physics as it applies to semiconductor devices. It covers the essentials of semiconductor physics, including band diagrams, electrons and holes, density of states, Fermi statistics, carrier drift, and diffusion. Students apply these concepts to pn junction diodes and metal-semiconductor junctions. This course also provides an overview of MOS and bipolar devices in terms of current-voltage and capacitance-voltage behavior, as well as scaling issues. It covers basic circuit models and reliability physics. It also describes the operation and design issues of Si integrated circuits, points out applications, and discusses some process integration, reliability, and testing issues. It also describes the operation and design issues of optoelectronic detectors and sources.

NEEI 6302 (IC 724) Solid-State Devices (4 sem. cr.)
This course helps students build a strong theoretical foundation as well as an intuitive understanding of the most important behaviors of MOSFETs. Topics are chosen to highlight the limitations and promises of aggressively scaled MOSFETs; many examples are taken from the critical issues facing the semiconductor industry. Content of the course emphasizes the physical principles and operational characteristics of semiconductor devices and modeling for circuit design, high-field, and hot carrier effects. There is advanced discussion of Field Effect Transistors with an emphasis on the behavior dictated by present and probable future technologies. The course is suitable for junior as well as experienced engineers. (Previously listed as NEEI 6302 Principles and Characteristics of MOS Devices.)

NEEI 6311 (IC 727) Semiconductor Device Modeling (3 sem. cr.)
This course offers an introduction to numerical modeling of semiconductor devices. Today, computer-aided design has become an affordable and, in fact, necessary tool for designing contemporary semiconductor devices. With emphasis on numerical methods, this course provides basic concepts and design tools for analyzing discrete two-dimensional devices such as Schottky diodes, MESFETs, MOSFETs, BJTs, and HBTs.
NEEI 6321 (CR 526) Analysis of Electronic Circuits (3 sem. cr.)
In the past, analog and mixed-signal electronic circuits have been designed and built with discrete components. As demands for small, low-power battery-operated devices like mobile phones increase, however, the trend is to design these circuits so that they are integrated into a microchip. Whether electronic circuits are built with discrete components or an integrated form, one must learn how to successfully design them to meet certain prescribed design specifications. A central part of the design flow process is the ability to perform analysis of a given circuit and gain the necessary insights into its operation. This course focuses on the analysis of analog and mixed-signal electronic circuits, both discrete and integrated. Students analyze basic amplifier circuits like Op-Amps, single stage bipolar, and MOS amplifiers, followed by basic analog and mixed-signal integrated circuits such as differential pairs, comparators, sample and hold circuits, switched capacitor circuits, and data converters.

NEEI 6331 (IC 570) Linear Integrated Circuits (4 sem. cr.)
This course covers the fundamentals of the analysis and design of analog integrated circuits. It begins by reviewing transistor device models, progresses to single and two-stage amplifiers, and moves on to multi-stage amplifiers. A variety of techniques for implementing current sources and temperature- and supply-independent bias sources are covered, as well as the trade-offs between them. The class then focuses on feedback theory and application, and frequency response of linear analog circuits and the design of operational amplifiers. MOS is the primary focus; there is also some discussion of bipolar. By the end of this course, students should have a firm grasp of fundamental analysis and design techniques required for the proper design and implementation of analog integrated circuits.

NEEI 6332 (IC 771) Advanced Analog Integrated Circuits (3 sem. cr.)
While basic theory is reviewed in this course, emphasis is placed on the practical design issues that face today’s analog design engineers. The text forms the nucleus of the course content, with additional material drawn primarily from journal papers, to demonstrate advanced and innovative design techniques.

NEEI 6341 (IC 541) Introduction to Digital Integrated Circuits (4 sem. cr.)
This course highlights the challenges and opportunities of digital integrated circuit design in today’s rapidly evolving technology scene. It covers CMOS devices and manufacturing technology along with CMOS inverters and gates. Other topics include propagation delay, noise margins, power dissipation, and sequential circuits. Students look at various design styles and architectures as well as the issues that designers must face, such as technology scaling and the impact of interconnect. Examples presented include arithmetic circuits, semiconductor memories, and other novel circuits. The course starts with a detailed description and analysis of the core digital design block, the inverter. Implementations in CMOS are discussed. Next, students discuss the design of more complex combinational gates, such as NAND, NOR, and EXORs, looking at optimizing the robustness, speed, area, and/or power. Students apply the techniques they learn on more evolved designs, such as adders and multipliers. The influence of interconnect parasitics on circuit performance and approaches to cope with them are treated in detail. Substantial attention is devoted to sequential circuits, clocking approaches, and memories. The course concludes with an examination of design methodologies. CAD tools for layout, extraction, and simulation are used for assignments, labs, and projects.

NEEI 6342 (IC 742) Advanced Digital Integrated Circuits (3 sem. cr.)
The advent of deep sub-micron technologies poses a number of profound challenges to the designer of advanced digital integrated circuits such as microprocessors, wireless communications, multimedia processors, and ASICs. This course identifies the compelling issues facing the designer of the next decade and presents both analysis and solution techniques. Topics include the perspective and impact of technology scaling, high-performance and low-power design, timing and synchronization techniques, signal integrity, interconnect, reconfigurable logic, and memory design. Extra focus is given to the
following topics: low power and low voltage, process variations and robustness, and memory design in
the nanoscale era.

**NEEI 6351 (IC 776) Analysis and Design of VLSI Analog-Digital Interface Integrated Circuits (3 sem. cr.)**
This course covers many of the design aspects of integrated analog and analog-digital interface electronics in CMOS technology at the block and system levels. Specific topics include continuous-time and sampled data filters, oversampled analog-digital converters, and Nyquist rate analog-digital and digital-analog converters. Problem-specific CAD tools such as MATLAB (filter design), Simulink (conversion system simulator), and HSPICE are used extensively. The course covers the specification, design, and test of analog-digital and digital-analog converters. Both system- and circuit-level issues are addressed, and several sample converter implementations are analyzed in detail. Extensive use is made of system- and circuit-level simulations in assignments.

**NEEI 6361 (IC 574) Integrated Circuits for Communications (4 sem. cr.)**
This course covers analog circuits for communications, with primary emphasis on nonlinear analog integrated circuits. The course begins by reviewing transistor devices and the distortion caused by them. More general distortion analysis techniques are developed, and the various types of distortion are analyzed. The latter portion of the course is an in-depth analysis of nonlinear circuits with applications in the communications domain, and the design thereof, including various oscillators, mixers, multipliers, phase-locked loops, detectors, and rectifiers. At the end of the course, students should have a good understanding of basic distortion analysis techniques and should demonstrate good fundamentals in the analysis and implementation of nonlinear analog circuits for communications applications.

**NEEI 6362 (IC 775) Advanced Integrated Circuits for Communications (3 sem. cr.)**
This course covers analog integrated circuits for communications applications with a particular emphasis on nonlinear circuits. Basic theory is reviewed briefly; the bulk of the course is spent evaluating and designing circuits, covering a broad spectrum—from desirable nonlinear functions to ultra-linear design to oscillators. A substantial portion of the course is spent developing theory for distortion. The material covered is predominantly lecture material.

**NEEI 6401 (IC 510) Introduction to Semiconductors (3 sem. cr.)**
This course covers basic solid-state physics concepts including classical electromagnetics, principles of quantum physics, atomic structure, crystal structure, and material band structure. These concepts are applied directly to semiconductor devices including pn-junctions, MOSFETs, and Bipolar Junction Transistors. The course focuses on understanding the physics concepts and how to apply them. Students are asked to develop many of the application ideas through guided homework.

**NEEM**

**NEEM 6431 (IC 730) Microelectronics Processing I (3 sem. cr.)**
This course is an introduction to the bipolar and MOSFET semiconductor process. Students learn about the theory and practice of the major unit processes used in modern silicon device processing; for example, oxidation; diffusion; ion implantation; Deep-UV, phase-shift, UV, electron, and X-ray lithography; metal and oxide deposition; aqueous, plasma, and reactive ion etching; chemical mechanical polishing; and wet-cleaning for front-end- and back-end-of-the-line. Students explore issues relating to performance integration, the effects of subsequent and prior process steps on a fabrication sequence, and limiting process steps in producing devices for the Gigabit era.
NEEM 6441 (IC 792) Introduction to MEMS Design (3 sem. cr.)
This course provides a summary of integrated circuit fabrication technologies leading into an overview of the technologies available to shape electromechanical elements on a submillimeter scale. The physics of MEMS devices are covered at a level necessary to design and analyze new devices and systems. Several commercially available MEMS processes are discussed in detail, and students design final projects in these processes. (Previously listed as NEEM 6441 MEMS Technology and Devices.)

NEEP

NEEP 2221 (DS 360) Introduction to Digital Systems (3 sem. cr.)
Digital technology is ubiquitous: microprocessors, commercial audio and video systems, wireless communication systems, high-definition televisions, industrial control systems, domestic appliances, consumer electronic products, and myriad other real-world systems primarily employ digital design methodologies to process information very rapidly and with high fidelity. The main objective of this introductory course is to provide students with in-depth knowledge and comprehensive understanding of the design and implementation methodologies of digital systems. The course covers a wide range of topics including foundation of digital systems (Boolean algebra); logic minimization and optimization using both manual (Karnaugh maps) and automated (Quine-McCluskey algorithm) methods; system implementation using programmable logic devices like FPGA, ROM, and PLA; microelectronics implementation technologies such as CMOS and TTL; hardware description language like Verilog; design of clocked synchronous and clockless asynchronous systems; design of computer memory systems; microprocessor architecture; and design of real-world systems like traffic light controllers, railway crossing controllers, and vending machines.

NEEP 6111 (CA 714) Computer Architecture (4 sem. cr.)
This course encourages direct empirical measurement of interesting systems, as well as analytical evaluation and simulation in the design and evaluation of instruction sets. It focuses on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. The emphasis is on the major component subsystems of high-performance computers: pipelining, instruction level parallelism, memory hierarchies, input/output, and network-oriented interconnections. Students undertake a major computing system analysis and design project of their own choosing.

NEEP 6221 (DS 510) Digital ASIC Design (3 sem. cr.)
This course covers modern digital design practices based on Hardware Description Languages Verilog (VHDL) and CAD tools, particularly logic synthesis. It emphasizes design practice and the underlying algorithms. Students are introduced to deep submicron design issues, particularly interconnect and low power, and to modern applications, including multimedia, wireless, telecommunications, and computing.

NEEP 6993 Independent Study (3 sem. cr.)
Students complete an independent study on a computer engineering topic with course objectives determined in consultation with a supervising instructor.

NEEP 6994 Directed Research (3 sem. cr.)
Students research an area of computer engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.
NEEP 8997 Thesis (3 sem. cr.)
Students may conduct thesis research to complete the M.S. in Computer Engineering, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of six semester credits.

NMBA

NMBA 6120 (NB 720) Organizational Behavior: Working Within the Equations of State (3 sem. cr.)
Technologists, scientists, and engineers learn that in nature, there are rules and formulas that describe the “big picture”—or “rules of thumb” articulating the interconnection between various measurable properties of a system. These formulas are known as Equations of State. This course focuses on another kind of interconnected system—the corporate organization. It delivers the rules and formulas that describe this system in terms and concepts that can be utilized to manage organizational behavior, development, and change. The course covers the theory and practice of making organizations more effective by changing individual attitudes and behaviors, group relationships, and organizational cultures. Students gain an understanding of organizations—how they work and the people in them. Theory and models of organizational behavior; individual, interpersonal, and group dynamics; influence and motivation; communication; change and change management; and organization climate are presented.

NMBA 6130 (NB 721) Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)
With the advent of true globalization, the increasing prevalence of technology, the continued blurring of organizational boundaries, and the rapidly accelerating rate of change, leaders in the 21st century need to consider new frameworks and perspectives to be effective. Both engineers and scientists are familiar with the transfer of momentum from one body to another. Similarly, significant factors in business success revolve around techniques used by leaders to take organizations that are (a) “at rest” and move them into action, and (b) “in motion” and significantly change their direction and outcome. Proper understanding and utilization of power, influence, and collaboration by leaders, whether formally designated or not, can critically alter the success of an organization. This course provides an overview of leadership and teamwork with an emphasis on how leaders and teams manage change in a dynamic technology and business environment. The course is structured into four broad modules: Level-Three Leadership, Creating and Sustaining Collaboration, Leading in the New Workplace, and Leading Change. In each module, students consider various frameworks and perspectives, and apply them to case studies and other examples. By engaging with the class and its virtual learning community, students gain critical expertise in navigating this new leadership landscape.

NMBA 6140 (NB 740) Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)
Functions over a given domain normally behave in a predictable fashion; however, upon approaching a border or an obstacle, prediction of behavior becomes much less certain. Figuring out what will happen at such boundaries often requires solving complicated differential or partial differential equations. Likewise, businesses and their functional groups generally behave in predictable fashion when their environment is stable, but when they are forced to operate beyond their comfortable boundaries, forecasting their outcomes becomes a risky business. Businesses can minimize the risks of unexpected outcomes through the use of successful formulas for strategic thinking, decision-making, and negotiation. This course is designed to provide engineers and technical professionals with an understanding of the theories, concepts, and assumptions of strategy, decision-making, and negotiation. Students are introduced to the fundamentals of strategy at the corporate level to provide a context for strategic thinking at various levels within the enterprise, enabling technical managers to gain insight into how their roles improve an
organization’s capabilities for value creation and distribution. They explore the strategic thinking and decision-making that support the execution of corporate strategy. The second part of the course focuses on negotiation theories and implementation strategies, causes of conflict, and conflict-management techniques. These skills are examined in the context of achieving goals and strategy.

NMBA 6150 (NB 710) Technology and Operations: Moore’s Law and Other Business Accelerators (3 sem. cr.)
One of the drivers for competition is technology. To take advantage of technology’s rapid changes, a corporation must continually assess and modify its business model. Remaining competitive requires risk-taking decision-making as well as flexibility and the willingness to embrace change. A corporation can react to change, manage change, or lead change. This course covers the theory and practice of preparing for technological advances and for routinely folding anticipation of change into corporate strategy. Students learn how technological innovation evolves, how to protect it, and how to align it with the organization’s strategic direction. Students examine the tools that are available to help evaluate innovations and to evaluate collaborative opportunities. They explore the process of managing new products, including the timing of their introduction. Students also study the tools required to manage the various new product teams, including communication and networking across business units.

NMBA 6160 (NB 730) Marketing: Maximizing the Organizational I/O Bus (3 sem. cr.)
Managers everywhere are regularly challenged with a variety of tough business decisions, often in the face of incomplete information and rapidly changing markets. A significant number of these decisions deal with marketing issues in one form or another. For example, managers are faced daily with questions such as “How do we continue to grow profitably in a rapidly changing environment?” and “How will we respond if our customers shift to a competitor’s product or service?” Like other business disciplines, marketing seeks to answer this question: “How do we most effectively manage resources to achieve our organizational goals?” This course provides an overview of marketing concepts, with an emphasis on technical industrial products. It is designed for technical professionals who require a basic understanding of marketing and its relationship to the successful management of engineering organizations. It covers primary marketing strategies, including choosing a market segment to target and deciding how to differentiate products/services from the competition. Students also explore supporting strategies, often called the marketing mix, which involve designing products and deciding how to price, distribute, and promote them in a way that is consistent with the selected target and positioning.

NMBA 6170 (NB 750) Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)
This course is designed to give technical professionals an understanding of basic techniques and concepts of financial management and accounting. The course targets three broad subject areas: managerial accounting and control, financial accounting and reporting, and corporate finance. Students explore how managerial accounting can create value in a dynamic business environment by providing information for decision-making and planning, controlling operational activities, and measuring the performance of activities, subunits, and managers within the organization. Students also examine the tools necessary to understand and analyze information in corporate financial statements, with emphasis on using the information in corporate management, security analysis, and consulting. This section incorporates many of the generally accepted accounting principles that provide a background for the accounting and auditing functions of a business. Students analyze each of the basic financial statements—the balance sheet, income statement, and statement of cash flow—in terms of external users of financial information. The corporate finance portion of the course is centered around the financial behavior of corporations and capital markets. Significant emphasis is placed on the notion of value creation and the importance of judgment in financial decisions. The basic concepts of cost of capital, capital budgeting, and pro forma statements are covered along with such advanced topics as assessing merger and acquisition targets and financing investments.
NMBA 6313 (MG 723) Supply Chain Management (3 sem. cr.)
Achieving a strategic advantage requires effective design and integration of multiple players and activities throughout the supply chain. In this course, students gain an understanding of the definition and scope of supply chain management and an appreciation of the potential for businesses to improve bottom-line performance through an integrated, strategic approach to the management of their supply chains. The course is designed to provide students with a basic understanding of the roles of the various entities in managing the supply chain, the interrelatedness of critical activities, and a strategic view of the importance of supply chain management. The LINKS Supply Chain Management Simulation provides students with hands-on experience with the cross-functional impact of supply chain decision-making: analyzing complex data; evaluating the costs and benefits of cross-functional trade-offs; making critical supply chain decisions; evaluating the consequences of those decisions; and working to continuously improve based on experience.

NMGT

NMGT 6310 (MB 710) Introduction to Engineering Management (3 sem. cr.)
This course provides an overview of the techniques of applying management principles to professional positions held by engineers and engineering technologists. The management functions of planning, organizing, leading, and controlling are discussed with their role in managing technology.

NMGT 6380 (MB 780) Engineering Management Capstone Project (3 sem. cr.)
The capstone project is an individual study of an engineering management problem selected by the student and approved by the instructor. It includes a detailed written proposal, regular progress reports, and a final written report.

NMGT 6760 (TO 760) Introduction to Project Management (3 sem. cr.)
This course introduces students to the art and science of project management as applied to a variety of large and small project situations, in commercial, public, and private sectors. Topics include project lifecycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and close-out; the PMO; project management methodology; and project selection/portfolio management.

NMGT 6761 (TO 761) Advanced Project Management (3 sem. cr.)
Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in the context of real-world problems. (Prerequisite: NMGT 6760.)

NMGT 8510 (QM 710) Operations Research Models (3 sem. cr.)
This survey course is designed to introduce students to both deterministic and stochastic models used to help managers make more informed decisions. It provides the foundations for more intensive study in such fields as industrial engineering, transportation, computer science, and business. The scope is broad, and because the material is introductory in nature, it is suitable for graduate students with varied technical backgrounds.
**NMGT 8735 (TO 735) Marketing of Advanced Technologies (3 sem. cr.)**
The technology-based company presents a unique set of challenges for the marketing function, particularly the management of high levels of risk and uncertainty about both the technology itself and the markets it does or could address. Almost every aspect of the traditional marketing mix must be considered and adjusted to account for the risk and uncertainty accompanying products, services, and technologies at the earliest stages of the technology life cycle. This course considers each of these stages in the marketing process, bringing to bear insights from a variety of technology management-related fields, and introduces the theories, tools, and specialized techniques used in the marketing of technology. Two themes permeate the course. The first is that the extreme uncertainties surrounding such marketing issues as segmentation, demand forecasting, product design decisions, pricing, and positioning can be mitigated through a process of understanding the prospective user’s business environment, determining precisely how the product will add value to the business, and developing a value proposition targeted to that customer group. The second theme is that traditional market analysis techniques (e.g., surveys, focus groups) are not sufficiently effective at reducing market uncertainty to an acceptable level when the potential market has yet to be established. This qualitatively different level of uncertainty can be more effectively addressed through proactive involvement of the user at every stage of product conceptualization and development, using prototypes and product “probes,” working with early adopters, and building in extensive user feedback loops.

**NMGT 8750 (TO 750) Total Quality Management and Improvement (3 sem. cr.)**
Total Quality Management (TQM) is the art and science of managing the whole of an organization to achieve excellence. TQM is defined as both a philosophy and a set of guiding principles that provide a foundation for continuous improvement in an organization. This course covers the theory and application of TQM and quality control topics that are applicable in industrial and general business systems. Methods for product and process quality improvement are covered. Specifically, the course covers four areas: principles and philosophies (e.g., leadership concepts, employee empowerment and teamwork, continuous process improvement, costs and performance measures, 5S, TPM); product/service development (e.g., benchmarking, quality function deployment, FMEA, DOE, Taguchi); manufacturing products and providing services (e.g., control charts, process capability, Six Sigma); and inspection of raw materials and outgoing product (e.g., supplier partnership, ISO 9000).

**NMTH**

**NMTH 6201 (MA 584) Ordinary Differential Equations (3 sem. cr.)**
This course is a study of the applications, methods of solution, and basic theory of ordinary differential equations (ODE). Topics include classification of differential equations (e.g., order, linearity); solution of linear, exact, separable, and homogenous first-order ODE; numerical methods for solving ODE; solution of second-order and higher-order linear ODE with constant coefficients; series solutions of linear ODE with variable coefficients; Laplace transform methods; solution of systems of linear ODE; and qualitative analysis of nonlinear ODE.

**NMTH 6701 (MA 520) Probability and Statistics for Scientists and Engineers (3 sem. cr.)**
The use of probability models and statistical methods for analyzing data has become common practice in virtually all scientific disciplines. This course provides a comprehensive introduction to those models and methods most likely to be encountered and used by students in their careers in engineering and the natural sciences. Topics include basic concepts and rules of probability; random variables; probability distributions; expectation and variance; sampling and sampling distributions; statistical inference estimation; tests of hypothesis, correlation, and regression; and analysis of variance.
NSEN

NSEN 6001 (SE 710) Software Engineering (3 sem. cr.)
The term software engineering was coined in 1968 as a response to the problems of developing quality software on time and within budget. Software developers were not able to set concrete objectives, predict the resources necessary to attain those objectives, and manage the customers’ expectations. Engineers are often faced with ill-defined problems and have to rely on empirical methods to evaluate solutions, but they are still able to build high-quality products using off-the-shelf components, integrating them under time and budget constraints. Useful software systems are complex, and to remain useful, they need to evolve with the end-users’ needs and the target environment. This course describes object-oriented techniques for conquering complex and changing software systems. Key techniques include UML, use case specification, object modeling, reusing software architectures, design patterns, mapping models to code, testing, rationale management, project management, and agile methods.

NSEN 6011 Formal Methods in Software Engineering (3 sem. cr.)
After reviewing the basic logic that will be used in the course as an aid to programming, students look at formal specifications and how they are refined to become programs. The course focuses on those programming constructs that are common to most programming languages (e.g., assignment statement, if statement, array); however, the course may also include parallel and interacting processes and probabilistic programming. Students define the formal semantics of the language features used, both execution control and data structures. The course emphasizes program development to meet specifications and program modifications that preserve correctness, rather than on verification after a program is finished.

NSEN 6061 (SE 720) Software Measurement (3 sem. cr.)
This course includes topics such as measurement theory; development, validation, and use of software measures; software measures in the life cycle, including cost estimation; design measures; software complexity; programmer productivity; test coverage; software reuse; and software reliability.

NSEN 6111 Software Architectures (3 sem. cr.)
This course examines the top-level design or architecture of software systems. Students learn about various architectural styles and the types of applications for which they are most suited. Students consider different formalisms or architectural description languages for specifying software architectures. They also study frameworks, patterns, and the role of architecture in the overall software development life cycle.

NSEN 6251 (SE 770) Software Specification (3 sem. cr.)
This is a graduate-level survey of concepts, principles, and techniques related to software and systems specification. Topics include system modeling, requirements elicitation, analysis and documentation techniques, validation and prototyping, and formal methods. Students practice the techniques presented in class via individual and/or group exercises and a term project.

NSEN 6301 (SE 730) Object-Oriented Analysis and Design (3 sem. cr.)
This course is a study of object-oriented analysis and design. Students compare the different object-oriented software engineering methodologies and explore the object-model-to-database mapping process.

NSEN 6305 Object-Oriented Programming (3 sem cr.)
This course focuses on the C++ and Java programming languages and includes classes, inheritance, encapsulation, polymorphism, class derivation, abstract classes, interfaces, static class members, object construction and destruction, namespaces, exception handling, function overloading and overriding.
function name overload resolution, container classes, template classes, Unified Modeling Language, graphical user interfaces, multithreading, networking, and database programming.

_NSEN 6331 (SE 746) Embedded Systems Software Development (3 sem. cr.)_
Embedded software is found in most electronic devices designed today, including PDAs, microwaves, VCRs, cellular telephones, and pagers. Each of these embedded systems is unique and highly customized to the specific application. As a result, embedded systems development is a widely varying field that can take years to master. This course provides students with an overview of the basic principles of writing software for embedded systems. Students survey the issues and discuss the various techniques for dealing with them. In particular, they discuss approaches to the appropriate use of the real-time operating systems upon which much embedded software is based. Students learn about the embedded systems development cycle and the specialized aspects of developing and testing software in this environment. Key methods and technologies for each phase of the development process are covered: specification, partition, design, integration, validation, and maintenance and upgrade.

_NSEN 6411 (SE 750) Software Unit and Integration Testing and Verification (3 sem. cr.)_
Intended primarily for programmers, this is a graduate-level survey of the concepts, principles, and techniques related to software unit/component-level testing, integration testing, and formal program verification. Topics include black-box and white-box test case design strategies, incremental integration testing techniques, inspections and reviews, axiomatic verification techniques, predicate transforms, and function-based verification. Students practice the techniques presented in class via individual and/or group exercises.

_NSEN 6421 (SE 759) Software System-Level Testing (3 sem. cr.)_
The objective of system testing is to evaluate how well a software system meets the expectations of its users. System testing includes verification and validation activities, and a broad range of testing types. This course—intended primarily for system-level testers, test managers, and QA personnel—addresses all aspects of system testing including techniques, tools, processes, documentation, metrics, and management. Specific topics include scenario-based testing, state-based testing, performance testing, stress testing, configuration testing, reliability and availability analysis, regression testing, security testing, usability testing, test planning and tracking, test processes, test maturity, test metrics, test documentation, and test team management.

_NSEN 6471 (SE 760) Software Quality Management (3 sem. cr.)_
In this course, students explore the plans and actions necessary to provide confidence that a software product conforms to established technical requirements. Topics include strategies for quality engineering, product review, development of test plans and procedures, testing, audits, and configuration management. Also covered are the concept of software quality, software metrics, Total Quality Management, and implementation of a software quality assurance process.

_NSEN 6511 (SE 785) Software Project Management (3 sem. cr.)_
This course provides students with the knowledge, processes, and tools required for a software engineer or technical manager to successfully direct and oversee a software development project. Topics include planning, leading, organizing, estimating, directing, monitoring, and controlling software projects and their teams. Quantitative progress measures, software life cycles, estimating, and risk management are emphasized throughout the course, which is built around a case study. The first assignment is to develop an initial project management plan for the case study project. Subsequent assignments require the students to update this plan, taking into consideration new events and challenges confronting the project. As the case study project evolves, a progression of people, management, and technical issues are discussed.
**NSPP**

**NSPP 6325 (PD 525) Integrated Design and Manufacturing (3 sem. cr.)**
This course introduces students to a process approach to engineering design, manufacturing, and service applications. Models, modeling tools, solution approaches, and methodologies for analysis and improvement of processes, including the product development and manufacturing processes, are discussed. The science of process modeling and analysis is illustrated with case studies.

**NSPP 6410 (SP 510) Modeling Manufacturing Systems (3 sem. cr.)**
This course examines general problems in the design, planning, and control of manufacturing systems. Emphasis is placed on system analysis using a variety of modeling techniques such as simple probability, linear programming, queuing theory, Markov chains, and discrete event simulation, with the objective of improving system performance. The course is self-contained so that no previous knowledge of these types of models is required. Although the course is targeted toward manufacturing industries, much of the material is directly applicable to a variety of service industries.

**NSYS**

**NSYS 6120 (SY 720) Systems Engineering and Analysis (3 sem. cr.)**
This course introduces students to an organized multidisciplinary approach to designing and developing systems. They explore concepts, principles, and practices of systems engineering as applied to large integrated systems. Discussion topics include requirements development, life-cycle costing, scheduling, risk management, functional analysis, conceptual and preliminary design, testing and evaluation, optimization, and modeling.

**NSYS 6140 (SY 540) Systems Optimization and Analysis (3 sem. cr.)**
This course introduces students to the theory and practice of optimal system design as an element of the engineering design process. The use of optimization as a tool in the various stages of product realization and management of engineering and manufacturing activities is stressed. The course stresses the application of nonlinear programming methods. Topics may include optimality criteria, gradient- and nongradient-based unconstrained methods, and modern nonlinear programming methods such as penalty functions, method of multipliers, generalized reduced gradient, and successive quadratic programming. Special attention is given to large structured problems, which naturally occur in
engineering practice. Students are exposed to modern optimization software (e.g., OPTLIB, OPT, BIAS) and extensive comparative results. Examples are cited from mechanical, electrical, civil, and chemical engineering and engineering management.

**NSYS 6152 Systems Testing and Reliability (3 sem. cr.)**
Students learn about the classical techniques and concepts needed for evaluating the long-term and short-term reliability of engineering systems. Students also explore strategies for integrating, testing, and validating products and systems. This course provides an in-depth coverage of tasks, processes, methods, and techniques for achieving, testing, and maintaining the required level of system reliability considering operational performance, customer satisfaction, and affordability. Specific topics include the integration of established system requirements, establishing system reliability requirements, reliability program planning, system reliability modeling and analysis, system reliability design guidelines and analysis, system reliability test and evaluation, verification and validation of a system, and the maintenance of inherent system reliability during production and operation.

**NSYS 6160 (SY 560) Systems Engineering Management (3 sem. cr.)**
This course provides the necessary techniques for planning and controlling systems, including evaluating the schedule and operational effectiveness of systems management strategies. Performance measurement, work breakdown structures, cost estimating, and quality management are discussed. Also covered are configuration management, standards, and case studies of systems from different applications areas.

**NSYS 6163 (SY 563) Integrated Risk Management (3 sem. cr.)**
This course provides a graduate-level introduction to the theory and methodology of risk management in the context of systems engineering. It addresses topics including risk identification, risk ranking and filtering, performance metrics, event and fault trees, theory of extreme values, decisions on extreme events, combinatorial optimization, systems configuration, network modeling, and system interdependencies. Some knowledge of probability and statistics is assumed.

**NURS**

**NURS 6000 Success Strategies in the Master of Science Program in Nursing Online Environment (1 sem. cr.)**
This course is an introduction to the technology used in the M.S. program in Nursing, the online learning platform, student services, required university forms, the Professional Development Plan, Program of Study, and transfer of credit procedure (if applicable). Orientation to the mission, philosophy, and expected student outcomes on the university, school, and program levels is included. The roles and responsibilities of master’s-prepared nurses are explored. The process for the professional portfolio is described and implemented.

**NURS 6005 Nursing Roles for Today and Tomorrow (4 sem. cr.)**
In this course, the characteristics of professionalism are presented. The need to value the profession and its future is stressed. Selected concepts and roles that highlight the continued evolution of the profession and practice are examined. Nontraditional roles are explored as well as opportunities for developing and supporting new roles. Processes for creating innovative roles in traditional settings are also highlighted. A group project is included.
NURS 6010 Advancing Nursing Through Inquiry and Research (4 sem. cr.)
The focus of this course is on the steps of the research process. Qualitative and quantitative methods are explored. Inquiry and critical analysis of scholarly literature provide the foundation for evidence-based practice. Strategies for utilizing research are examined. A group project is included.

NURS 6015 Information and Health Care Technologies Applied to Nursing Practice (4 sem. cr.)
The focus of this course is directed toward the understanding and use of information technologies and systems that support decision-making in nursing practice, administration, research, and education. Tools such as listservs, the World Wide Web, email, and databases are used as examples of information sources. Advances in technology that support the delivery of services—as well as the collection, storage, and retrieval of information—are considered. Ethical and legal issues that impact the use of technology in health care are presented. A group project is included.

NURS 6020 Healing Therapies in Nursing Practice (4 sem. cr.)
This course focuses on transformation in health care brought about by changing demographics and multiculturalism. The inclusion of early healing traditions into Western medicine is explored. Evidence for the value of healing therapies is examined. The role of nurses in evaluating therapies, developing strategies for including nontraditional therapies in practice, and educating consumers is presented. A group project is included.

NURS 6025 Managing a Continuum of Care for Positive Patient Outcomes (4 sem. cr.)
This course is based on a multifaceted definition of patient outcomes management. Concepts related to the management of disease and the prevention of further disability are explored. The impact of cultural, social, political, legal, and environmental factors on providing a continuum of care is identified. The role of nurses in understanding the health continuum and achieving positive outcomes for individuals, groups, and communities is presented. The topics are presented from a research, evidence-based perspective and address documentation, evaluation, and quality outcome standards. A group project is included.

NURS 6030 The Practice of Population-Based Care (4 sem. cr.)
This course is based on an interdisciplinary approach to caring for populations. Major components include concepts of health, levels of prevention, epidemiology of wellness, global health issues, and control of health problems. Principles of interdisciplinary care are addressed. Planning, intervention, and evaluation of care in communities are stressed. Integrative approaches to working with groups in the community, in order to positively impact health behaviors, are examined. A group project is included.

NURS 6100 Understanding Health Care Systems (3 sem. cr.)
This course provides a critical analysis of economic, sociological, and political factors that affect the nursing and health care delivery systems. U.S. health policies that impact access, quality, costs, delivery systems, professional practices, and reform are discussed. Current issues and concerns related to health care financing and payment systems are explored. Course assignments focus on nursing practice applications.

NURS 6110 The Nurse Leader: New Perspectives on the Profession (3 sem. cr.)
This course presents the impact that changes in health care systems have had on transforming the nursing profession. Theories related to leadership and management are included. Strategies for becoming empowered are presented to assist master’s-prepared nurses to assume and sustain leadership roles. Course assignments focus on nursing practice applications.

NURS 6120 Linking Theory to Nursing Practice (3 sem. cr.)
This course includes a comparative study and critical analysis of major conceptual models and theories in nursing. Theories and models are evaluated for their usefulness in guiding practice decisions. The
relationship between theory and practice is demonstrated. Course assignments focus on nursing practice applications.

**NURS 6130 Evidence-Based Practice Through Research (3 sem. cr.)**
This course emphasizes the competencies necessary to read critically, then evaluate and interpret findings of nursing research studies. Utilizing research to make practice decisions based on the evidence and incorporating research findings into professional nursing practice are emphasized. Utilization of technology in the research process is explored. Course assignments focus on nursing practice applications.

**NURS 6140 Ethical and Legal Views of the Changing Health Care System (3 sem. cr.)**
This course reviews ethical principles and theories and relates them to the new challenges facing the health care delivery system. Legal factors are examined in relation to their impact on ethical decisions. Ethical dilemmas are viewed in the context of ethical decision-making frameworks. The changes in health care are examined for their influence on nurse leaders as ethical practitioners. Course assignments focus on nursing practice applications.

**NURS 6150 Promoting and Preserving Health in a Diverse Society (3 sem. cr.)**
This course is based on a multifaceted definition of community. The promotion of healthy societies, worldwide, through health improvement and disease management/prevention activities is explored. The effects of social, political, and environmental conditions are examined in relation to health care access, quality of care, and cultural relevance. The contributions of nurse leaders to improving health in society are presented. Course assignments focus on nursing practice applications.

**NURS 6200 The Nurse Administrator: Leading and Managing for Excellence (4 sem. cr.)**
This course focuses on the theory and practice of administration. Standards of practice for nursing administration serve as a foundation for discussion. Major topics include roles and responsibilities, quality improvements, strategic planning and management, regulations, and information systems. The goal of nurse leaders to achieve excellence in the delivery of patient services is emphasized. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

**NURS 6210 Health Care Finance and Budgeting (4 sem. cr.)**
This course applies financial principles to developing, budgeting, and managing resources. Budgeting processes used in health care settings and the nurse administrator’s responsibilities are covered. The impact of private and public policies and budgeting models and information systems is included. Budget and resource decisions that contribute to the achievement of organizational and nursing service outcomes are examined. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

**NURS 6220 Human Resource Management (4 sem. cr.)**
This course addresses the roles and responsibilities of nurse administrators in human resource management. Current legal, ethical, professional, and practice policies and standards are explored. The applications of technology to human resource functions are presented. Strategies that support positive organizational and nursing service goals are examined. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

**NURS 6230 Case Study: Quality Nursing in a Complex Health Care Organization (4 sem. cr.)**
This course uses a case study approach to examine a nursing practice issue. Based on the information in the case study, students apply previous knowledge to the issue. The goal is to use a variety of administrative strategies to achieve positive patient care delivery outcomes. Students develop a
comprehensive plan in the context of current nursing service challenges. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

**NURS 6300 Student-Centered Learning in Nursing Education (3 sem. cr.)**
This course focuses on theories and principles that identify the diverse learning needs of adults. Strategies to meet these needs, within the framework of student-centeredness, are presented. Major topics include socialization, motivation, critical thinking, learning styles, and the impact of societal values on the learning environment. The unique needs of nontraditional, international, educationally disadvantaged, and physically challenged students are addressed. The goal of nurse educators is to recognize students’ individual and collective needs to create a supportive learning environment. Course assignments focus on nursing practice applications.

**NURS 6310 Teaching Strategies for Nurse Educators (3 sem. cr.)**
This course focuses on theories and principles that support a variety of evidence-based teaching strategies. Personal and professional teacher attributes that demonstrate positive role-modeling are presented. Major topics include a tool box of instructional strategies, effective communication, reflective thinking, student interactions, and student engagement. The goal of nurse educators is to develop a learning environment that supports student success. Course assignments focus on nursing practice applications.

**NURS 6320 Integrating Technology Into Nursing Education (3 sem. cr.)**
This course focuses on informational technologies and their application in a teaching/learning environment. The uses of media, multimedia, computer-based technologies, models, and simulations are explored. Processes for evaluating and selecting technology are presented. Technologies that support course processes—such as tracking student assignments and participation, outcomes assessment, and grading—are included. Distance and online education modalities are examined. Student and instructor use of online information resources, presentation systems, and information storage systems, and the integration of technology included with texts and printed materials are explored. The goal of nurse educators is to use current and evolving technology to enhance student learning. Course assignments focus on nursing practice applications.

**NURS 6330 Curriculum Development, Assessment, and Evaluation (3 sem. cr.)**
The educational environment is impacted by social, economic, regulatory, and technological transformations. Nursing education curricula must be relevant and meet the health and nursing needs of society. This course focuses on curriculum development and the many processes that contribute to it. The philosophical foundations of curriculum development are addressed. Major topics include curriculum components; societal, professional, and educational trends, frameworks, competencies, and outcomes; organizational constraints; and selection of learning activities. The processes of curriculum assessment and evaluation are defined and presented in the context of program, course, and student outcomes. The goal of nurse educators is to develop curricula that address the nursing needs of society, are supported by standards of practice, and prepare graduates for practice in diverse settings. Course assignments focus on nursing practice applications.

**NURS 6340 The Nurse Educator: Roles, Responsibilities, and Relationships (4 sem. cr.)**
This course focuses on the roles, responsibilities, and relationships that are part of being a nurse educator. While those nurses in academic settings are the most widely recognized as educators, nurses are also educators in other health care settings. The significance of the educator role is explored as it applies to diverse settings. Concepts related to being change agents and leaders, role socialization, legal and ethical expectations, and development are examined. Major topics include professional development, balancing role demands, using evidence to improve teaching, scholarship related to teaching, development of partnerships, collaboration, and advocacy. The goal of nurses, in all settings, is to be effective educators...
who guide and facilitate learning and contribute to the educational goals of the organizations in which they work. The knowledge gained in the previous courses provides the foundation for implementing this role in an educational setting. A field experience is included to allow for application to practice settings. Course assignments focus on nursing practice applications.

**NURS 6400 Informatics in Nursing and Health Care (4 sem. cr.)**
This course examines the various roles of nurses who utilize technology to manage information in health care settings. Standards, regulations, trends, language, and issues in information technology are examined. Consideration is given to the use of information technology to support decisions that promote safety and quality in patient-centered care, and concerns about protecting information and maintaining system integrity are addressed. Course assignments focus on nursing practice applications.

**NURS 6410 Systems Analysis, Design, and Implementation in a Health Care Environment (4 sem. cr.)**
This course examines the analysis, design, and development of electronic information systems in health care. Methods of systems design are compared, contrasted, and critiqued. Students are introduced to the life-cycle concept and related activities including information requirements, determination, prototyping, system design, development, testing, implementation, and evaluation strategies. A field experience is included to allow for application to practice settings.

**NURS 6420 Database Concepts (4 sem. cr.)**
This course examines database systems as the focus for studying concepts of data modeling, techniques of data definition, and data manipulation. Students discuss methods for creating, managing, sorting, and processing data files. Concepts of database methods and issues of managing information in a database are covered. A field experience is included to allow for application to practice settings.

**NURS 6430 Project Management: Health Care Information Technology (4 sem. cr.)**
This course explores the theory and practice of how to manage health information technology projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, earned value analysis, the maturity of modern project management, and ethics in project execution. Cost, schedules, technical planning, and control methods are examined. Project management software is used for a typical project plan and tracking. A field experience is included to allow for application to practice settings.

**NURS 6500 Synthesis Project (3 sem. cr.)**
This course enables students to develop a project based on the principles, standards, and methods learned in their coursework. Students select a real-world problem that is important to their specialization. Then they work with the instructor to develop a project, and select a site and mentor, based on project guidelines. The proposal for the project is approved. Students may start their practicum when the approvals are complete. The professional portfolio, developed throughout the program, is finalized. A field experience is included to allow for the initial practicum preparation.

**NURS 6510 Synthesis Practicum (3 sem. cr.)**
This course enables students to apply the principles and methods learned from their coursework. By selecting a real-world problem and working with mentors, students apply standards of practice to develop, implement, and evaluate a plan. The final project is presented in the workplace. At the completion of the project, students submit a scholarly paper. The practicum includes a minimum of 125 hours.
PPPA

**PPPA 8000 Foundations for Doctoral Study (4 cr.)**
This course introduces students to Walden University and the requirements for successfully participating in an online curriculum, to provide a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and the integration of professional practice with professional and academic excellence as they relate to practice in public policy and administration.

**PPPA 8002 Writing a Quality KAM Demonstration (2 cr.)**
This course covers the structure of the KAM and the research and writing techniques needed for the successful development of a KAM. In this course, students develop a draft Learning Agreement for their first KAM, under an instructor's guidance. *(Prerequisites: PPPA 8000 and PPPA 8200. This course must be successfully completed immediately before a student begins the KAM studies portion of the P.P.A. program. Previously listed as PPPA 8002 KAM Writing Course.)*

**PPPA 8105 Managing at the Boundaries: Creative Thinking for Social Change (6 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.

**PPPA 8200 Intellectual Traditions of Public Policy and Public Administration (4 cr.)**
This course focuses on 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 expected to gain a clear understanding of the “layers of government” and their interdependence between local municipalities, county, state, and federal levels. 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.

**PPPA 8305 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.

**PPPA 8320 Public Policy Implications of Terrorism Legislation and Policies (4 cr.)**
This course provides a broad perspective on the history of the U.S.A. Patriot Act, similar terrorist legislation and immigration laws, and their policy implications on law enforcement, governmental entities, organizations, and individuals. It provides a basic foundation upon which to build for those public administrators and public policy analysts who are charged with drafting and implementing public policy and enforcing and/or responding to potential terrorist threats, while simultaneously upholding and protecting constitutional freedoms. Material for this course is drawn from contemporary texts, Web sites, case studies, and material representing international, national, and local governments and organizations. Learners critically review and analyze the U.S.A. Patriot Act and similar terrorist
legislation and policies, and participate in online discussions about these laws and their implications on U.S. Constitutional freedoms.

**PPPA 8321 Terrorism: A Systemic Approach for Emergency Preparedness (4 cr.)**
This course provides participants with an overview of terrorism—local, national, and international—and the need to develop a systemic approach for emergency preparedness. Topics include, but are not limited to, terrorism overview, terrorism and public health, bioterrorism, biosecurity, cyberterrorism, risk assessment, implications for public health, and components of a systemic preparedness infrastructure. Course participants begin the development and/or analysis of a terrorism preparedness infrastructure, and participate in online discussions.

**PPPA 8322 Critical Incident Planning and Leadership (4 cr.)**
This course examines the principles of emergency planning, selection of leaders, specialized planning (e.g., schools, tourism), mutual aid, and leadership theories. It provides a basic foundation for public administrators to develop a critical incident plan and also understand leadership theories. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

**PPPA 8330 Holding Up the Mirror: Understanding Different Cultures and Increasing Global Consciousness (4 cr.)**
This course offers students an opportunity to explore and understand the cultural values and styles of communication, reasoning, and leadership unique to their home culture. Students apply their increased understanding to other cultures. They also identify and become familiar with the challenges American nonprofits face as they work internationally or cross-culturally within the United States. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8331 Crossing Borders: U.S. and International NGO Organizational Cultures and Environments (4 cr.)**
In this course, students study in depth the cultures, structures, and activities of NGOs in select countries and compare their activities, organizational cultures, structures, and working environments with nonprofits in the United States. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8332 Placing NGOs in the Global Context (4 cr.)**
This course offers students knowledge and understanding about the geopolitical and economic contexts in which international, nongovernmental, and voluntary agencies function in other countries. Students analyze the historical, political, social, and cultural contexts in which NGOs work and the implications these contexts have on the work of local and international NGOs. Students identify strategies that make the international and cross-cultural efforts of NGOs successful. (Prerequisite: A course or direct experience in nonprofit management is strongly advised.)

**PPPA 8340 Leadership for the Nonprofit Sector (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 course covers the relationships between the board and the executive director. 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, and the emerging trend toward entrepreneurship in nonprofits is examined in detail.
PPPA 8341 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 students with 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.

PPPA 8342 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. It includes special issues of nonprofit management, such as mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment.

PPPA 8350 Historical and Contemporary Issues in Criminal Justice (4 cr.)
This course looks at the evolution of crime—from lone criminals to worldwide syndicates—using the scientific rigor built into the selected readings and discussions. Among the topics examined are the philosophy of community- and problem-oriented policing, transnational crime, terrorism, and the new nexus between them. The course equips current and future leaders with the knowledge and depth of understanding to assess and manage the opportunities, innovations, and challenges in their profession.

PPPA 8351 Policy Analysis in the Criminal Justice System (4 cr.)
This course reviews key court decisions and explores the tension between constitutionally guaranteed individual rights and crime-prevention and public-safety efforts. The course also covers policy analysis and planning in the criminal justice field, and offers an understanding of the policy context in which the criminal justice system functions.

PPPA 8352 Leadership: Putting Theory Into Practice in Criminal Justice Administration (4 cr.)
This course introduces students to the problems that currently confront the administration of the criminal justice system, as well as problems predicted for the future. So that students are prepared to lead efforts to address these challenges, this course offers powerful models for strategic, critical, and reflective thinking. This course also immerses students in discussion about the major components of effective justice administration: organizational thought and theory, leadership, human capital, policy development and implementation, and collaboration with other public safety and community organizations.

PPPA 8360 Public Safety Issues (4 cr.)
This is a comprehensive survey of the issues faced by public safety agencies and personnel at the local, state, and national level, including police and sheriff, emergency medical, and fire services and related organizations. It emphasizes communication and coordination between public safety organizations.

PPPA 8361 Managing Public Safety Organizations (4 cr.)
This course examines how public safety leaders find solutions to major issues confronting their operating systems, both organizations and communities, through research, analysis, planning, and decision-making. It adapts classic business management techniques and leadership principles to public safety operations. The concepts of “first-planner” and “first-responder” are introduced. Solutions and alternatives to varied situations confronting public safety managers are developed. Emphasis is on systems approaches, environmental analyses, contingency planning, implications for change, coordination, and controls.

PPPA 8362 Ethics in Preserving Public Safety (4 cr.)
This course applies the lessons of the first two courses in the specialization—management issues and planning solutions—to specific cases of leadership and personal responsibility in the public safety field. Using primarily the case study method, students will analyze leadership and ethical issues public safety
officials encounter in their work and develop effective approaches for how standards and ethics can best be instilled throughout a public safety organization. Students analyze classic cases, including the federal 9/11 Commission report, for lessons applicable to any public safety agency and situation—in intelligence, planning, operations, command, interagency coordination, communication, and technology.

**PPPA 8380 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. It covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and providing evaluation and feedback. Students develop skills in policy and economic analysis, as well as skills in determining the political feasibility of proposed policies. Regulation as a policy choice is discussed. Students completing this course will enhance their abilities to develop alternatives and to assess strategies that are proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

**PPPA 8381 Program Public Policy and Evaluation (4 cr.)**
This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate, crafting program descriptions, identifying stakeholders and their interests, developing logic models, framing evaluation questions, applying utilization-focused evaluation techniques, using quantitative and qualitative tools to complete formative and summative evaluations, and formulating evaluation reports, and providing feedback to decision-makers. By the end of the course, each student develops a program evaluation design for a social program. *(Previously listed as PPPA 8381 Program Evaluation.)*

**PPPA 8382 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. Students examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

**PPPA 8390 Strategic Context of Public Management and Leadership (4 cr.)**
Public policy implementation can take place in either a public organization, a private one, a nonprofit one, or a combined or networked one. This course engages learners in a collaborative study of the changing strategic context of public administration as they apply a strategic planning and management approach to the implementation of public policy. Learners are introduced to planning, management, financial management, performance management, and contracting processes in the organization whose purpose it is to implement public policy.

**PPPA 8391 Transformative Change in a Shared-Power World (4 cr.)**
This course engages students in collaborative study of the nature and methods of transformative change in the complex human systems of contemporary public organizations. Students learn a pragmatic action learning process for learning from the experience of transformative change in complex systems. The dynamics of complex adaptive systems are studied to gain an understanding of how large-scale and highly interrelated human systems change through self-organization. Appreciative inquiry and other selected methods of transformative change are studied and applied to a positive organizational change situation of special interest to the students. Students also develop professional action habits for pragmatic action learning in the practice of public administration.
PPPA 8392 The Language of Leadership (4 cr.)
In today’s complex environment, leaders engaged in shaping public policy must know how to use the emotional as well as the intellectual power of language to motivate, inspire, and competently manage their organizations. Dynamic leadership requires understanding and use of techniques that affect both conscious and unconscious influences on human behavior. Effective communication connects at many different levels. This course provides students both theoretical and practical information demonstrating the necessary components for making such connections and show them why stories, symbols, and metaphors are an essential element in the language of leadership.

PPPA 8400 Nonprofit and Governmental Budgeting and Finance (4 cr.)
This course examines governmental and nonprofit budgeting policies and practices, as well as the fiscal climate within which these organizations have to operate. Students gain a better understanding of the role of finance in public and nonprofit organizations and the theories underlying major fiscal policy debates. They also learn how to construct budgets and capital improvement plans, as well as how to successfully generate funds to support nonprofit sector organizations.

PPPA 8427 Research Seminar II: Research Methods (5 cr.)
Topics include problem definition; development of research questions; 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. Students write the dissertation prospectus and develop skeleton drafts of their proposals as part of the course. (Prerequisites: SBSF 8417 and either KAM V or KAM VI. Students must take this course before nominating their dissertation supervisory committee, but should not take it until they are ready to develop the dissertation prospectus.)

PPPA 8437 Research Seminar III: Data Analysis (5 cr.)
This course covers descriptive statistics; statistical inference; and quantitative techniques, including analysis of variance and covariance, multiple linear regression, and various nonparametric techniques. Other topics include software for data analysis, qualitative data reduction and analysis, data management techniques, and integrating qualitative and quantitative data for analysis. (Offered winter and summer quarters. Attendance at a designated Walden residency is required. Prerequisite: SBSF 8417.)

PPPA 8500 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.

PPPA 8600 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.

PPPA 8700 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 and the
analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

**PPPA 8800 Strategic Management of Information (4 cr.)**
This course is designed to give students 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.

**PPPA 8840 Independent Study (4cr.)**
This course provides students an opportunity to create and conduct an individualized area of study. Students are assigned an instructor to assist and assess the work completed during the course.

**PPPA 9000 Dissertation (30 cr.)**
This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members. Students complete a prospectus, proposal, institutional review board application, and dissertation. Once students register for PPPA 9000, they will be registered each term until successful completion of the dissertation. (*Prerequisites: Core KAMs, SBSF 8417, PPPA 8427.*)

**PSYC**

**PSYC 6000 Foundations for Graduate Study in Psychology (6 cr.)**
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence as they relate to practice in psychology and counseling. (*Previously listed as PSYC 8000 Foundations for Graduate Study in Psychology.*)

**PSYC 6005 Business Concepts for the Organizational Development Professional (5 cr.)**
This course explores the language of work, business, and management structures and processes, and the human and market factors that determine organizational success. It examines topics such as finance, marketing, accounting, strategic planning, organizational design, and quality and process improvement. Applications include the examination and analysis of information sources that assess overall organizational health.

**PSYC 6205 History and Systems of Counseling and Psychology (5 cr.)**
This course focuses on the historical and philosophical roots of psychology and counseling. Topics include structuralism, functionalism, behaviorism, psychoanalysis, gestalt, and existentialism, as well as contemporary perspectives including evolutionary psychology, positive psychology, postmodernism, and feminist psychology. Themes of diversity and multiculturalism in psychology and counseling are highlighted within each of the perspectives. (*Cross-listed with COUN 6205. Previously listed as PSYC 6205 History and Systems in Psychology.*)
**PSYC 6211 Contemporary Issues in Psychology (5 cr.)**
This course is an advanced level overview of the core areas, topics, and concepts in psychology, through a consideration of related contemporary issues. Major topics include biological bases of behavior, learning and memory, cognition, motivation, lifespan development, theories of personality, stress and coping, psychological disorders, and social psychology. Students learn and practice critical-reading and analysis skills through reviews of journal articles and media publications, focusing specifically on distinguishing facts and opinions, identifying bias in writing, and understanding the importance of data and evidence. Students use this knowledge in the analysis and composition of scientific writing. Themes of diversity are highlighted throughout the course. *(Previously listed as PSYC 6210 Advanced General Psychology).*

**PSYC 6212 Principles of Organizational Psychology and Development (5 cr.)**
This course provides the theoretical foundation for organizational inquiry leading to a deeper understanding of how organizations function. Topics include change management; organizational culture, behavior, and development; group dynamics; and systems-level thinking. Applications include the identification of organizational development opportunities based on an analysis of an organization.

**PSYC 6213 Strategic Talent Management and Development (5 cr.)**
This course explores how to leverage people in organizations to achieve business success and how to leverage business strategy to foster individual growth. Topics include talent acquisition and retention, workforce and succession planning, organizational communication, leadership, and performance management. Applications include the preparation of a human resource audit and the development of an overall human resource strategy.

**PSYC 6214 Consulting for Organizational Change (5 cr.)**
This course explores methods for accelerating individual, group, and organizational performance through consulting, coaching, and change management. The course addresses topics such as organizational assessment; team development; strategic planning; group dynamics; power, politics, and influence; leadership; and conflict management. Applications include the assessment of an organization and the development of strategies to address identified needs for change.

**PSYC 6215 Lifespan Development (5 cr.)**
This course provides students with an overview of development through the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest research in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course. *(Cross-listed with COUN 6215. Previously listed as PSYC 6215 Developmental Psychology.)*

**PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)**
This course explores the changing nature of organizations, including the emergence of international and virtual organizations in a global economy. It addresses the unique opportunities and challenges for employees in a variety of settings including for-profit, nonprofit, government, education, family-owned, international, and virtual organizations. Applications include the utilization of knowledge and skills acquired during the program in a specific type of organization.

**PSYC 6220 Psychology of Personality (5 cr.)**
This course introduces students to the major theories of personality and personality assessment approaches. Research that supports various theories is presented. Basic concepts and principles of the various schools of thought are discussed. Major topics include psychoanalytic, biological, behaviorist, learning, social-cognitive, trait and skill, humanistic, and existential aspects of personality, as well as
individual, cultural, and gender differences in personality. Themes of diversity are highlighted throughout the course.

**PSYC 6225 Biopsychology (5 cr.)**
This course reviews the structure and functions of the central and peripheral nervous systems and explores the impact of neurobiology, endocrinology, and physiology on human behavior. Major topics include brain functioning, including exploration of neural conduction, effects of neurotransmitters, sensory systems, and mechanisms of attention, memory, perception, and language. Issues related to neuroplasticity, lateralization, and regeneration are addressed.

**PSYC 6235 Cognitive Psychology (5 cr.)**
This course, illuminated by cognitive neuroscience, examines various domains of cognitive psychology including how information is acquired (i.e., basic learning processes, perception, and attention); fundamental issues of memory and representations of knowledge; language and understanding; thinking (e.g., reasoning, problem-solving, expertise and creativity, and judgment and decision-making); and emotions. The course begins with an overview of the history of the field and approaches used to study the mind; it continues with an examination of the fundamentals of cognition. Additionally, it explores individual and cultural differences across domains.

**PSYC 6240 Human Motivation (5 cr.)**
This course provides an overview of physiological, psychological, and social aspects in the study of motivation and includes an exploration of historical and contemporary theories and perspectives. The course emphasizes both conceptual understanding of theories associated with motivation and their applications to personal, professional, and social issues. Major topics include physiological, learned, cognitive, and emotional aspects of motivation. Themes of diversity are threaded throughout the course.

**PSYC 6245 Social Psychology (5 cr.)**
In this course, you will use the lens of social psychology to examine both social cognitions and social behavior—nearly all phenomena that pertain to the individual in society. You will explore the topics of perceptions, attitudes, relationships and attraction, the motivation to help others, prejudice and aggression, conformity and obedience, group behavior, and the influence of culture, and consider how knowledge of these topics can be used to effect positive social change. Your application of what you learn in this course culminates in a Final Project in which you develop a plan for using social psychology research to address a significant social problem. Moreover, your learning in this course will extend to your personal and professional life, and truly enable you to effect positive social change as a scholar-practitioner committed to doing so.

**PSYC 6250 Group Process and Dynamics (5 cr.)**
This course prepares students to work with groups in various settings. It examines group theory, process, and dynamics. Using relevant literature, multimedia resources, and a scholar-practitioner model, students develop an understanding of culturally and contextually relevant group practice, group leaders’ roles and responsibilities, the relevance and purpose of group work, and strategies for using groups to foster social change. *(Cross-listed with COUN 6250. Previously listed as PSYC 6250 Group Dynamics.)*

**PSYC 6290 Independent Readings (1–5 cr.)**
This course provides students an opportunity to examine a topic area of interest in more depth than is provided in the course offerings. Students work with the course instructor to design a syllabus that guides the independent readings project. Content must include theoretical and empirical research literature that addresses implications related to diversity and professional practice. This course may be selected only once during the student’s Program of Study and cannot be used to replace a course that currently exists in the catalog. *(Prerequisite: Approved petition to academic advising.)*
**PSYC 6305 Statistics 1 (5 cr.)**
This course provides students with a thorough analysis of basic descriptive and inferential statistical methods commonly used in the social sciences and the skills with which to write, analyze, and critique social science research. Methods include computation and analysis of frequency distributions, measures of central tendency, and statistical hypothesis testing. Statistical tests (and underlying assumptions) include z-score, single-sample, independent-samples and related-samples t tests, analysis of variance, correlation, regression, and chi-square tests. This course includes an introduction to and use of the software Statistical Package for the Social Sciences (SPSS).

**PSYC 6310 Research Design (5 cr.)**
This course provides students with a foundation in the design of qualitative, quantitative, and mixed-method approaches to psychological research. Students learn the strengths and limitations of each method and under what circumstances each approach would be the most appropriate research design. Students learn how to identify a topic for research, how to conduct a literature search, and the importance of scholarly writing. Students learn to write a research proposal, addressing the following key elements: researching, writing an introduction, stating a purpose for the study, identifying research questions and hypotheses, using theory, defining the significance of the study, and collecting and analyzing data. Students are exposed to legal and ethical issues associated with human subjects’ protection. (Prerequisite: PSYC 6305.)

**PSYC 6315 Tests and Measurement (5 cr.)**
This course provides students with an overview of the different types of tests used in clinical, educational, and organizational settings. It includes a comprehensive examination of psychometric properties used to develop and evaluate these instruments. Topics include normative sampling and standardization, reliability and validity, test score interpretation, and test development. The course also addresses ethical, legal, and sociocultural issues including cultural bias and fairness. Professional standards for testing provide a foundation for the course. (Prerequisite: PSYC 6305.)

**PSYC 6331 Interviewing and Observational Strategies (5 cr.)**
This course focuses on principles and skills related to interviewing and observation as well as related legal, ethical, and cultural issues. Students gain practice in conducting interviews, making behavioral observations, collecting and interpreting data during an interview, and developing written reports of findings. (Cross-listed with COUN 6331.)

**PSYC 6341 Psychological Assessment: Cognitive (5 cr.)**
This course introduces students to basic skills related to cognitive and academic achievement testing. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of cognitive ability and academic achievement; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. This course has a skill-based, face-to-face residency seminar component. (Prerequisites: Matriculation into Counseling, Clinical, or School licensure specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.)

**PSYC 6351 Psychological Assessment: Personality and Social-Emotional (5 cr.)**
This course introduces students to basic skills related to assessment of personality and social-emotional functioning. Students are presented with theoretical basis, skill sets, and examples, and learn to establish and maintain rapport in a testing situation; administer, record, and score specific measures of personality and social-emotional functioning; interpret test results; and summarize results in a written report. The focus is on applied aspects of psychological testing. This course has a skill-based, face-to-face residency
seminar component. (Prerequisites: Matriculation into Counseling, Clinical, or School licensure specializations, or M.S. in Mental Health Counseling students by permission; a grade of B or better in PSYC 6315 or in another graduate course in tests and measurements.)

**PSYC 6390 Thesis (12 cr. minimum — 6 cr. per term for minimum 2 terms)**
This course provides students with the tools to integrate their Program of Study logically and comprehensively into an in-depth exploration of a topic of research interest. The goal of the course is the completion of the M.S. thesis. Students complete the thesis independently under the mentorship of a thesis chair and in a learning platform classroom that requires weekly participation. The thesis can be either a critical literature review with a proposed research design or an empirical study. Students are registered for PSYC 6390 until successful completion of the thesis. (Prerequisites: Completion of all coursework; may be concurrently enrolled with last term of coursework. Cross-listed with COUN 6390.)

**PSYC 6391 Capstone I (5 cr.)**
During this course, students work on a capstone project: (a) a traditional thesis—either a critical literature review with a proposed research design or an empirical study—focusing on a research topic related to organizational setting or (b) a field experience that includes the implementation of an organizational psychology intervention and a written paper. (This course may be taken in conjunction with PSYC 6216. Prerequisite: Completion of all other program courses, except PSYC 6392.)

**PSYC 6392 Capstone II (5 cr.)**
During this course, students complete the capstone project they started in PSYC 6391. (Prerequisite: PSYC 6391.)

**PSYC 6701 Culture and Psychology (5 cr.)**
This course explores the foundations of cross-cultural work from various disciplines in the field of psychology and addresses the cross-cultural application of traditional theories and models. Topics include the distinction between universal and culture-specific phenomena related to personality development, social behavior, research approaches, and gender; issues of acculturation; and cultural variations related to abnormal, clinical, social, and organizational psychology.

**PSYC 8300 Philosophical Foundations in Psychological Research (5 cr.)**
This course introduces students to the nature of scientific discovery and explanation as it applies to the social sciences and to psychology in particular. Topics include the etiology and epistemology of science, the relationship between philosophy and science, the nature of scientific explanation, and the understandings of the progress of science (the “paradigm”). Philosophical movements that influence research and research priorities are reviewed, including positivism, constructivism, and other post-modern research paradigms (including feminist, race, and gay/lesbian psychologies).

**PSYC 8305 Statistics 2 (5 cr.)**
This course reviews and expands on statistical techniques mastered in Statistics 1: *t*-test, correlation analysis, ANOVA, and chi-square are briefly reviewed. Topics include understanding underlying assumptions and applications of factorial, repeated measures (within groups), and mixed design ANOVA, multiple regression, and logistic regression. Students learn applications necessary for completing doctoral dissertations and learn to critically read and write about psychological research. All analyses involve the use of the SPSS statistical software package. (Prerequisite: PSYC 6305.)

**PSYC 8306 Statistics 3 (5 cr.)**
This course introduces students to multivariate statistics and their uses in the social sciences. Topics include data screening and cleaning, factorial ANOVA, analysis of covariance, multivariate analysis of variance (MANOVA), discriminant function analysis, multiple regression, logistic regression, path
analysis, factor and principle components analysis, and structural equation modeling. Assignments focus on understanding theory and using SPSS to solve problems. *(Prerequisite: PSYC 8305.)*

**PSYC 8310 Qualitative Analysis (5 cr.)**
This course focuses on 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, research design, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report are examined. Emphasis is on how to design a qualitative research project that could serve as the foundation for thesis or dissertation work. *(Prerequisite: PSYC 6305, 6310.)*

**PSYC 8315 Program Evaluation (5 cr.)**
This course introduces students to evaluation research. Topics include the history and theory underlying program evaluation, approaches to evaluation, procedures and techniques for entering a group for which one would provide evaluation services, selecting appropriate quantitative and/or qualitative models and techniques used to perform the evaluation, strategies for getting gatekeepers to be invested in the development of the research and in the outcomes, demonstration of program effectiveness, and dissemination of results to stakeholders. *(Prerequisites: PSYC 6305, 6310.)*

**PSYC 8320 Advanced Methods in Mixed Qualitative-Quantitative Research Designs (5 cr.)**
This course focuses on the use of both qualitative and quantitative research designs in psychological research. The course begins with a broad discussion of paradigms that guide qualitative and quantitative research traditions, including logical positivism, post-positivism, pragmatism, and constructivism. A number of methods common to each tradition are reviewed, and mixed-method approaches are explored in depth, including strategies for collecting, analyzing, and disseminating data, as well as how both methods can be incorporated at all stages of the research project. Emphasis is on how to design a mixed-method research project that could serve as the foundation for dissertation work. *(Prerequisites: PSYC 6305, 6310, 8310. Previously listed as PSYC 8320 Mixed Qualitative-Quantitative Research Designs.)*

**PSYC 8361 Advanced Psychological Testing (5 cr.)**
This course focuses on the application of multidimensional approaches to assessment, empirically based diagnosis and decision-making, and empirically based interventions or treatment based on assessment. Students administer, score, record, and interpret psychological tests. They also learn to diagnose and make treatment recommendations using an array of assessment instruments appropriate to their specialization. Students apply these skill sets to write integrated, comprehensive psychological reports. This course has a required face-to-face residency component. *(Prerequisites: PSYC 6341, 6351 with a grade of B or better and PSYC 8719, 8720, or 8721.)*

**PSYC 8700 Psychology and Social Change (5 cr.)**
This course focuses on the theories of social and personal change. Topics include power and social inequalities, ethnic inequalities, global environment and social change, issues related to gender and sexism, and homophobia. In addition, students are presented with impact of social change theories on children, families, and societies. The concepts of change agent and change advocate are explored as well as the role of the psychologist as change agent.

**PSYC 8705 Ethics and Standards of Professional Practice (5 cr.)**
This course examines the origins of professional codes of ethics and standards of practice. Ethics and standards of practice are explored in depth. Topics include confidentiality, client-provider relationships, issues in assessment, ethical issues related to psychotherapy, ethics of research, and ethics involved in working with diverse populations. Additionally, students are introduced to forensic psychology and issues...
related to establishing a practice. The course also explores how cultural factors are addressed in various ethical codes and the implications for scholar-practitioners.

**PSYC 8706 Advanced Social Psychology (5 cr.)**
This course provides an advanced analysis of social psychology, including a review of the historical context and cultural grounding of social psychological theory. Special attention is given to sociocultural psychology and the broad base of knowledge related to history, research methods, and applications to social and cultural processes. Topics include small-group processes and dynamics and shared cognition, attitude development and shifting, social cognition and emotion, self-concept and self-regulation, conformity, affiliation and independence in groups, group performance, leadership, cross-cultural psychology, and biopsychosocial diversity. *(Prerequisites: PSYC 6245, 6305, 6310.)*

**PSYC 8710 Clinical Neuropsychology (5 cr.)**
This course provides an introduction to the field of clinical neuropsychology. Topics include cortical organization (including functions, anatomy, and neuropathology) and higher cortical functions of memory, language, emotions, attention, and perception in disordered brain functions in adults. Neuropsychological approaches, including cognitive neuropsychology, are explored. *(Prerequisite: PSYC 6225.)*

**PSYC 8712 Clinical Child Neuropsychology (5 cr.)**
This course introduces students to clinical child neuropsychology. Topics include 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, and sociopsychological perspective relative to prevention, diversity, identification, and intervention with children. *(Prerequisites: PSYC 6215, 6225.)*

**PSYC 8718 Psychology of the Exceptional Individual (5 cr.)**
This course examines the cognitive, social-emotional, and psychomotor characteristics of individuals significantly deviating from the norm in behavior and/or adjustment. Topics include understanding individuals with learning disabilities (including emotional, behavioral, and intellectual disorders; autism; brain injury; hearing and vision loss; physical disabilities; and health disorders) and those who are gifted and talented. Inclusion, transition to adulthood, and multicultural diversity are explored. The focus of the course is on skills for developing research-based educational and therapeutic interventions.

**PSYC 8719 Developmental Psychopathology (5 cr.)**
This course examines formal psychopathology, emotional, and behavioral disorders and presents the classification systems of infants, children, and adolescents. Topics include contrasting models of psychopathology, classification and epidemiology of childhood psychopathology, co-morbidity rates, differential issues from the current diagnostic manual’s outcome of childhood disorders, therapeutic approaches and their efficacy, and developmental resilience. Case studies are used to illustrate diagnostic issues. *(Prerequisites: PSYC 6220, 6225.)*

**PSYC 8720 Diagnosis and Assessment (5 cr.)**
This course is an overview of what is commonly referred to as abnormal psychology; however, what constitutes normalcy is considered from multiple perspectives. Students explore the application of diagnostic criteria in various mental health work settings, such as schools, rehabilitation facilities, community agencies, and private practices. Environmental and biological factors contributing to behavioral disorders are considered using the scholar-practitioner model. Techniques are reviewed for the diagnosis and treatment of cognitive, emotional, and developmental disorders, as well as for psychophysiological and psychosocial problems. Multicultural factors that complicate diagnosis are reviewed. *(Cross-listed with COUN 8720. Previously listed as PSYC 8720 Abnormal Psychology.)*
**PSYC 8721 Advanced Psychopathology (5 cr.)**
This course provides an in-depth examination of current theory and research associated with major psychological disorders and with diagnosis. The major disorders are explored, including substance abuse and psychotic, mood, personality, somatoform, anxiety, mood, dissociative, and eating disorders. Application of the current diagnostic manual to actual clinical situations is emphasized. Current criticisms of the diagnostic system and discussion of alternative models are addressed. *(Prerequisite: PSYC 6220.)*

**PSYC 8722 Counseling and Psychotherapy Theories (5 cr.)**
This course summarizes the history and explores the primary concepts of the major approaches to counseling and psychotherapy in current use. The empirical foundations of each theory are examined, and examples are supplied showing how each method is applied to clients. Limitations of each approach are also explored. *(Cross-listed with COUN 8722. Previously listed as PSYC 8722 Theories of Psychotherapy. Prerequisite: PSYC 6220.*

**PSYC 8723 Multicultural Counseling (5 cr.)**
This course is designed to increase students’ awareness and knowledge of, and skills related to, multicultural counseling and the delivery of psychological services. Students explore diversity and identity issues and discuss their impact on the therapeutic relationship. The application of traditional theoretical orientations and current multicultural theories to culturally diverse groups is addressed. Topics include race and ethnicity, sex and gender, sexual orientation, social class, and age and ability. *(Cross-listed with COUN 8723.)*

**PSYC 8724 Child Psychotherapy (5 cr.)**
This course explores the psychological treatment of children from an array of theories and techniques, including play therapy. Issues of playroom organization, intake interviews, psychological assessment, and intervention are addressed. Typical play behaviors of children at various levels of development, cross-cultural aspects of play, and their meanings are explored. Treatment, evaluation, cultural sensitivity, and ethical practice with children are also presented. *(Prerequisite: PSYC 6215.)*

**PSYC 8725 Group Therapy (5 cr.)**
This course provides a comprehensive review of clinical and counseling approaches to group therapy. The theoretical bases of different approaches to group therapy, including psychoanalytic, existential, person-centered, gestalt, transactional, behavioral, rational-emotive, and reality therapy, are examined. Focus is on various types of groups, the efficacy of using group therapy as the treatment method with various multicultural populations, and the stages of group development.

**PSYC 8726 Marriage and Family Therapy (5 cr.)**
This course introduces students to theoretical perspectives and techniques, classical schools of thought, and recent developments in marriage and family therapy. Culture, gender, and ethnicity factors in family development are explored. Theoretical frameworks in marriage and family therapy, including psychosocial, psychodynamic, transgenerational, strategic, cognitive-behavioral, and social constructionist models, are reviewed and compared. The roles of culture, spirituality, and values in understanding families are explored. *(Cross-listed with COUN 8726.)*

**PSYC 8727 Religion and Spirituality in Counseling and Therapy (5 cr.)**
This course provides an introduction to significant religious and spiritual movements, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. Topics explored include 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, and nationality; sex and gender roles; sexual orientation; and treatment techniques.

**PSYC 8728 Substance Abuse Therapies (5 cr.)**
This course examines psychological aspects of addictions involving alcohol, prescription medications, and illegal substances. Current research in the field of dependency and addiction is explored. Topics include diagnosis, models of treatment, treatment planning, use of group and family treatment plans, and efficacy of treatment. Strategies to promote change, including the transtheoretical model of behavior change, are discussed. (*Cross-listed with COUN 8728.*)

**PSYC 8729 Grief Therapy (5 cr.)**
This course examines grief theory and its processes, tasks, and mediating factors, including age of the bereaved and deceased, type of death, and relationship with the deceased. Topics include coping and coping interventions, dealing with grief in childhood and adolescence, and dealing with grief associated with loss of children. Diversity issues related to race, ethnicity, nationality, sexual orientation, sex and gender roles, and spirituality and religion are explored. Emphasis is placed on research-based intervention techniques.

**PSYC 8730 Advanced Grief Therapy (5 cr.)**
This course explores grief dynamics resulting from complicated grief, trauma, multiple loss, and disasters (both natural and man-made). The focus is on acute stress and post-traumatic stress disorder (PTSD), 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.)**
In this course, students discuss stress and psychological issues faced by patients and their families when coping with a life-threatening illness. Topics include points of access in the disease process as well as the understanding of many diseases’ characteristics and treatments, 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.)**
This course provides an overview of the spectrum of psychotropic medications and their use in the treatment of mental and behavioral disorders. Topics include the role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy. The focus is on the treatment of depression, anxiety, bipolar disorder, obsessive-compulsive behavior, schizophrenia, and childhood disorders; other psychological disorders as described in the DSM-IV-TR are reviewed. (*Prerequisite: PSYC 6225.*)

**PSYC 8745 Health Psychology (5 cr.)**
This course reviews the field of health psychology with a focus on the biopsychosocial model; behavioral and biomedical theories are also discussed. Topics include the effect of psychological (personality), behavioral (health behaviors and coping), and social factors (stress and physician-patient relationships) on physical health and wellness. The course specifically addresses cardiovascular and immune health with a discussion of heart disease, stroke, cancer, and HIV/AIDS.

**PSYC 8746 Behavioral Nutrition (5 cr.)**
This course examines the interaction between behavior and nutrition. Topics include fundamental principles of human digestion and nutrient metabolism, specific nutrient requirements of the brain and brain metabolism of nutrients, and effects of nutrients on brain function. Using this background, students
critically examine current trends in behavioral nutrition and conduct nutritional assessments. 
(Prerequisite: PSYC 6225.)

**PSYC 8747 Psychoneuroimmunology (5 cr.)**
This course examines current theory and interdisciplinary (psychological and medical) research associated with psychoneuroimmunology (PNI). Topics include the mind/body interaction, its effects on overall health through modulation of the immune system, and mind/body interventions. Recent advances in medical science that have contributed to our knowledge of biological processes and how the mind can be used as a potent force in modifying the biological mechanisms involved in wellness and illness are explored. (Prerequisite: PSYC 6225.)

**PSYC 8748 Stress and Coping (5 cr.)**
This course examines the literature related to contemporary theories on the perception of stress, appraisal of stressors, ways of coping, and the psychophysiological mechanisms involved in the stress response. Topics focus on psychoneuroimmunology, behavioral nutrition, psychophysiology, traumatic stress, chronic pain, and stress-related psychophysiological and medical disorders as they relate to stress and coping. (Prerequisite: PSYC 6225.)

**PSYC 8750 Foundations of Industrial/Organizational Psychology (5 cr.)**
This course introduces students to the field of industrial/organizational psychology. The major focus is on organizational theories and practices impacting the individual, group, and organization in a variety of industrial and organizational settings. Students learn to translate research and theory into practice in areas such as personnel selection, training, performance, and management, as well as in team and organizational development and change.

**PSYC 8752 Psychology of Organizational Behavior (5 cr.)**
This course examines the application of behavioral theories in organizational settings. The focus is on individual, group, and organizational behavior. Topics include individual differences in employee motivation and job satisfaction, group development, team building, organizational leadership, and organizational design, culture, and development. Students acquire a broad knowledge base in organizational psychology, its research, and its applications. (Prerequisite: PSYC 8750.)

**PSYC 8753 Vocational Psychology and Counseling (5 cr.)**
This course examines major career development theories, assumptions, and implications for practice. Career information programs and systems in terms of their application to personnel assessment, counseling, development, and placement are reviewed. Focus is placed on the implications of individual differences in cultural, gender, and age-related issues. Students obtain a theoretical and practical basis for supporting individuals in vocation selection and career development. (Cross-listed with COUN 8753.)

**PSYC 8754 Personnel Psychology in the Workplace (5 cr.)**
This course explores the application of psychological theory and practice to human resources activities in organizations. Topics include job analysis and design, employee selection and placement, training and development, performance management and appraisal, and legal and ethical considerations in human resources management. (Prerequisite: PSYC 8750.)

**PSYC 8755 Leadership and the Process of Change (5 cr.)**
This course provides an extensive consideration of leadership theories. Topics include definitions of leadership, major theoretical leadership models, and contextual and situational factors related to leadership. Special consideration is given to effective leadership issues and practices during the process of organizational change. Various perspectives on leadership and its role in the achievement of organizational, group, and team goals are explored. (Prerequisite: PSYC 8750.)
**PSYC 8756 International/Cross-Cultural Issues in Organizations (5 cr.)**
This course focuses on workplace issues arising from diverse cultural contexts. Topics include international and cultural comparisons of work motivation, communication, leadership, and decision-making, as well as organizational structures and characteristics. Sources and management of conflict, as well as conflict resolution strategies, are explored.

**PSYC 8760 Educational Psychology (5 cr.)**
This course examines the variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are also explored.

**PSYC 8762 Teaching of Psychology (5 cr.)**
This course examines techniques and issues related to teaching psychology at the college/university level. The primary focus is on teaching skills, developing rapport with students, managing the course, and managing the classroom. Classroom communication and ethical issues relevant to both instructors and students are also covered.

**PSYC 8763 Principles of Instructional Design (5 cr.)**
This course presents a critical analysis of various instructional methods and techniques. It provides an overview of major theories of learning and an analysis of specific instructional applications. Students apply their prior knowledge of learning, development, and cognition to understanding factors related to instruction and instructional design. *(Prerequisites: PSYC 6230 or 6235, 8760.)*

**PSYC 8764 Instructional Design for Online Course Development (5 cr.)**
This course explores instructional design and delivery of online courses, issues related to assessment and evaluation in a distance-learning environment, and appropriate and systematic use of technology in online learning venues. Issues such as learning styles and instructional strategies in the online environment, alternatives to the online lecture, and effective course objectives and discussion questions are explored. *(Prerequisite: PSYC 8763.)*

**PSYC 8780 Seminar in School Psychology (5 cr.)**
This course introduces prospective school psychologists to the field of school psychology. Topics include the role and function of the school psychologist; legal, ethical, and professional issues in school psychology; fieldwork experiences; research methods in school psychology; and emerging technologies in school psychology.

**PSYC 8784 Psychological Consultation (5 cr.)**
This course examines the history, theory, process, and methods in the field of psychological consultation. It reviews the qualifications and techniques required by the psychologist to consult in a variety of settings, including the courtroom, business and industry, and educational, mental health, and medical settings.

**PSYC 8785 Prevention: Research and Practice (5 cr.)**
This course provides an inquiry into prevention and intervention programs for individuals, groups, and communities. Students consider cultural, social, psychological, family, organizational, and political factors bearing on the mental health and development of people in various settings, including schools, communities, and organizations. Theoretical frameworks guiding prevention and intervention are explored, including constructivist and ecological-developmental perspectives. Students gain experience in developing prevention-oriented programs within diverse systems. *(Cross-listed with COUN 8785.)*
**PSYC 8805 Holistic Psychology (5 cr.)**
This course provides students with a foundation in holistic psychology. Students examine topics in holistic and transpersonal psychology, as well as influences of theory and research in the areas of spirituality and mind/body relationships. Topics include states of consciousness, emotional and psychosomatic disorders, spiritual emergencies, death and dying, and integral psychology. Focus is placed on integration of perspectives.

**PSYC 8810 Community Psychology (5 cr.)**
This course introduces students to the basic concepts and practice of community psychology. Guiding values and assumptions of the field, basic ecological concepts, and models of intervention are examined. Topics include diversity in community psychology, social change, primary and secondary prevention, community mental health, empowerment, stress, and resiliency.

**PSYC 8815 Contemporary Gerontology/Geriatric Psychology (5 cr.)**
This course provides a multidisciplinary approach to the study of aging in contemporary societies. Biological, psychological, social, and societal contexts of aging are examined. Topics include historical and cross-cultural perspectives on aging, social theories of aging, managing chronic diseases, cognitive changes associated with aging, mental health issues, sexuality, and social interactions.

**PSYC 8820 Successful Practice Management (5 cr.)**
This course examines management principles and practices for applied and consulting psychologists. Topics include client goal setting; systematic intake procedures; developing treatment/intervention plans; treatment coordination and progress assessment; scheduling and billing; practice demographics; risk management; staying current with research, legal, and ethical issues; and staff supervision. (Prerequisite: PSYC 8705.)

**PSYC 8825 Psychology of Gender (5 cr.)**
This course introduces students to theories and research on gender role expectations and their influence on the psychosocial developmental experience of women, men, and children. Current gender research is applied to understanding 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 are emphasized.

**PSYC 8830 Psychology of Sexuality (5 cr.)**
This course provides an exploration of sexuality from a variety of perspectives, including historical, psychological, sociological, anthropological, biological, public health, and media and cultural studies. 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”) are examined using a variety of theoretical perspectives, including essentialist and constructivist notions of sex, sexuality, and sexual identity.

**PSYC 8860 Independent Reading (1–5 cr.)**
This course provides students an opportunity to examine a topic area of interest in more depth than is provided in the course offerings. Students work with an instructor to design a syllabus that defines the scope of the learning and participate in classroom experience. (Prerequisite: Approved petition to academic advising.)

**PSYC 8871 Practicum (6 cr. minimum — 3 cr. per term for minimum 2 terms*)**
The practicum provides students the opportunity to engage in a supervised experience that integrates theory and research with practice. The practicum experience includes guided development of 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, and the practicum must meet the current requirements of the state psychology board to which the student intends to apply. Students participate in an online classroom experience. The Ph.D. in Psychology practicum must be designed for a period of no fewer than 750 hours, to be completed over a minimum of two terms. * Post-doctoral certificate students may complete the practicum in one term, but may register for an additional term if they need more time. (Prerequisite: Completion of the practicum application and approval of the field training coordinator.)

**PSYC 8882 Internship (12 cr. — 3 cr. per term for 4 terms)**
The internship provides a supervised training experience that prepares students to successfully function in the role of a professional psychologist and/or counselor. Internship experiences emphasize the integration of theory and research through applied practice in a variety of settings and situations. Interns are mentored through a professional relationship with a supervising psychologist. They learn how to effectively use and understand a supervisory relationship, engage in critical thinking, conduct assessments, implement evidence-based interventions, evaluate intervention efficacy, engage in professional consultation, and function within professional ethical standards. Interns also participate in didactic training. Internship is the final component of advanced applied professional training for students in licensure specializations, prior to graduation. Students must secure internships appropriate to their specialization, and the internship must meet the current requirements of the state psychology board to which the student intends to apply. A total of 2,000 hours is required. Internships may be designed as a part-time or a full-time experience (minimum of 15 hours per week) but must be completed within a 2-year time frame. Students participate in an online classroom experience. (Prerequisites: PSYC 8871, completion of the internship application, and approval of the field training coordinator.)

**PSYC 8900 Advanced Seminar in Psychology (1–5 cr.)**
This is an advanced-level professional seminar with emphasis on current and emerging psychological theory, research, and/or practice; topics will vary. This course may have a residency seminar, depending on the topic. (Prerequisites: Vary by topic.)

**PSYC 8901 Advanced Seminar in Psychology: Foundations of Reading and Literacy Development (5 cr.)**
This course is designed to provide psychology students with a foundation in reading and literacy, responding to the challenge of promoting higher levels of literacy achievement for all students. It presents historical and contemporary perspectives on reading, implications of brain research, an introduction to reading processes, and a study of parent involvement in education. The course also covers reading assessment, linking assessment to intervention, the use of the three-tiered model, and the Response to Intervention (RTI) model. (This course satisfies the School Psychology requirement for EDUC 6641.)

**PSYC 8902 Advanced Seminar in Psychology: Curriculum Theory and Design (5 cr.)**
Psychology students who plan to work in schools may be involved in curriculum design issues as a part of their employment. This course helps students acquire an understanding of curriculum theory and design as it applies to the district or departmental level. Theoretical foundations of curriculum are applied to solving curricular problems with emphasis on the theoretical, practical, and political complexity of curriculum work. (This course satisfies the School Psychology requirement for EDUC 8807.)

**PSYC 8910 Introduction to Forensic Psychology (5 cr.)**
This course provides students with a broad overview of the field of forensic psychology. Topics include ethical considerations, training and practice considerations, expert testimony, approaches to forensic assessment, high-risk occupational evaluations, eyewitness testimony, jury selection, child custody evaluations, assessment of childhood trauma, competency issues, sexual predator evaluation, violence risk
assessment, responsibility, and various other evaluation and assessment issues unique to forensic psychology. (Prerequisites: PSYC 6220, 6341, 6351, 8720, 8722.)

**PSYC 8912 Mental Health Law (5 cr.)**
This course examines several different aspects of the law related to mental health issues. Laws and court decisions that affect the practice of psychology, such as the Tarasoff ruling, mandated reporting, and the Health Insurance Portability and Accountability Act (HIPAA) are addressed, as are the many areas of law that constitute forensic psychological practice including civil matters (such as personal injury and civil competency issues) and criminal matters (such as competency to stand trial, criminal responsibility, diminished capacity, and death penalty issues). (Prerequisites: PSYC 8910.)

**PSYC 9000 Dissertation (30 cr. minimum — 6 credits per term for minimum 5 terms)**
This course sequence offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation with the guidance of a chair and committee members, in a learning platform classroom in which weekly participation is required. Students work with a dissertation chair to write the prospectus, complete an approved proposal (the first three chapters of the dissertation), complete an application for institutional review board approval, collect and analyze data, and complete the dissertation. During the final quarter, students prepare the dissertation for final review by the university and conclude with an oral defense of their dissertation. Once students register for PSYC 9000, they are registered each term until successful completion of the dissertation, for a minimum of five terms. (Prerequisites: PSYC 6305, 6310, 6315, and 8305, and all required 6000-level courses; designation of an approved dissertation committee chairperson. Students doing a qualitative or mixed-methods dissertation study must also complete PSYC 8310 Qualitative Analysis. Students completing a mixed-methods dissertation study are strongly encouraged to also complete PSYC 8320 Advanced Methods in Mixed Qualitative-Quantitative Research Designs.)

**PUBH**

**PUBH 6001 Foundations for Graduate Study in Public Health (2 cr.)**
This course provides students with the skills needed to be successful as graduate students and public health professionals. Students become familiar with the university and the public health program, academic policies and procedures, resources, and strategies for learning in the online environment. Students develop academic and professional skills, such as scholarly writing, critical thinking, goal setting, and library research. The course stresses the theory- and strategy-based communication principles and skills needed to effectively disseminate public health information to varying audiences, focusing on oral and written communication, presentations, risk communication, and media channels. (This course must be completed before registering for other coursework. Previously listed as PUBH 6000 Foundations for Graduate Study and Practice in Public Health.)

**PUBH 6002 Essentials of Public Health: A Case Study Approach (4 cr.)**
This course evaluates key aspects of public health, including its history, mission, essential services, core functions, infrastructure, resources, workforce, achievements, challenges, and career options. Students explore these facets through case studies, a hypothetical scenario, and journal articles. Although the main focus of this course is on the U.S. public health system, students are also exposed to global issues and views of public health. (This course must be taken in concert with PUBH 6001. Previously listed as PUBH 6100 Introduction to Public Health.)
PUBH 6115 Social, Behavioral, and Cultural Factors in Public Health (4 cr.)
This course presents an examination and analysis of the major social, behavioral, and cultural variables and issues that affect the health of populations, including community, gender, age, socioeconomic status, race, ethnicity, and environment, as well as behavioral risks. Research, theoretical, and conceptual frameworks from the social and behavioral sciences are explored as applied to public health problems and the reduction of health disparities. (Previously listed as PUBH 6105 Social and Behavioral Dimensions of Health.)

PUBH 6125 Biostatistics (4 cr.)
This course addresses the application and interpretation of biostatistics in public health research and practice, including descriptive methodologies, statistical inference and probability, analysis of variance, and simple linear regression. Students are introduced to a statistical computer package such as SPSS. (Previously listed as PUBH 6110 Principles of Biostatistics.)

PUBH 6130 Health Care Organization, Policy, and Administration (4 cr.)
This course examines the development of health care policies and the administration of health care organizations, including the legal basis for public health practice. It focuses on the impact of economics, organizational behavior, and political science on national and international health policies and the organization and delivery of health care systems.

PUBH 6135 Leadership, Professionalism, and Ethics in Public Health Practice (4 cr.)
This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered with emphasis on the importance of a collaborative approach to working with diverse communities and constituencies. (Previously listed as PUBH 6440 Public Health Ethics.)

PUBH 6145 Epidemiology (4 cr.)
This course provides an epidemiological approach to the study of incidence, prevalence, and patterns of disease and injury in populations and the application of this study to the control of public health problems. Key sources of data for epidemiological purposes are identified, and principles and limitations of public health screening programs are addressed. Students learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports. (Prerequisite: PUBH 6110 or 6125. Previously listed as PUBH 6120 Principles of Epidemiology.)

PUBH 6155 Research in Public Health (4 cr.)
This course provides an examination of the research that informs public health programs, policy, and practice. Topics include the logic that underlies scientific research, study design, sampling, identification of variables, methods of data collection and analysis, key concepts in measurement including reliability and validity, program evaluation, and research ethics. Students will be introduced to methods of participatory research as well as statistical software that is used to support research. Strategies and skills for presentation of research results will be presented. (Prerequisite: PUBH 6110 or 6125. Previously listed as PUBH 6430 Social and Behavioral Research Methods.)

PUBH 6165 Environmental Health (4 cr.)
This course offers a study of the environmental factors that affect the health and safety of a community. Topics include causal links between chemical, physical, and biological hazards in the environment and their impact on health, and the genetic, physiologic, and psychosocial factors that influence environmentally compromised health outcomes. Environmental risk assessment methods, strategies for effective management and control of environmental exposures, and legal, regulatory, and ethical considerations at the federal, state, and local levels are explored. Examples of environmental threats
including waste, water, air, vectors, and global warming are examined as well as issues related to bioterrorism and disaster preparedness and management. *(Previously listed as PUBH 6140 Fundamentals of Environmental Health and Risk Assessment.)*

**PUBH 6170 Public Health Biology (4 cr.)**
This course explores the implications that advances in biology have on approaches to public health practice. Topics include the biological and molecular basis of public health, ethical issues related to public health biology, the effects of genetics and genomics on health and disease, and the application of biological principles and behavioral theories to disease prevention, control, and management programs—as well as the role of the immune system in individual and population health. A review of anatomical and pathophysiological processes is included.

**PUBH 6175 Health Policy and Management (4 cr.)**
This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process as well as the advocacy role of the public health professional in influencing local, state, and federal policy is addressed. The impact of global trends on public health practice, policy, and systems is also considered. *(Previously listed as PUBH 6130 Health Care Organization, Policy, and Administration.)*

**PUBH 6185 Professional Communications for the Public Health Practitioner (2 cr.)**
This course provides students with principles and strategies to effectively communicate in personal and professional situations. Personal communication focuses on developing skills to present information, influence others, and deal with conflict. Professional communication concentrates on communicating in work settings and with external groups. Communication research and theory serve as a foundation for exploring communication approaches and techniques, and students consider social and cultural issues related to communication.

**PUBH 6200 Advanced Psychosocial Theories of Health and Health Behavior (4 cr.)**
This course focuses on social and behavioral science theories, research, and interventions aimed at promoting health of individuals, groups, communities, and populations. Course assignments include the use of psychosocial theories in health-related practice, policy-making, and research. Attention is given to ecological and biopsychosocial models designed to integrate these theoretical perspectives. *(Prerequisite: PUBH 6105 or 6115.)*

**PUBH 6227 Health Informatics (4 cr.)**
This course examines the use of information technology in public health practice to access, interpret, and evaluate data for decision support and effective communication. Consideration is given to the application of legal and ethical principles in the dissemination of information in public health settings as well as the use of informatics methods and resources as strategic tools to promote public health. The collaborative approach to the design, implementation, and evaluation of informatics programs is also addressed.

**PUBH 6235 Program Design, Planning, and Evaluation (4 cr.)**
This course focuses on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment and the social, behavioral, environmental, biological, and economic factors that contribute to health outcomes. Strategic approaches to planning, implementation, and evaluation including cost benefit analysis are addressed. Health behavior theories are considered in the development of educational programs, the application of evaluation findings, and
prioritization of community concerns and resources. (Previously listed as PUBH 6450 Program Planning and Evaluation.)

**PUBH 6250 U.S. and International Health Care Systems (4 cr.)**
This course examines international health care system reform. Focus is given to the influence of corporate and governmental agencies in the delivery and financing of health services and the legal issues confronting health care institutions. The course also explores fiscal and public policy forces on national and international health systems and investigates the opportunities and challenges facing the management of community-based health care organizations. *(Prerequisite: PUBH 6100 or 6105.)*

**PUBH 6260 Legal and Regulatory Aspects of Public Health (2 cr.)**
This course examines the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

**PUBH 6315 Capstone Experience in Public Health (4 cr.)**
To synthesize the practicum experience and the accompanying learning, students are required to complete both of the following: (a) a research paper, the topic of which will be formulated during the practicum experience; and (b) a portfolio, to be developed based on the 300-hour practicum experience. In this course, students work with instructors to complete their capstone experience. *(For legacy M.P.H. students only.)*

**PUBH 6316 Capstone Experience for the Experienced Public Health Professional (4 cr.)**
To synthesize their practicum experience and the accompanying learning, students are required to complete one of the following: (a) a major grant proposal, (b) a publishable manuscript for a peer-reviewed journal; or (c) an abstract and a presentation for a professional conference. In this course, students work with instructors to complete their capstone experience.

**PUBH 6420 Principles of Community Health (4 cr.)**
This course examines the development and evaluation of innovative public health interventions within communities. Topics include multidisciplinary and multicultural participation, the development of health priorities in community settings, and the role of community partnerships in public health research and practice.

**PUBH 6460 Health Education and Community Advocacy (4 cr.)**
This course studies the health education policies and interventions of social and behavioral change theories. Course assignments focus on the development of theory-based strategies and emphasize control, participation, efficacy, and empowerment. Topics include partnership models, including media advocacy and marketing strategies.

**PUBH 6610 Thesis in Community Health (6 cr.)**
This course provides M.S. in Public Health students with an opportunity to develop a research proposal and thesis. Course assignments include defining the problems in a specific area of community health through appropriate theoretical and conceptual frameworks, methodology for data collection and analysis, and implications and potential solutions for future public health practice or research. Once registered for PUBH 6610, students are registered for 6 credits each term until the thesis has been approved by the chief academic officer.
**PUBH 6620 Field Practicum in Community Health I (3 cr.)**
This course provides an opportunity for a student-arranged practicum in a community health setting that complements students’ academic and professional goals. Supervision by an on-site training preceptor is a critical component of this experience. Over two terms (PUBH 6620, 6621), students complete at least 300 field hours and an online course that serves as the culminating experience for the M.P.H. degree option for students enrolled in the Ph.D. in Public Health program. Evaluation is provided by the on-site supervisor and course instructor. (Prerequisites: All M.P.H. required coursework; permission of the practicum coordinator.)

**PUBH 6621 Field Practicum in Community Health II (3 cr.)**
This course is the continuation of PUBH 6620. Students must register for PUBH 6621 until all field hours are completed. (Prerequisites: All M.P.H. required coursework, PUBH 6620; permission of the practicum coordinator.)

**PUBH 6625 Practical Experience in the Public Health Profession (4 cr.)**
This course provides an opportunity for a student-arranged practicum in a community health setting that complements students’ academic and professional goals. Supervision by an on-site preceptor is a critical component of this experience. Students complete a minimum of 300 field hours and an accompanying online seminar course. Evaluation is provided by the on-site supervisor and the course instructor. Students must register for PUBH 6625 until all field hours are completed. (For legacy M.P.H. students only.)

**PUBH 6626 Practical Experience for the Experienced Public Health Professional (4 cr.)**
This course provides an opportunity for experienced public health professionals to engage in a student-arranged practicum in a community health setting that complements their academic and professional goals. Supervision by an on-site preceptor is a critical component of this experience. Students complete a minimum of 120 field hours and an accompanying online seminar course. Evaluation is provided by the on-site supervisor and the course instructor. Students must register for PUBH 6626 until all field hours are completed.

**PUBH 6630 Directed Readings in Community Health (4 cr.)**
This course allows students to examine the theoretical, research, and professional practice literature in a particular area of community health that interests them. Students work with an instructor to create a course syllabus with learning outcomes and anticipated work products. This course may be selected only once during a student’s Program of Study and cannot be used to replace a course that exists in the current catalog. (Prerequisites: Permission of the program director.)

**PUBH 6635 Practicum I: Field Experience in Public Health (4 cr.)**
The practicum provides an opportunity for applying and integrating, in a public health setting, the knowledge and skills acquired throughout the M.P.H. Program of Study and for further developing key professional competencies. This student-arranged experience is in alignment with the students’ academic and professional goals and proceeds under the supervision of an instructor. Supervision by an on-site preceptor is a critical component of the practicum. Students begin a 240-field hour practicum, participate in an accompanying online seminar course, and begin development of a professional portfolio based on the field experience. Ongoing monitoring and evaluation is provided by the on-site supervisor and the course instructor.

**PUBH 6636 Practicum II: Capstone Experience in Public Health (4 cr.)**
This course is the continuation of PUBH 6635 Practicum I: Field Experience in Public Health. To synthesize the practicum experience and the accompanying learning, students are required to complete a Professional Portfolio based on their field experience as well as a substantive written paper or project.
**PUBH 6920 Health Services Financial Management (4 cr.)**
This course focuses on the functional role of the health care finance manager and the basic tools of health care financial decision-making. Topics include financial reporting statements, cost concepts and decision-making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management. (*Prerequisite: PUBH 6100.*)

**PUBH 8010 Promoting Population Health (5 cr.)**
This course concentrates on the social foundations for public health and the leadership and research skills needed for effectively organizing and conducting population-based disease prevention and health promotion programs. Topics include the social history of public health; determinants and risk factors for population health; policy analysis and advocacy; building coalitions, alliances, and consortiums; constituency and community mobilization; media communications; social marketing; community education strategies; and diverse populations as well as those with disproportionate disease burdens.

**PUBH 8015 Administration and Leadership of Public Health Programs (5 cr.)**
This course examines the administration of population-based health programs and the leadership skills needed to work effectively with diverse workforces and communities under varying political and economic conditions. Topics include organizational dynamics, team building, mediation, collaboration, systems thinking and planning, working within political structures, 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 application of information technology to various functions of public health, especially regarding decision-making. The course provides an overview of database design, data storage, architecture, and computer networking for integration of database systems. Other topics include the use of medical and financial records for disease surveillance; standards for the collection, recording, and transmission of personal data; use of geographic information systems for mapping disease and risk factors; and methods for the evaluation of public health information systems.

**PUBH 8200 Organizing Community Action for Health Promotion and Education (5 cr.)**
This course explores leadership in the effective organization of communities, interagency collaborative efforts, and worksites for collective action regarding health promotion and education. Course topics include analysis of risk factors at the community, worksite, local, state, national, and international levels. (*Prerequisites: Foundational and core curricula.*)

**PUBH 8210 Public Campaigns for Health Promotion and Education (5 cr.)**
This course investigates the persuasive use of mass communications media and marketing strategies in promoting health, reducing risk factors, and influencing community leadership to support healthful conditions. Topics include the design of mass media campaigns, target markets, and working with and responding to media, including broadcast, print, World Wide Web, and other electronic communication media. (*Prerequisites: Foundational and core curricula.*)

**PUBH 8215 Public Health Policy Design and Implementation (5 cr.)**
This course examines the application of scientific data in the formulation of policy recommendations, and the drafting of legislation and ordinances to promote equitable distribution of health resources, healthy living conditions, and other activities to reduce health risk. Students learn leadership strategies for effective lobbying of decision-makers and community leaders. (*Prerequisites: Foundational and core curricula.*)
**PUBH 8220 Health Promotion and Education Interventions in Diverse Populations (5 cr.)**
This course examines the planning and organization of health promotion programs for underserved, economically disadvantaged, and underrepresented populations. Students learn to design health promotion programs that consider the social, economic, and medical conditions influencing the health status of diverse populations. *(Prerequisites: Foundational and core curricula. Previously listed as PUBH 8220 Health Promotion and Education in Communities of Diverse Populations.)*

**PUBH 8225 Design and Analysis of Community Trials (5 cr.)**
This course investigates randomized controlled trials of health promotion and education programs, and disease-prevention interventions, with communities as the units of analysis. It provides students with an in-depth study of techniques for randomization, multicenter coordination, data management, team building, statistical analysis, models for community assessment, publication, and ethics. *(Prerequisites: Foundational and core curricula.)*

**PUBH 8300 Infectious Disease Epidemiology (5 cr.)**
This course examines the epidemiology of infectious and acute diseases, including the impact of infectious diseases on populations, taxonomy and structure of disease agents, modes of transmission, infectivity, pathogenicity, virulence, incubation, and surveillance methods. Topics include diarrheal diseases, viral hepatitis, sexually transmitted diseases, HIV/AIDS, and airborne and vector-borne organisms. *(Prerequisites: Foundational and core curricula. Previously listed as PUBH 8300 Epidemiology of Infectious and Acute Diseases.)*

**PUBH 8310 Social and Behavioral Epidemiology (5 cr.)**
This course explores various works in social, behavioral, and psychiatric epidemiology, including those on the occurrence and distribution of illness. Course studies focus on the application of basic epidemiologic research designs; the study of social, behavioral, and psychiatric conditions in all age groups; and the relationship between sociocultural factors and individual or community behavioral issues. *(Prerequisites: Foundational and core curricula.)*

**PUBH 8320 Environmental and Occupational Epidemiology (5 cr.)**
This course focuses on methods used in evaluating the health effects of physical, biological, and chemical agents in the environment and evidence-based information of such exposures. Assignments include policy questions raised by the scientific evidence and review and criticism of current literature on specific environmental and occupational health issues of current interest. Special emphasis is given to study design, exposure assessment, outcome definition, and sources of bias. *(Prerequisites: Foundational and core curricula.)*

**PUBH 8330 Chronic Disease Epidemiology (5 cr.)**
This course examines the major chronic diseases: cancer, cardiovascular disease, neurological diseases, and diabetes. The course also focuses on major risk factors impacting chronic disease. Topics include surveillance of chronic diseases and evaluation of chronic disease prevention interventions. *(Prerequisites: Foundational and core curricula. Previously listed as PUBH 8330 Epidemiology of Cancer and Other Chronic Diseases.)*

**PUBH 8340 Molecular and Genetic Epidemiology (5 cr.)**
This course acquaints students with the fundamentals of molecular and genetic epidemiology. Topics include molecular markers of environmental exposures, applications to risk assessment, genetic markers of susceptibility, the Human Genome Project, genetic testing, gene-environment interaction, and pharmacogenomics. *(Prerequisites: Foundational and core curricula.)*
**PUBH 8350 Field Methods and Data Analysis in Epidemiology (5 cr.)**
This course offers students the opportunity to conduct epidemiological field studies. Theory and practice are emphasized to foster a better understanding and appreciation of survey methodology. Students become familiar with the techniques and resources needed to successfully design and carry out the field portion of an epidemiological investigation, including staff recruitment and training; counting and listing techniques; enumeration methodologies; subject recruitment, retention, and tracking; data storage and management; and general survey instrument issues. (*Prerequisites: Foundational and core curricula.*)

**PUBH 8427 Research Seminar II: Design in Public Health Research (5 cr.)**
This course covers theory and hypothesis testing; variable definition and measurement; and correlational, survey, experimental, quasi-experimental, nonexperimental, factorial, and single-subject designs. Topics include the language, logic, and execution of qualitative designs (inductive and quasi-deductive) and the interfacing of qualitative and quantitative designs. (*Prerequisites: Foundational and core curricula.*)

**PUBH 8437 Research Seminar III: Data Analysis in Public Health Research (5 cr.)**
This course addresses qualitative and quantitative techniques of data analysis. Course topics include data management, the use of software for data analysis, descriptive and inferential statistics, and multiple theoretical frameworks for qualitative analysis. (*Prerequisites: Foundational and core curricula; completion of the academic residency intensive seminar on Data Analysis in Public Health Research.*)

**PUBH 9000 Public Health Dissertation (30 cr. minimum — 6 credits per term for minimum 5 terms)**
This course offers doctoral students the opportunity to integrate their Program of Study into an in-depth exploration of an interest area that includes the completion of a research study. Students complete the dissertation independently, with the guidance of a dissertation supervisory committee chair and committee members, in a learning platform classroom in which weekly participation is required. Students complete a prospectus, proposal, institutional review board application, and dissertation. Once students register for PUBH 9000, they are registered each term until successful completion of the dissertation. (*Prerequisites: Foundational and core curricula; appointment of an approved dissertation committee chair.*)

**READ**

**READ 6581 Reading in the Content Areas, Grades 6–12 (3 sem. cr.)**
Teachers learn and use research-based strategies to enhance students’ reading proficiency and develop critical literacy skills while teaching essential content. Strategies are designed to enhance learning in science, mathematics, history, English, and other middle-level or secondary content areas.

**READ 6582 Writing in the Content Areas, Grades 6–12 (3 sem. cr.)**
Teachers integrate writing into content area curriculum, instruction, and assessment, and learn how to help students use writing to both deepen and clearly demonstrate their understanding of the subject matter. Strategies include the use of various types of journals and learning logs, writing frameworks, and note-taking tools. Special emphasis is given to the writing process and to skills in various writing genres.

**READ 6583 Technology and Literacy in the Content Areas, Grades 6–12 (3 sem. cr.)**
Teachers integrate technology into research-based instructional models and strategies to develop higher levels of literacy and facilitate more effective content area learning. Included are information literacy skills such as Internet searching, critically evaluating online resources, and expanding the learning community across boundaries.
**READ 6584 Supporting Struggling Readers, Grades 6–12 (3 sem. cr.)**
Teachers learn and use strategies to help improve middle-level and secondary students’ reading, writing, test-taking, and study skills as a way to increase their learning and achievement in the content areas.

**SBSF**

**SBSF 5100/5101 Skills for Academic Integrity (1 cr.)**
This 2-week course is intended for students who want to develop a better understanding of an important aspect of academic integrity: plagiarism. Course assignments focus on developing a practical understanding of plagiarism and the skills necessary to avoid it.

**SBSF 5501/5502 Introduction to Statistics and Applied Research Methods (4 sem. cr./5 qtr. cr.)**
This course provides students with an introductory understanding of elementary statistics for social scientists as well as an introduction to social science research. Statistical methods include computation and analysis of frequency distributions, measures of central tendency, understanding of basic probability, and understanding of the normal curve, as well as conceptual understanding of effect sizes, probability value, and the correlation coefficient. Research methods include understanding basic language associated with research, such as the difference between theory and hypothesis, the nature of variables, and different research designs. Students learn to read research critically.

**SBSF 5503/5504 Personal and Professional Communication (3 sem. cr./4 qtr. cr.)**
This course provides students with principles and strategies to effectively communicate in personal and professional situations. Personal communication focuses on developing skills to present information, influence others, and deal with conflict. Professional communication concentrates on communicating in work settings and with external groups. Communication research and theory serves as a foundation for exploring communication approaches and techniques. Social and cultural issues related to communication are considered.

**SBSF 6000/6001 Graduate Writing (3 sem. cr./4 qtr. cr.)**
This course is designed to improve the writing skills of two groups of students: those whose course instructors have recommended they enroll in a writing skills course and those who wish to improve their writing to enhance their ability to succeed in Walden’s writing-intensive courses and KAMs. Course readings, activities, and assignments provide models to help students create their own writing processes, teaching them how to generate ideas, give those ideas initial shape in essay drafts, revise drafts based on instructor and colleague feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level, and give students and instructors opportunities to assess and strengthen students’ proficiency level. Major projects include summary, rhetorical analysis, research, and self-reflection essays and peer review of these essays.

**SBSF 6101/6107 Critical Thinking and Logic (3 sem. cr./4 qtr. cr.)**
This course focuses on the skills students need to read critically and think about complex issues, evaluate the validity of arguments, and construct reasoned arguments with logical conclusions. Students learn techniques for assessing ideas presented in written materials to help readers judge the strengths and weaknesses of other communicators’ arguments. Students learn to develop logically sound, evidence-based arguments to support their ideas and views in their studies and work. Finally, the course offers additional ways for students to bolster their critical-thinking skills by considering succinct writing, logical reasoning, and moral and ethical values.
**SBSF 6103/6104 Communications and Teamwork in a Global Society (3 sem. cr./4 qtr. cr.)**
This course provides the information and sensibilities a person needs to work effectively in teams, to collaborate with others, and to function effectively in a diverse, global environment. It also focuses on the different communication styles of individuals, the dynamics of teams, and understanding basic issues and practices in cross-cultural communication and cooperation. As communities and workplaces continue to diversify and globalize, respecting differences, understanding how others think, and understanding how to communicate and work effectively with people who are different from yourself are essential skills for success.

**SBSF 6150/6151 Graduate Writing for Non-Native English Speakers (3 sem. cr./4 qtr. cr.)**
This course is designed to improve the academic writing skills of graduate students whose first language is not English. Course readings, activities, and assignments provide models to help students master academic style and create their own writing processes, revise drafts based on instructor and classmate feedback, and edit and proofread final drafts. Establishing these individual processes will hone the analytical and writing skills students need to perform at a graduate level. Major projects include summaries, analyses of academic writing, research, and self-reflection essays, as well as peer reviews. *(Previously listed as SBSF 6150 Graduate Writing for Non-Native Speakers of English.)*

**SBSF 7100 Research Forum (6 cr.)**
Under the guidance of their faculty mentor, students pursue scholarly research associated with Knowledge Area Modules (KAMs). They learn to work independently as scholars and develop a variety of important skills. For example, they learn to gather information such as research findings and theories from library databases and Web-based resources. They develop critical-thinking skills, learn to ask the right questions, learn the latest about their professional practice, and apply their newly acquired knowledge to real-world problems for the benefit of others. *(Previously listed as SBSF 7100 Continuing Research.)*

**SBSF 7250/7251 Writing a Literature Review (3 sem. cr./4 qtr. cr.)**
The purpose of this course is to help students write a well-structured, soundly presented critical literature review. The course covers topic selection, research analysis, and writing, editing, and proofreading strategies. Upon completing the course, students will have produced a literature review using a minimum of 15 self-selected research articles. This course is appropriate for master’s and doctoral students who are writing course papers, theses, or dissertations.

**SBSF 8005 Foundations for Doctoral Study (6 cr.)**
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and social change agent. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence. Major assignments include a writing assessment and the preparation of the Professional Development Plan, the Plan of Study, and a sample KAM Learning Agreement. *(Students in selected doctoral programs/specializations are required to take this course immediately upon enrollment and must successfully complete it before proceeding with KAMs or coursework.)*

**SBSF 8417 Research Seminar I: Human Inquiry and Science (4 cr.)**
This seminar focuses on students’ acquisition of substantive, foundational knowledge of the philosophy of science, including the construction, use, and verification of concepts, models, and theories. Qualitative and quantitative frameworks for inquiry are introduced. Students examine ethical, social, and political aspects of conducting research, producing knowledge, and engaging in scholarship in the American academy, including the role of the professoriate. *(Offered every quarter to Ph.D. students. Students are required to take this course within four full quarters of completion of their Foundation course.)*
Prerequisites: Foundation course (AMDS 8000, PPPA 8000, PUBH 6000, or SBSF 8005). Students who take SBSF 8005 must also complete one quarter of SBSF 7100 before enrolling in SBSF 8417.

SCIE

SCIE 6650 Try Science (3 sem. cr.)
This introductory science course helps participants see the science in common everyday events and focuses on the topic of water. The goals of the course are to extend understanding of key scientific concepts through inquiry, to learn effective strategies for planning and teaching science, and to plan and carry out inquiry-based scientific investigations with children. Overarching content themes include scientific inquiry, properties and behaviors of water, and transfer of energy.

SCIE 6651 Investigating Physics: Motion and Forces (3 sem. cr.)
Participants investigate motion and forces through direct observation, through analysis of video, and by the creation and interpretation of graphic representations. The works of Aristotle, Galileo, and Newton are highlighted, and the historical and cultural contexts from which key physics concepts emerged are examined. Participants apply their new understanding to everyday occurrences in the physical world.

SCIE 6653 Biology Explorations: Explorations in Variation, Diversity, and Adaptation (3 sem. cr.)
Students investigate various aspects of biological adaptation and apply these new understandings to the real world, both locally and globally. The course focuses on the biology of grasses, with investigations of germination and growth, adaptation, co-evolution between grasses and grazers, biogeography, the domestication of grasses, and variation and natural selection.

SCIE 6655 Earth Science From a New Perspective (3 sem. cr.)
A central purpose of this course is to begin seeing the world in new ways. The course focuses on the topic of one river and begins by inviting participants to “uncover” the connections between that river and the rest of the Earth systems. The course aims to assist participants in gaining new perspectives on Earth Science by using resources such as satellite images and modeling tools.

SCIE 6657 Ecology: Organisms, Nutrients, and the Environment (3 sem. cr.)
Students extend their understanding of ecology through a focus on one central question: How are matter and energy cycled in ecosystems? By continually returning to the central question, participants investigate various aspects of nutrient flow with hands-on investigations of decomposition. New understandings are applied to the real world.

SCIE 6659 Engineering: From Science to Design (3 sem. cr.)
This course introduces students to engineering by focusing on the design of houses to resist earthquakes. They explore the relationship between engineering and scientific concepts, such as forces and motion from Physics and earthquakes from Earth Science. Students carry out a design project in which they propose, develop, and evaluate an earthquake-resistant house.
Addenda
Walden University

Addendum to the Catalog for the B.S. in Business Administration

Effective for Students Who Start Their Program on or After Jan. 14, 2008
The Bachelor of Science in Business Administration degree provides students with a solid grounding in the core knowledge and competencies required in today’s diverse, global, and technologically sophisticated business environment. B.S. in Business Administration students gain a working knowledge of the principles and concepts of management theory and practice by examining the interrelationships among the major business disciplines. Through case studies and demonstrations, students evaluate practical applications of the manager’s role in planning, organizing, staffing, directing, and controlling.

This program is results-oriented and extends beyond theories and conceptual understanding to practical application. Once students have a solid foundation in Business Administration, they select a concentration from today’s most important fields. This flexibility ensures that students learn professionally relevant skills that can be directly applied to the working world.

*Note: Graduates from this bachelor’s degree program may apply for early admission to certain master’s programs at the university.*

**Concentrations**
- General Program
- Finance
- Human Resource Management
- Information Systems
- Management
- Marketing

**Degree Requirements**
- 181 total quarter credits (including 45 cr. completed at Walden)
  - Lower-division credits: General education courses
Upper-division credits
• Elective credits: may be lower- or upper-division

• General education and Foundations courses (51 cr.)
  ° Foundation courses (6 cr.)
  ° Communications courses (10 cr.)
  ° Humanities courses (10 cr.)
  ° Math/science courses (10 cr.)
  ° Social science courses (10 cr.)
  ° General education elective (5 cr.)

• Portfolio course (1 cr.)
• Business courses (100 cr.)
• Concentration courses (15 cr.)
• Elective courses (15 cr.)

Curriculum

Walden University offers a Bachelor of Science degree in Business Administration to those students wishing to successfully compete in today’s global business market. A General Program is offered for those students wishing to gain an understanding and knowledge of general management principles. Walden also offers the following five concentrations to its B.S. in Business Administration students: Finance, Human Resource Management, Information Systems, Management, and Marketing.

Core Curriculum

Foundation Courses (6 cr.)
GNED 1000  Foundations for Undergraduate Studies (5 cr.)
GNED 1001  Developing Student Portfolios (1 cr.)

General Education (45 cr.)
Communications (2 courses; ENGL 1001 required)
ENGL 1001  English Composition (5 cr.)
ENGL 2001  Introduction to Literature (5 cr.)
COMM 1002  Group Presentation and Discussion (5 cr.)
ISYS 1001  Computer Information Fluency (5 cr.)

Humanities (2 courses)
ARTS 1001  Introduction to Fine Arts (5 cr.)
PHIL 1001  Introduction to Philosophy (5 cr.)
PHIL 2001  Ethics (5 cr.)
RELG 2001  World Religions (5 cr.)
### Math/Science (2 courses; MATH 1001 required)
- **BIOL 1001** Introduction to Biology (5 cr.)
- **CHEM 1001** Introduction to Chemistry (5 cr.)
- **MATH 1001** College Algebra (5 cr.)
- **MATH 1002** Applied Math (5 cr.)
- **NASC 1001** Environmental Science (5 cr.)
- **PHSC 1001** Earth Science (5 cr.)

### Social Science (2 courses; SOCI 4080 required)
- **GEOG 1001** World Regional Geography (5 cr.)
- **POLI 1001** American Government (5 cr.)
- **PSYC 1001** Introduction to Psychology (5 cr.)
- **SOCI 1001** Introduction to Sociology (5 cr.)
- **SOCI 2001** Multicultural Dimensions of Society (5 cr.)
- **SOCI 4080** Social Responsibility (5 cr.)

#### Elective Course
Take at least one additional general education course you have not already completed to meet the minimum requirements of 45 credits.

### Business (100 cr.)
- **BUSI 1001** Introduction to Business (5 cr.)
- **BUSI 2002** Global Business (5 cr.)
- **ACCT 1001** Accounting I (5 cr.)
- **ACCT 2001** Accounting II (5 cr.)
- **STAT 2001** Statistics (5 cr.)
- **ECON 1001** Macroeconomics (5 cr.)
- **ECON 1002** Microeconomics (5 cr.)
- **ECON 2001** International Economics (5 cr.)
- **BUSI 2001** Business Law (5 cr.)
- **BUSI 2003** Operations (5 cr.)
- **MRKT 3001** Marketing (5 cr.)
- **HRMG 3001** Human Resource Management (5 cr.)
- **FNCE 3001** Financial Management (5 cr.)
- **ISYS 3001** Information Systems in Enterprise (5 cr.)
- **BUSI 3002** Ethical Leadership (5 cr.)
- **BUSI 3003** Dynamics of Change (5 cr.)
- **BUSI 3001** Knowledge Management & Organizational Change (5 cr.)
- **BUSI 3004** Entrepreneurship for Small Business (5 cr.)
- **BUSI 3005** Critical Thinking (5 cr.)
- **BUSI 4001** Business Capstone Course (5 cr.)

### Electives
Students are to select three additional courses to fulfill the elective requirement. Students may choose courses from either general education courses or concentration courses.
Specialized Curriculum

General Program (15 cr.)
The curriculum of the General Program is ideal for those students who want a broad view and solid grounding in preparation for today’s business environment. Most importantly, students can increase their capacity to reason critically and act ethically in the dynamic environment of the 21st century. Because students can choose the courses that make up the General Program, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the General Program should complete three of the following concentration courses. See course descriptions for prerequisites.
FNCE 4101 Corporate Finance (5 cr.)
HRMG 4201 Strategic Human Resource Management (5 cr.)
ISYS 4301 Business Process Design (5 cr.)
MGMT 4401 Management and Organizational Behavior (5 cr.)
MRKT 4501 Marketing Management (5 cr.)

Finance Concentration (15 cr.)
In the Finance concentration, students learn how to effectively assess and guide the financial operation of an organization. The curriculum helps students gain insights into the key financial levers of an organization, so they can help management direct the organization to optimize its value, for both its employees and shareholders. Note: Students must complete FNCE 3001 Financial Management before entering the Finance concentration.

Courses must be completed in the following order:
FNCE 4101 Corporate Finance (5 cr.)
FNCE 4102 Financial Institutions and Markets (5 cr.)
FNCE 4103 International Finance (5 cr.)

Human Resource Management Concentration (15 cr.)
The Human Resource Management concentration helps students develop insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention, and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations. Note: Students must complete HRMG 3001 Human Resource Management before entering the Human Resource Management concentration.

Courses must be completed in the following order:
HRMG 4201 Strategic Human Resource Management (5 cr.)
HRMG 4202 Human Resource Development and Change (5 cr.)
HRMG 4203 HRM: Analysis and Problems (5 cr.)

Information Systems Concentration (15 cr.)
The Information Systems concentration teaches students how to leverage technology to meet their organization’s strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects. Note: Students must complete ISYS 3001 Information Systems in Enterprise before entering the Information Systems concentration.
Courses must be completed in the following order:
ISYS 4301  Business Process Design (5 cr.)
ISYS 4302  Management of Technology (5 cr.)
ISYS 4303  Case Study: Project Management (5 cr.)

Management Concentration (15 cr.)
The Management concentration focuses on aligning contemporary management practices with strategic direction. It provides students with advanced knowledge and skills in international management, human resource management, and knowledge management. Students focus on emerging trends in the international business arena, techniques for attracting and retaining effective human resources, and the integration of knowledge management with quality initiatives and organizational change. Note: Students must complete FNCE 3001 Financial Management before entering the Corporate Finance course; BUSI 1001 Introduction to Business before entering the Management and Organizational Behavior course; and HRMG 3001 Human Resource Management before entering the Strategic Human Resource Management course.

It is recommended that courses be completed in the following order:
FNCE 4101  Corporate Finance (5 cr.)
MGMT 4401  Management and Organizational Behavior (5 cr.)
HRMG 4201  Strategic Human Resource Management (5 cr.)

Marketing Concentration (15 cr.)
The Marketing concentration helps students develop insights into an organization’s marketing efforts 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. Note: Students must complete MRKT 3001 Marketing before entering the Marketing concentration.

Courses must be completed in the following order.
MRKT 4501  Marketing Management
MRKT 4502  International Marketing
MRKT 4503  Case Study: Services Marketing
Course Descriptions

**Note about prerequisites:** Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

**General Education**

**MATH 0099 Algebra Fundamentals (5 cr.)**
This course is graded on a No Credit basis and carries institutional credit but does not count toward degree requirements. This course will address the outcomes of introductory and intermediate algebra. Topics include: basic algebraic properties, integers, simplifying and factoring polynomials, solving and graphing linear equations and inequalities, solving systems of equations in two and three variables, functions, rational expressions, quadratic and rational equations and inequalities, absolute value, radicals, graphing systems of equations and inequalities, and other selected topics. Applications will be emphasized, and numeric, algebraic, and graphical modes will be used.

**ENGL 0099 Academic Writing Fundamentals (5 cr.)**
Students must register for this course if their writing placement test so indicates and must pass this course. This course is graded on a No Credit basis and carries institutional credit but does not count toward degree requirements. This course includes information on generating, developing, and organizing paragraphs and very short essays. Students will master limited punctuation, spelling, and agreement skills.

**GNED 1000 Foundations for Undergraduate Studies (5 cr.)**
This course is designed to develop the skills, resources, and confidence adult students need to be effective online learners. Topics include assessing personal strengths and weaknesses, using the university’s resources, developing a support network, overcoming challenges, and planning for a program of study. Upon completion, students are able to function effectively within the online classroom and with the university.

**GNED 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 their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They 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.

**ENGL 1001 English Composition (5 cr.)**
This course is designed to introduce students to persuasive and research-based writing. The use of argument and evidence to support claims is emphasized. Topics include planning, writing, and revising essays, and conducting research, incorporating sources, and correctly adhering to APA guidelines. Upon completion, students are prepared to write an academic research paper. *(Prerequisites: Placement Exam or ENGL 0099 Academic Writing Fundamentals and GNED 1000 Foundations for Undergraduate Studies.)*
ENGL 2001 Introduction to Literature (5 cr.)
This course is designed to help students develop critical reading and writing skills through the study of literature. Both fiction and nonfiction texts are studied as models of effective writing. Topics include attentive reading, personal and critical response, careful thinking, and clear writing. Upon completion, students will have improved their reading and writing skills. (Prerequisite: ENGL 1001 English Composition.)

COMM 1002 Group Presentation and Discussion (5 cr.)
This course is designed to provide students the opportunity to develop and enhance their ability to communicate. Topics include the organization of ideas and the concepts of informative and persuasive speaking, critical listening and research, and the use of technology. Practical experience and rhetorical theory are stressed, as are individual and group techniques. Upon completion, students are able to demonstrate improvement in their communication skills, as well as plan, create, and deliver electronic presentations individually and in groups. (Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)

MATH 1001 College Algebra (5 cr.)
This course is designed to provide the student a solid foundation in key algebra skills. Topics include solving and graphing linear and quadratic equations, manipulating complex numbers, graphing functions, exponential and logarithmic functions, solving systems of equations, and determining terms of sequences. Upon completion, students will have cultivated the perspectives and the analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. (Prerequisites: Placement Exam or MATH 0099 Algebra Fundamentals and GNED 1000 Foundations for Undergraduate Studies.)

BIOL 1001 Introduction to Biology (5 cr.)
This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. (GNED 1000 Foundations for Undergraduate Studies.)

CHEM 1001 Introduction to Chemistry (5 cr.)
This course is designed to introduce students to the fundamental concepts of chemistry and gives a survey of important chemical elements and their compounds. Topics include chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases and thermochemistry. Upon completion, students are able to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. (Prerequisite: MATH 1001 College Algebra or MATH 1002 Applied Math.)

NASC 1001 Environmental Science (5 cr.)
This course is designed to introduce environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, current environmental problems from scientific, social, political, and economic perspectives, and an introduction to the scientific method. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. (Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)

PHSC 1001 Earth Science (5 cr.)
This course is designed to introduce students to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships. Topics include the Earth’s air, water, and physical
processes as they shape the physical world, with emphasis on the practical evaluation of the world's energy and environmental problems. Upon completion, students will have developed and demonstrated an understanding of fundamental scientific principles, will be able to relate the study of Earth sciences to the world in which we live, will have become aware of and be able to express several major environmental issues that affect the health of their community, and will have developed an appreciation for the natural processes that occur on Earth and how they impact and affect the environment. (Prerequisite: MATH 1001 College Algebra or MATH 1002 Applied Math.)

**Math 1002 Applied Math (5 cr.)**
This course is designed to provide students with accessible mathematical tools to analyze and solve real-world problems. Through the use of these tools, students build skills in critical thinking, and numerical, logical and statistical reasoning as applied to workplace and everyday topics. Upon completion, students will be able to apply inductive and deductive reasoning to solve specific problems in mathematics. (Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)

**ISYS 1001 Computer Information Fluency (5 cr.)**
This course is designed to give students a broad introduction to the management of computers and information to solve real-world business problems. Students learn how to use computers as tools for communications and organizing information. Students build research skills using online academic sources and learn about the ethical use of computers in business. (Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)

**PHIL 1001 Introduction to Philosophy (5 cr.)**
This course is designed to ask students to think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, students are able to ground their personal philosophies in traditions of philosophical reasoning. (Prerequisite: ENGL 1001 English Composition.)

**PHIL 2001 Ethics (5 cr.)**
This course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory. (Prerequisite: ENGL 1001 English Composition.)

**RELG 2001 World Religions (5 cr.)**
This course is designed to offer students an exploration of the tenets and sacred texts of the religions of the world. Topics include Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. (Prerequisite: ENGL 1001 English Composition.)

**ARTS 1001 Introduction to Fine Arts (5 cr.)**
This course is designed to help students develop a basic understanding of the music and art of various cultures and historical periods. Topics include the elements that are combined into a work of art, and the commonalities that exist across the arts disciplines. Upon completion, students will apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. (Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)
**SOCI 1001 Introduction to Sociology (5 cr.)**
This course is designed to teach students how to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Topics include a balance of theory with current research findings, and an emphasis on social policy. Upon completion, students will have developed a sociological imagination as well as critical-thinking skills. *(Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)*

**SOCI 2001 Multicultural Dimensions of Society (5 cr.)**
This course is designed to promote the ability to understand, respect, and value diversity through real-life student experiences and reflections. Topics include teamwork, leadership, communication, and conflict management among people with diverse life experiences. Upon completion, students should be able to develop appropriate, flexible approaches to successfully identifying and managing diversity issues in the workplace. *(Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)*

**POLI 1001 American Government (5 cr.)**
This course is designed to give students a critical perspective on U.S. politics and government. Topics include general concepts used to interpret U.S. politics and an examination of the various institutions, groups, beliefs, and ideas that make up U.S. politics. Upon completion, students will understand the role, rights, and responsibilities of a citizen, as well as the key issues facing the nation’s government. *(Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)*

**PSYC 1001 Introduction to Psychology (5 cr.)**
This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of psychology and will be able to explain basic psychological phenomena. *(Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)*

**GEOG 1001 World Regional Geography (5 cr.)**
This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students are able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface. *(Prerequisite: GNED 1000 Foundations for Undergraduate Studies.)*

**SOCI 4080 Social Responsibility (5 cr.)**
This course is designed as an interdisciplinary synthesis of learning for Walden University undergraduates through the lens of civic engagement and social responsibility. Topics include problem-solving in contemporary society. Upon completion, students will have developed awareness and skills to sustain and advance the communities in which they live. *(Prerequisite: All required general education courses completed.)*
Business/Management Courses

**BUSI 1001 Introduction to Business (5 cr.)**
Students gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so that students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager’s role in planning, organizing, staffing, directing, and controlling are demonstrated and evaluated. *(Prerequisites: GNED 1000 Foundations for Undergraduate Studies.)*

**BUSI 2002 Global Business (5 cr.)**
A survey of the global business environment in the 21st century, this course introduces the basic concepts of global business activity and theory. Students are introduced to the major foreign environmental forces, focusing on strategic management issues, including competitive, financial, economic and socioeconomic, cultural, political, legal, and labor factors. *(Prerequisite: BUSI 1001 Introduction to Business.)*

**ACCT 1001 Accounting I (5 cr.)**
An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to understand the policies and procedures in an accounting system; be able to prepare basic financial statements; understand the acceptable methods of valuing assets, liabilities, and owner’s equity, and appreciate the value of computer technology in accounting. *(Prerequisites: BUSI 1001 Introduction to Business and MATH 1001 College Algebra.)*

**ACCT 2001 Accounting II (5 cr.)**
Accounting II is a continuance of the principles learned in Accounting I. The course presents the basic techniques and procedures of accounting for organizations and corporations. Students completing this course are expected to have a clear understanding of corporate reporting and the basic elements of managerial accounting. Development of managerial decision-making skills will be completed through the coverage of cost behavior, job-order, cost-volume-profit analysis, performance planning and budgeting, standard costs and variance analysis, relevant costs, and the statement of cash flows. *(Prerequisite: ACCT 1001 Accounting I.)*

**STAT 2001 Statistics (5 cr.)**
This course examines the fundamentals of probability and descriptive and inferential statistics. Hypothesis testing, simple regression, and correlation analysis are covered, with emphasis on the application of these techniques to business decision-making. The analysis and application of statistics in cases are stressed. *(Prerequisite: MATH 1001 College Algebra.)*

**ECON 1001 Macroeconomics (5 cr.)**
This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision-making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade. *(Prerequisite: MATH 1001 College Algebra.)*
**ECON 1002 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 course examines 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. Also examined 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. *(Prerequisites: MATH 1001 College Algebra and ECON 1001 Macroeconomics.)*

**ECON 2001 International Economics (5 cr.)**
This course covers the analytical frameworks and empirical data used to understand the increasingly dynamic world economy. Focus is on economic analyses that are of particular importance to business decision-makers in a global economy. This course also focuses on the economic conditions that impact firms’ decisions about capital allocation, pricing, and employment. *(Prerequisites: ECON 1001 Macroeconomics and ECON 1002 Microeconomics.)*

**BUSI 2001 Business Law (5 cr.)**
This course is designed to provide an overview of legal issues faced by managers, fundamental legal principles, how to understand contracts, and typical issues managers face, e.g., workplace law, contract disputes, and intellectual property. Topics covered include: understanding the fundamental legal principles in business and commerce; understanding and analyzing business contracts; legal issues in interviewing, hiring, and firing; developing, using, and defending intellectual property; and the regulatory context. *(Prerequisite: BUSI 1001 Introduction to Business.)*

**BUSI 2003 Operations (5 cr.)**
This course is designed to provide students with an overview of the concepts, methodologies, and applications of business operations management. Students learn about operations as related to the process of transforming resources into products and services. A focus of this course is the responsibility of operations managers to make sound, cost-effective decisions that increase the productivity and competitiveness of both manufacturing and service organizations. The process of planning, implementing, and monitoring operations allows managers to continuously improve in providing high-quality goods and services at low cost. *(Prerequisite: BUSI 1001 Introduction to Business.)*

**MRKT 3001 Marketing (5 cr.)**
Students examine basic marketing functions and the execution of successful marketing processes. They gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including customer relationship management (CRM). *(Prerequisite: BUSI 1001 Introduction to Business.)*

**HRMG 3001 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 are examined. Technology-based resources are also evaluated. *(Prerequisite: BUSI 1001 Introduction to Business.)*

**FNCE 3001 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 of the course 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. (Prerequisites: ACCT 1001 Accounting I.)

**ISYS 3001 Information Systems in Enterprise (5 cr.)**
An introduction to enterprise information systems, this course reviews their characteristics, their impact on the enterprise, how they fit in organizations, their current architectures, enabling tools, and project cycle. (Prerequisite: BUSI 1001 Introduction to Business.)

**BUSI 3002 Ethical Leadership (5 cr.)**
This online leadership course helps prepare students to assume a leadership role in the modern organization. Basic principles of leadership, motivational theory, the importance of communication, and current and future trends are introduced. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. Emphasis is on ethical leadership through personal and interpersonal effectiveness and organizational development. Students will also learn the importance of followership and the similarities between the roles of follower and leader at all levels of the organization. (Prerequisite: BUSI 1001 Introduction to Business.)

**BUSI 3003 Dynamics of Change (5 cr.)**
Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They learn methods for coping with change as an individual, a member of a group, and a member of an organization. (Prerequisite: BUSI 1001 Introduction to Business.)

**BUSI 3001 Knowledge Management and Organizational Change (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: BUSI 1001 Introduction to Business.)

**BUSI 3004 Entrepreneurship for 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 focus initially on startup basics for a new small business, followed by the details involved in the development of a business plan. Finally, the nuts and bolts of day-to-day business management are examined, with issues ranging from legal matters to employment decisions. (Prerequisite: BUSI 1001 Introduction to Business.)

**BUSI 3005 Critical Thinking (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 are critical skills for the professional manager. Throughout the course, students apply these skills to a variety of everyday business examples. (Prerequisite: BUSI 1001 Introduction to Business.)

**FNCE 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. (Prerequisite: FNCE 3001 Financial Management.)
FNCE 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. (Prerequisite: FNCE 4101 Corporate Finance.)

FNCE 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. (Prerequisite: FNCE 4102 Financial Institutions and Markets.)

HRMG 4201 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. (Prerequisite: HRMG 3001 Human Resource Management.)

HRMG 4202 Human Resource Development and Change (5 cr.)
This course addresses the process of human resources development and organizational change, including training and development, leadership development, and performance improvement through topics such as learning principles, interventions, employee orientation and socialization, performance management and coaching, and diversity. (Prerequisite: HRMG 4201 Strategic Human Resource Management.)

HRMG 4203 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. (Prerequisite: HRMG 4202 Human Resource Development and Change.)

ISYS 4301 Business Process Design (5 cr.)
The concepts and methodology for business process redesign are presented in this course. 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: ISYS 3001 Information Systems in Enterprise.)

ISYS 4302 Management of Technology (5 cr.)
This course examines the key concepts in management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation. (Prerequisite: ISYS 4301 Business Process Design.)

ISYS 4303 Case Study: Project Management (5 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. Students develop a comprehensive strategic plan for managing technology, using a project management approach. (Prerequisite: ISYS 4302 Management of Technology.)
**MGMT 4401 Management and Organizational Behavior (5 cr.)**
The focus of this course is on human behavior in the context of the organization in a domestic and/or a transnational setting. Students completing this course will gain an understanding of the concepts of human and organizational functioning, with emphasis on application of these concepts to managerial problems and solutions in both domestic and transnational settings. In the course, students examine individual perception, attribution, and learning; differences in personality; career development; motivating and rewarding employees; and making effective decisions. The course also provides an overview of ethics and the ethical issues faced by domestic and transnational organizations and managers, social responsibility, communications, motivation, and leadership. By focusing on the elements of national culture, students examine the impact culture has on leadership and management as well as the day-to-day operational issues endemic to transnational and global businesses. Finally, students investigate the management of diversity in the workplace, especially in a transnational and global setting. Learning is accomplished through a diagnostic approach employing text readings, individual and case analyses, quizzes and exercises, and a final individual organizational plan. The course is ideally suited to current and potential managers either presently operating in an international environment. *(Prerequisite: BUSI 1001 Introduction to Business.)*

**MRKT 4501 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. *(Prerequisite: MRKT 3001 Marketing.)*

**MRKT 4502 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. *(Prerequisite: MRKT 4501 Marketing Management.)*

**MRKT 4503 Case Study: Services Marketing (5 cr.)**
Students evaluate the difference between product and service marketing, service marketing mix, total quality management, customer perceptions of services, and pricing of services. Students develop a comprehensive market plan in the context of real-world service challenges. *(Prerequisite: MRKT 4502 International Marketing.)*

**BUSI 4001 Business Capstone Course (5 cr.)**
A capstone course is designed to bring together the knowledge gained through the entire college program and permit the student to demonstrate mastery of the various course competencies. The major course project in this capstone course is a strategic case study. Students are expected to apply and integrate a variety of skills, tools, and knowledge to assess the strategic issues in a real-world case analysis and arrive at recommendations for change and/or improvement. The course is designed to permit students to demonstrate their understanding and competency in complex problem identification and solution. *(Prerequisite: All core business and upper-division business courses.)*
Walden University

Addendum to the Catalog for the Special Education Endorsement Program With an Optional M.S. in Education With a Specialization in Special Education

Effective for Students Who Start Their Program on or After April 28, 2008
The Richard W. Riley College of Education and Leadership

Special Education Endorsement Program With an Optional M.S. in Education With a Specialization in Special Education

The post-baccalaureate Special Education Endorsement Programs with an optional M.S. in Education (M.S.Ed.) with a specialization in Special Education are designed to prepare participants to become K–12 classroom special education teachers of students with learning disabilities or emotional and behavioral disorders. The programs provide participants with the knowledge, skills, clinical practice, and attitudes of exemplary educators who work in diverse settings. The Richard W. Riley College of Education and Leadership is committed to individuals who seek to become skilled classroom teachers and to provide them developmentally appropriate, student-centered learning experiences.

Walden University’s endorsement programs in K–12 learning disabilities and K–12 emotional/behavioral disorders are approved by the Minnesota Board of Teaching to lead to endorsement licensure in Minnesota. Some other states will recognize this approval from Minnesota to meet their standards as well. A currently valid teaching license issued by any state is a requirement for entry into either of the endorsement (or additional or add-on) licensure programs.

Program Options

- Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12) with an M.S. in Education with a specialization in Special Education
- Special Education Endorsement Program in Learning Disabilities (K–12) with an M.S. in Education with a specialization in Special Education
- Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12)
- Special Education Endorsement Program in Learning Disabilities (K–12)

Degree Requirements

Special Education Endorsement Program with an M.S. in Education with a specialization in Special Education

- 33 semester credits
- Core courses (18 semester credits)
• Clinical Practicum (3 semester credits)
• M.S. in Education courses (12 semester credits)
• Eight to 10 hours of field experience per core and specialization course
• Completion and review of ePortfolio
• Minimum four semesters enrollment

Special Education Endorsement Programs Alone
• 21 semester credits
• Core courses (18 semester credits)
• Clinical Practicum (3 semester credits)
• Eight to 10 hours of field experience per core and specialization course
• Completion and review of ePortfolio
• Minimum two semesters enrollment

Curriculum
Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12) With an M.S. in Education With a Specialization in Special Education

The Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12) with an M.S. in Education with a specialization in Special Education is an accelerated, intensive program with coursework offered online coupled with concurrent supervised field experiences in appropriate school sites. Courses are sequential and follow a prescribed progression with completion expected in four consecutive semesters for special education endorsement. Core courses are five weeks in length and the clinical practicum course is six weeks in length. Program participants take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place. Students pursuing the M.S. in Education with a specialization in Special Education option take four consecutive eight-week courses in the third and fourth semesters (for a total of 33 semester credits). This innovative model is based on research that indicates that adult learners benefit from accelerated models of education with enrollment in only one course at a time.

Core Courses (18 sem. cr.)
EDUC 6691  Foundations of Special Education (3 sem. cr.)
EDUC 6692  Individualizing Education for Learners With Disabilities (3 sem. cr.)
EDUC 6693  Current Issues in Assessment and Intervention (3 sem. cr.)
EDUC 6694  Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
EDUC 6695  Planning Positive Behavior Support Strategies (3 sem. cr.)
EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)

**Clinical Practicum (3 sem. cr.)**

EDUC 6701 Clinical Practicum: Special Education: Emotional/Behavioral Disorders (3 sem. cr.)

**M.S. in Education Courses (12 sem. cr.)**

EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
EDUC 6653 Introduction to Educational Research (3 sem. cr.)
EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6691 Foundations of Special Education</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6692 Individualizing Education for Learners With Disabilities</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6693 Current Issues in Assessment and Intervention</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6695 Planning Positive Behavior Support Strategies</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6701 Clinical Practicum: Special Education: Emotional/Behavioral Disorders</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6640 Designing Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6653 Introduction to Educational Research</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6657 Creating an Effective Classroom Learning Environment</td>
</tr>
</tbody>
</table>

**Special Education Endorsement Program in Learning Disabilities (K–12) With an M.S. in Education With a Specialization in Special Education**

The Special Education Endorsement Program in Learning Disabilities (K–12) with an M.S. in Education with a specialization in Special Education is an accelerated, intensive program with coursework offered online coupled with concurrent supervised field experiences in appropriate school sites. Courses are sequential and follow a prescribed progression with completion expected in four consecutive semesters for special education endorsement. Core courses are five weeks in length and the clinical practicum course is six weeks in length. Program participants
take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place. Students pursuing the M.S. in Education with a specialization in Special Education option take four consecutive eight-week courses in the third and fourth semesters (for a total of 33 semester credits). This innovative model is based on research that indicates that adult learners benefit from accelerated models of education with enrollment in only one course at a time.

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

- EDUC 6691 Foundations of Special Education (3 sem. cr.)
- EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
- EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
- EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
- EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
- EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)

**Clinical Practicum (3 sem. cr.)**

- EDUC 6700 Clinical Practicum: Special Education: Learning Disabilities (3 sem. cr.)

**M.S. in Education Courses (12 sem. cr.)**

- EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
- EDUC 6653 Introduction to Educational Research (3 sem. cr.)
- EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
- EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6691 Foundations of Special Education</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6692 Individualizing Education for Learners With Disabilities</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6693 Current Issues in Assessment and Intervention</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6695 Planning Positive Behavior Support Strategies</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6697 Instructional Strategies for Students With Learning Disabilities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6700 Clinical Practicum: Special Education: Learning Disabilities</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6640 Designing Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>3</td>
<td>EDUC 6653 Introduction to Educational Research</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity</td>
</tr>
<tr>
<td>4</td>
<td>EDUC 6657 Creating an Effective Classroom Learning Environment</td>
</tr>
</tbody>
</table>
Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12)

The Special Education Endorsement Program in Emotional/Behavioral Disorders (K–12) is an accelerated, intensive program with coursework offered online coupled with concurrent supervised field experiences in appropriate school sites. Courses are sequential and follow a prescribed progression with completion expected in four consecutive semesters for special education endorsement. Core courses are five weeks in length and the clinical practicum course is six weeks in length. Program participants take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place. This innovative model is based on research that indicates that adult learners benefit from accelerated models of education with enrollment in only one course at a time.

Core Courses (18 sem. cr.)
EDUC 6691 Foundations of Special Education (3 sem. cr.)
EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)

Clinical Practicum (3 sem. cr.)
EDUC 6701 Clinical Practicum: Special Education: Emotional/Behavioral Disorders (3 sem. cr.)

Course Sequence

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6691  Foundations of Special Education</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6692  Individualizing Education for Learners With Disabilities</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6693  Current Issues in Assessment and Intervention</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6694  Reading and Writing Instruction for Learners With Exceptionalities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6695  Planning Positive Behavior Support Strategies</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6696  Instructional Strategies for Students With Emotional/Behavioral Disorders</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6701  Clinical Practicum: Special Education: Emotional/Behavioral Disorders</td>
</tr>
</tbody>
</table>
The Special Education Endorsement Program in Learning Disabilities (K–12) is an accelerated, intensive program with coursework offered online coupled with concurrent supervised field experiences in appropriate school sites. Courses are sequential and follow a prescribed progression with completion expected in four consecutive semesters for special education endorsement. Core courses are five weeks in length and the clinical practicum course is six weeks in length. Program participants take three courses in the first semester and four courses in the second semester (for a total of 21 credits). Courses are taken one at a time, with the exception of the second semester when there is overlap with the clinical practicum and the last required course, a course focused on classroom pedagogy in the environment where the clinical practicum takes place. This innovative model is based on research that indicates that adult learners benefit from accelerated models of education with enrollment in only one course at a time.

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

EDUC 6691 Foundations of Special Education (3 sem. cr.)
EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)

**Clinical Practicum (3 sem. cr.)**

EDUC 6700 Clinical Practicum: Special Education: Learning Disabilities (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EDUC 6691  Foundations of Special Education</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6692  Individualizing Education for Learners With Disabilities</td>
</tr>
<tr>
<td>1</td>
<td>EDUC 6693  Current Issues in Assessment and Intervention</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6694  Reading and Writing Instruction for Learners With Exceptionalities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6695  Planning Positive Behavior Support Strategies</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6697  Instructional Strategies for Students With Learning Disabilities</td>
</tr>
<tr>
<td>2</td>
<td>EDUC 6700  Clinical Practicum: Special Education: Learning Disabilities</td>
</tr>
</tbody>
</table>
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

EDUC

EDUC 6640 Designing Curriculum, Instruction, and Assessment (3 sem. cr.)
This course examines classroom curriculum, instruction, and assessment in the context of standards and accountability, emphasizing the importance of the alignment of these components and the resulting impact on student learning. Teachers explore learning theory, learner variables, and the need for differentiation to meet diverse learning needs. Multiple purposes and methods of assessment as well as effective approaches to grading and reporting are discussed. Using their state or district standards, teachers engage in a process for designing standards-driven classroom curriculum, instruction, and assessment that will meet the diverse learning needs of their students. (Prerequisite: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses)

EDUC 6650 Enhancing Learning Through Linguistic and Cultural Diversity (3 sem. cr.)
This course explores teachers’ views on the value of linguistic and cultural diversity and the powerful learning opportunities it affords today’s classrooms and schools. Teachers examine their attitudes, beliefs, and biases regarding linguistically and culturally diverse students, families, and communities, and learn approaches for working together to ensure high levels of learning for all students. Strategies for ensuring equitable access to high-quality learning experiences are presented. Practices such as cultural responsiveness, anti-bias curriculum, differentiated instruction, and academic vocabulary development are explored. (Prerequisite: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

EDUC 6653 Introduction to Educational Research (3 sem. cr.)
This course is designed to provide M.S.Ed. candidates with an introduction to the basic fundamentals and principles of research. The research process is explored with the underlying assumption that educational research can improve classroom practice. Course participants are expected to develop knowledge and skills in the use of theoretical frameworks; quantitative, qualitative, and action research methodologies; critiquing and evaluating research; and compliance with the researcher’s ethical responsibilities. (Prerequisite: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

EDUC 6657 Creating an Effective Classroom Learning Environment (3 sem. cr.)
This course helps teachers create safe, supportive, and respectful learning environments that promote social-emotional development, self-responsibility, and character, to optimize learning for all students. Teachers learn how to foster a sense of community in the classroom and develop positive relationships with and among students. Skills and strategies for managing dynamic and flexible classroom structures and for teaching conflict resolution are presented. The course also provides strategies for building positive relationships and engaging in effective communication and problem-solving with parents and families.
(Prerequisite: Must complete special education endorsement courses and receive a cumulative GPA of 3.0 or higher prior to moving into M.S. in Education courses.)

EDUC 6691 Foundations of Special Education (3 sem. cr.)
Complex and critical components of medicine, psychology, education, politics, law, parenting, and moral/societal issues are embedded and integrated within the field of special education. An intensive study of policies and practices related to individuals with exceptional learning needs provides a continuum of opportunities to experience a challenging and dynamic profession. This course dispels myths and mysteries of exceptionalities from a historical perspective, and explores current issues, laws, attitudes, and conundrums. Traditional and evolving policies, procedures, and service delivery models are addressed in a way that the endorsement candidate can apply them to individual state requirements. A crucial outcome of this course is the development of knowledge and skills necessary for building collaborative relationships with parents, related services, and agencies.

EDUC 6692 Individualizing Education for Learners With Disabilities (3 sem. cr.)
All learners possess unique characteristics, interests, and abilities. Special education teachers are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This course begins by examining inclusion and the collaboration skills necessary for its effectiveness. There follows investigation into the characteristics (academic, functional, and social) of learners defined by the Individuals with Disabilities in Education Improvement Act (IDEA, 2004) as they affect learning and teaching. Finally, students research and practice effective subject-area instructional strategies that result in accommodations and modifications for special needs.

EDUC 6693 Current Issues in Assessment and Intervention (3 sem. cr.)
Gathering and interpreting assessment data to inform curriculum strategies and intervention techniques and resources promotes maximum achievement for all learners, especially those who have learning disabilities or emotional behavioral disorders. Key topics presented in this course include problem-solving models and response to intervention (RTI) approaches, as well as laws related to eligibility, ethics and parents’ rights, standardized and informal assessments, and data analysis. Upon completion of this course, endorsement candidates will have the skills to write an Individualized Educational Program (IEP) based on diagnostic tools. Guided field experience will allow endorsement candidates to interview experienced teachers about current issues and practices in assessment and intervention.

EDUC 6694 Reading and Writing Instruction for Learners With Exceptionalities (3 sem. cr.)
This course is dedicated to teaching core understandings, instructional strategies, and assessment in the area of reading and writing instruction for learners with exceptionalities. Through this course, the endorsement candidate is introduced to formal and informal diagnostic tools to identify students experiencing reading difficulties. Research-based intervention programs and teacher effectiveness are discussed. The course also provides guidelines for communicating with parents and the school community regarding students’ reading difficulties and explores the interface of technology and literacy instruction. Endorsement candidates are provided opportunities to explore resources, technology, research, and practices that facilitate specific skill development in their future students. Strategies are also presented that support enjoyment of reading and writing for students with diverse and challenging learning needs.

EDUC 6695 Planning Positive Behavior Support Strategies (3 sem. cr.)
Promoting positive behavior and effectively responding to misbehavior are critical skills necessary for all teachers. By examining behavior support strategies from two different perspectives—classroom management and individual behavior management—the special education endorsement candidate develops practical skills that can be transferred to actual classroom challenges. In order to create and sustain a positive learning environment, both perspectives must be understood.
**EDUC 6696 Instructional Strategies for Students With Emotional/Behavioral Disorders (3 sem. cr.)**

This course provides an overview of research-validated academic and behavioral strategies demonstrated to be effective for students with emotional/behavioral disorders (EBD). The special education endorsement candidate examines specific content areas and the means for integrating strategies across the disciplines. As candidates continue to synthesize and develop material and experience from previous coursework (e.g., IEP Case Study, Classroom Management Plan), they will be expected to apply skills developed in this course to construct appropriate activities for the Collaborative Lesson Plan.

**EDUC 6697 Instructional Strategies for Students With Learning Disabilities (3 sem. cr.)**

Students with learning disabilities (LD) tend to have deficits in four main areas: working memory, strategy knowledge, vocabulary knowledge, and language coding. Deficits in these areas affect learning across the curriculum. Instruction for students with LD needs to support learning in ways that enhance and strengthen their abilities. Specialized instruction for students with LD should be individualized and responsive to student progress. Therefore, assessment is an integral part of the instructional process, and is used to determine present levels of performance, set annual goals, and continually monitor individual progress relative to these goals. In this course, endorsement candidates become familiar with the characteristics of students with LD, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn specific strategies for teaching in math, literacy, and across the content areas.

**EDUC 6700 Clinical Practicum: Special Education: Learning Disabilities (3 sem. cr.)**

The Clinical Practicum is the culminating experience in the endorsement program and is the opportunity to apply knowledge and skills as well as demonstrate required competencies. During the Clinical Practicum, candidates gradually assume complete teaching responsibility of the classroom. The Clinical Practicum provides endorsement candidates with the real-world experience and opportunity to implement theory into practice and learn from doing. During the Clinical Practicum, endorsement candidates work closely with and are evaluated by their university supervisor and classroom cooperating teacher.

**EDUC 6701 Clinical Practicum: Special Education: Emotional/Behavioral Disorders (3 sem. cr.)**

The Clinical Practicum is the culminating experience in the endorsement program and is the opportunity to apply knowledge and skills as well as demonstrate required competencies. During the Clinical Practicum, candidates gradually assume complete teaching responsibility of the classroom. The Clinical Practicum provides endorsement candidates with the real-world experience and opportunity to implement theory into practice and learn from doing. During the Clinical Practicum, endorsement candidates work closely with and are evaluated by their university supervisor and classroom cooperating teacher.
The Richard W. Riley College of Education and Leadership

B.S. in Child Development

The Walden University Bachelor of Science degree in Child Development addresses the needs of early childhood professionals by providing the tools and strategies they need to improve their practice with infants, toddlers, and/or preschool age children. Due to increased focus on early intervention and early learning, the demand for quality early childhood programs is growing, and the demand for well-educated, qualified, and caring early childhood professionals is increasing. Additionally, the latest research shows that young children are more successful in preschool and in later schooling when their preschool teachers and educational providers have bachelor’s degrees in early-childhood-related fields.

Students can choose from two concentrations, Infant/Toddler or Preschool programs, both of which deliver an in-depth focus on child development, child-centered learning, developmentally appropriate environments, and effective practices for working with children and families. Students will gain insights in the field of child development through courses that bridge the gap between the theoretical and practical knowledge, led by national experts, researchers, and experts in the field.

Concentrations

- Preschool
- Infant/Toddler
- Preschool and Infant/Toddler Dual Concentration

Degree Requirements

Preschool Studies Concentration or Infant/Toddler Studies Concentration:

- 181 total quarter credit hours
- General education courses (46 cr.)
- Core courses (55 cr.)
• Concentration courses (30 cr.)
• Making Connections courses (18 cr.)
• Capstone (7 cr.)
• Electives (25 cr.)

Preschool and Infant/Toddler Studies Dual Concentration:
• 192 total quarter credit hours
• General education courses (51 cr.)
• Core courses (55 cr.)
• Infant/Toddler concentration courses (30 cr.)
• Preschool concentration courses (25 cr.)
• Making Connections courses (24 cr.)
• Capstone (7 cr.)

Curriculum

The B.S. in Child Development curriculum consists of six-week, five-credit courses (except the Making Connection courses, which are 12 weeks and two credits, and the Capstone course, which is six weeks, and seven credits). Through both types of courses, students will develop specialization-specific content knowledge, written and oral communications skills, the ability to contribute professionally to a diverse and changing early childhood field, and an understanding of developmentally appropriate practices. These skills, which are essential to the field of early childhood education, prepare students to make a successful contribution in their current and future work settings.

The Making Connections Courses are two-credit seminars that expose students to course content in a different setting through discussions and writing assignments. The courses will enable students to make connections between the theoretical knowledge they are obtaining in the five-credit content courses and what is happening currently in their profession as well as future trends that will impact the profession. This connection between theoretical knowledge and current and future trends is atypical in undergraduate programs.

General Education (46 to 51 cr.*)

Communications (3 courses, 11 cr.; ENGL 1001 and COMM 1000 and 1001 required)
COMM 1000 Communication Skills for Career Development (1 cr.) Required
COMM 1001 Contemporary Communications (5 cr.) Required
COMM 1002 Group Presentation and Discussion (5 cr.)
COMM 4001 Intercultural Communication (5 cr.)
ENGL 1001 English Composition (5 cr.) Required
ENGL 2001 Introduction to Literature (5 cr.)
ISYS 1001 Computer Information Fluency (5 cr.)
Humanities (2 courses, 10 cr.)
ARTS 1001  Introduction to Fine Arts (5 cr.)
HMNT 3001  Modern Popular Culture (5 cr.)
PHIL 1001  Introduction to Philosophy (5 cr.)
PHIL 2001  Ethics (5 cr.)
RELG 2001  World Religions (5 cr.)

Math/Science (2 courses, 10 cr.; MATH 1002 required)
BIOL 1001  Introduction to Biology (5 cr.)
CHEM 1001  Introduction to Chemistry (5 cr.)
MATH 1001  College Algebra (5 cr.)
MATH 1002  Applied Math (5 cr.) Required
NASC 1001  Environmental Science (5 cr.)
PHSC 1001  Earth Science (5 cr.)
SCNC 4001  Analyzing Contemporary Scientific Controversies (5 cr.)

Social Science (2 courses, 10 cr.; SOCI 2001 and 4080 required)
ANTH 3001  Indigenous Peoples in the Modern World (5 cr.)
GEOG 1001  World Regional Geography (5 cr.)
POLI 1001  American Government (5 cr.)
PSYC 1001  Introduction to Psychology (5 cr.)
SOCI 1001  Introduction to Sociology (5 cr.)
SOCI 2001  Multicultural Dimensions of Society (5 cr.) Required
SOCI 4080  Social Responsibility (5 cr.) Required

Elective Course (5-10 cr.)
Take at least one additional general education course you have not already completed to meet the minimum requirement of 46 credits.

*For the Dual Concentration (Preschool and Infant/Toddler), take two additional courses to meet the 51-credit general education requirement.

Prerequisite Courses (for students requiring additional coursework in these areas)
ENGL 0099  Academic Writing Fundamentals (5 cr.)
MATH 0099  Algebra Fundamentals (5 cr.)

Preschool Studies Concentration

Core Courses
EDUC 1001  Introduction to Education  (5 cr.)
EDUC 1002  Pioneers and Philosophies of Education (5 cr.)
EDUC 1011  Making Connections: The Early Childhood Field (2 cr.)
EDUC 3001  Educational Psychology (5 cr.)
EDUC 1004  Child Development (5 cr.)
EDUC 1012  Making Connections: The Developing Child (2 cr.)
EDUC 1005  Child Health, Safety, and Nutrition (5 cr.)
EDUC 1006  Child, Family, and Community Relationships (5 cr.)
EDUC 1013  Making Connections: The Well-Being of Children (2 cr.)
EDUC 2001  Language Development (5 cr.)
EDUC 2002  Children’s Literature (5 cr.)
EDUC 2011  Making Connections: The Foundations of Literacy (2 cr.)
EDUC 3003  Observation and Assessment of the Young Child (5 cr.)
EDUC 4004  Children With Special Needs (5 cr.)
EDUC 4011  Making Connections: The Individuality of Children (2 cr.)
EDUC 4005  Cultural and Linguistic Diversity (5 cr.)
EDUC 4012  Making Connections: Living in a Diverse World (2 cr.)

Concentration Courses
EDUC 3101  Professionalism and Advocacy in the Early Childhood Field (5 cr.)
EDUC 4102  Play and Learning for the Preschool Child (5 cr.)
EDUC 3111  Making Connections: Foundations of Preschool Teaching (2 cr.)
EDUC 3103  Guiding Young Children’s Behavior (5 cr.)
EDUC 4104  Inclusive Practices in Classroom Communities (5 cr.)
EDUC 3112  Making Connections: Effective Learning Environments (2 cr.)
EDUC 4105  Early Literacy (5 cr.)
EDUC 4106  Teaching across Content Areas in Preschool (5 cr.)
EDUC 4112  Making Connections: Interdisciplinary Teaching and Learning (2 cr.)

Capstone Course
EDUC 4001  Capstone (7 cr.)

Electives
Choose five additional elective courses (25 cr.) from either general education or any bachelor's program, including B.S. in Child Development (Infant/Toddler Concentration), B.S. in Psychology, and B.S. in Business Administration.

Infant/Toddler Studies Concentration

Core Courses
EDUC 1001  Introduction to Education (5 cr.)
EDUC 1002  Pioneers and Philosophies of Education (5 cr.)
EDUC 1011  Making Connections: The Early Childhood Field (2 cr.)
EDUC 3001  Educational Psychology (5 cr.)
EDUC 1004  Child Development (5 cr.)
EDUC 1012  Making Connections: The Developing Child (2 cr.)
EDUC 1005  Child Health, Safety, and Nutrition (5 cr.)
EDUC 1006  Child, Family, and Community Relationships (5 cr.)
EDUC 1013  Making Connections: The Well-Being of Children (2 cr.)
EDUC 2001  Language Development (5 cr.)
EDUC 2002  Children’s Literature (5 cr.)
EDUC 2011  Making Connections: The Foundations of Literacy (2 cr.)
EDUC 3003  Observation and Assessment of the Young Child (5 cr.)
EDUC 4004  Children With Special Needs (5 cr.)
EDUC 4011  Making Connections: The Individuality of Children (2 cr.)
EDUC 4005  Cultural and Linguistic Diversity (5 cr.)
EDUC 4012  Making Connections: Living in a Diverse World (2 cr.)
### Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3101</td>
<td>Professionalism and Advocacy in the Early Childhood Field</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3102</td>
<td>Quality Programs for Infants and Toddlers</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3211</td>
<td>Making Connections: Foundations of Infant/Toddler Care and Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 3203</td>
<td>Infant/Toddler Mental Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3204</td>
<td>Family Cultures of Infants and Toddlers</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3212</td>
<td>Making Connections: Healthy Infant/Toddler Growth and Development</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 4205</td>
<td>Developmentally Appropriate Practices in Infant Settings</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4206</td>
<td>Developmentally Appropriate Practices in Toddler Settings</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4211</td>
<td>Making Connections: Effective Programs for Infants and Toddlers</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

### Capstone Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4001</td>
<td>Capstone</td>
<td>7 cr.</td>
</tr>
</tbody>
</table>

### Electives

Choose five additional electives (25 cr.) from either general education or any bachelor's program, including B.S. in Child Development (Preschool Concentration), B.S. in Psychology, and B.S. in Business Administration.

### Preschool and Infant/Toddler Studies Dual Concentration

#### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1001</td>
<td>Introduction to Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1002</td>
<td>Pioneers and Philosophies of Education</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1011</td>
<td>Making Connections: The Early Childhood Field</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 3001</td>
<td>Educational Psychology</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1004</td>
<td>Child Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1012</td>
<td>Making Connections: The Developing Child</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 1005</td>
<td>Child Health, Safety, and Nutrition</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1006</td>
<td>Child, Family, and Community Relationships</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 1013</td>
<td>Making Connections: The Well-Being of Children</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 2001</td>
<td>Language Development</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 2002</td>
<td>Children’s Literature</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3003</td>
<td>Observation and Assessment of the Young Child</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4004</td>
<td>Children with Special Needs</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4011</td>
<td>Making Connections: The Individuality of Children</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 4005</td>
<td>Cultural and Linguistic Diversity</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4012</td>
<td>Making Connections: Living in a Diverse World</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>

#### Infant/Toddler Concentration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 3101</td>
<td>Professionalism and Advocacy in the Early Childhood Field</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3202</td>
<td>Quality Programs for Infants and Toddlers</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3211</td>
<td>Making Connections: Foundations of Infant/Toddler Care and Education</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 3203</td>
<td>Infant/Toddler Mental Health</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3204</td>
<td>Family Cultures of Infants and Toddlers</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 3212</td>
<td>Making Connections: Healthy Infant/Toddler Growth and Development</td>
<td>2 cr.</td>
</tr>
<tr>
<td>EDUC 4205</td>
<td>Developmentally Appropriate Practices in Infant Settings</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4206</td>
<td>Developmentally Appropriate Practices in Toddler Settings</td>
<td>5 cr.</td>
</tr>
<tr>
<td>EDUC 4211</td>
<td>Making Connections: Effective Programs for Infants and Toddlers</td>
<td>2 cr.</td>
</tr>
</tbody>
</table>
Preschool Concentration Courses

EDUC 4102  Play and Learning for the Preschool Child (5 cr.)
EDUC 3111  Making Connections: Foundations of Preschool Teaching (2 cr.)
EDUC 3103  Guiding Young Children’s Behavior (5 cr.)
EDUC 4104  Inclusive Practices in Classroom Communities (5 cr.)
EDUC 3112  Making Connections: Effective Learning Environments (2 cr.)
EDUC 4105  Early Literacy (5 cr.)
EDUC 4106  Teaching across Content Areas in Preschool (5 cr.)
EDUC 4112  Making Connections: Interdisciplinary Teaching and Learning (2 cr.)

Capstone Course

EDUC 4001  Capstone (7 cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

EDUC

EDUC 1001 Introduction to Education (5 cr.)
This course presents an overview of the field of early care and education. Emphasis is on the elements of high-quality programs, governing standards and regulations, and historical perspectives. The course will also focus on what it means to be a professional and career options in the field of early care and education.

EDUC 1002 Pioneers and Philosophies of Education (5 cr.)
This course examines the historical and philosophical roots of educational programs for children, beginning with the ancient Greeks. Students will explore thinkers and philosophies that have influenced current ideas about effective practices, beginning with early childhood education. The course also critically examines educational philosophies and methods in light of current social, political, and economic forces impacting children, families, and the field. Based on their learning, students will begin to develop a reasoned, coherent personal philosophy of education as a basis for ethical and professional practice and decision-making.

EDUC 1004 Child Development (5 cr.)
This course provides an overview of physical, cognitive/language, and social and emotional development in children from birth through adolescence. Students will explore prevailing philosophies and theories of child development and form their own child development philosophy. The latest research and thinking with regard to the conditions that affect children’s learning and development, such as risk factors, developmental variations, temperament, rate of maturation, innate abilities, culture, family, community, and societal influences will be addressed across developmental domains and stages.

EDUC 1005 Child Health, Safety, and Nutrition (5 cr.)
This course presents an overview of the impact of nutrition, safety, and health on the growth and development of the young child. Students will examine the professional’s role in supporting children’s healthy development within the context of early childhood care and education, and family and community settings. Topics include prevention of health problems common to young children and methods of promoting wellness and fitness. Also addressed are child safety, emergency preparedness and procedures, and child mental health.

EDUC 1006 Child, Family, and Community Relationships (5 cr.)
A survey of the ways in which professionals and families work together for the benefit of young children, this course offers a study of formal and informal communication strategies; family participation in group settings; family education; advocacy for families; and the impact of family, culture, and community on children's development and learning within early childhood programs.
Special attention is given to supporting child and family resiliency within the context of divorce, child abuse and neglect, illness and death of family members, and life in today’s complex society.

EDUC 1011 Making Connections: The Early Childhood Field (2 cr.)
The early childhood field and related themes, issues, and controversies are explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the field of early care and education.

EDUC 1012 Making Connections: The Developing Child (2 cr.)
Themes issues and controversies related to how children develop will be the focus of this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, challenges, and possibilities related to the developing child.

EDUC 1013 Making Connections: The Well-Being of Children (2 cr.)
Children’s overall well-being is related not only to their health and safety but also to quality relationships between early childhood professionals, family, and community members. This course examines themes, issues, and challenges related to the fostering of children’s overall well-being. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, developments, and possibilities related to healthy growth and development within early childhood, family, and community settings.

EDUC 2001 Language Development (5 cr.)
This course focuses on the theories of language acquisition and language development of young children from infancy through preschool. Students will explore how children acquire and develop language as well as gain an understanding of emergent reading and writing. Special attention will be given to bilingualism, atypical speech and language development, and the impact of culture and environment on language.

EDUC 2002 Children’s Literature (5 cr.)
This survey course focuses on the power and quality of children's literature—birth through adolescence. A wide variety of genres will be explored with emphasis on how children’s literature can delight and inspire young readers as well as promote respect for diversity. Students will learn the characteristics of high-quality literature and engage in critical evaluation and selection of books from various genres and for specific age groups. Students will also learn about prominent authors, illustrators, and book awards.

EDUC 2011 Making Connections: The Foundations of Literacy (2 cr.)
Themes, issues, and developments in the foundations of literacy will be explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, challenges, and possibilities within the fields of language development and children’s literature.

EDUC 3001 Educational Psychology (5 cr.)
This course provides an overview of psychological concepts and theories as they relate to the field of early care and education. Students will study behavioral, cognitive, social, and
constructivist views of learning. Emphases include research-based principles and their implications on child development, learning, teaching, and assessment.

**EDUC 3003 Observation and Assessment of the Young Child (5 cr.)**
This course presents developmentally appropriate formal and informal assessments, including observational techniques for assessing young children’s development and learning. Students will learn how to use specific tools, and the data generated from them, to inform effective decision-making and instructional planning. Also addressed are ethical and legal considerations as well as other related issues and controversies.

**EDUC 3101 Professionalism and Advocacy in the Early Childhood Field (5 cr.)**
This course examines the changing landscape of early care and education, focusing on the roles and responsibilities of the early childhood teaching professional in infant/toddler and preschool settings. Students will explore the complexities of developmentally appropriate practice as well as learn what it means to be an advocate—for children, their families, and the profession itself. The course emphasizes the importance of keeping up with current research in the field and engaging in professional activities and organizations to ensure continual professional growth and learning.

**EDUC 3103 Guiding Young Children’s Behavior (5 cr.)**
Proactive guidance and positive, safe learning environments promote healthy child development and learning. This course focuses on understanding and fostering social and emotional development in preschool-age children and provides students with strategies for establishing classroom communities in which all children feel safe, valued, and respected. Topics include teaching social skills, routines, and procedures, collaborating with families, preventing and working with challenging behaviors, developing problem-solving abilities, and organizing the classroom setting to support learning, cooperation, and social and emotional growth.

**EDUC 3111 Making Connections: Foundations of Preschool Teaching (2 cr.)**
Professionalism, advocacy, and preschool education provide the focus of the themes, issues, and challenges examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies and possibilities related to working in the early childhood field with preschool-age children and their families.

**EDUC 3112 Making Connections: Effective Learning Environments (2 cr.)**
Creating optimal preschool learning environments and related themes, issues, and challenges set the context for this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments.

**EDUC 3202 Quality Programs for Infants and Toddlers (5 cr.)**
This course focuses on the breadth and depth of the field of infant/toddler care and education, emphasizing characteristics of quality infant/toddler programs. Students study the foundations of infant/toddler development, the integral role of the infant/toddler professional in fostering children’s growth and ensuring family involvement, and theoretical frameworks key to quality programs. Additional topics include the components of high-quality environments and what it means to be an advocate for young children, their families, and the profession.
**EDUC 3203 Infant/Toddler Mental Health (5 cr.)**
This course focuses on current research in the field of infant/toddler mental health. Students study protective and risk factors in family environments; social and emotional developmental challenges; developmentally appropriate infant/toddler screening and assessment; diagnostic classification systems for infant/toddler mental health; effective intervention strategies; and collaborative services approaches.

**EDUC 3204 Family Cultures of Infants and Toddlers (5 cr.)**
This course provides an overview of the way culture impacts “typical” conceptions of infant toddler development and interactions. Students focus on the ability to form healthy working relationships and respectful partnerships with the families of infants and toddlers across a range of cultures. Included is an investigation into the meaning of various child-rearing behaviors and how they relate to family expectations and cultural traditions with the goal of developing culturally appropriate practices.

**EDUC 3211 Making Connections: Foundations of Infant/Toddler Care and Education (2 cr.)**
Themes, issues, and controversies central to the field of infant/toddler care and education are examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, challenges, and possibilities infant/toddler professionals must understand.

**EDUC 3212 Making Connections: Healthy Infant/Toddler Growth and Development (2 cr.)**
This course focuses on healthy infant/toddler growth and development and related themes, issues, and challenges. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with the overall well-being of very young children.

**EDUC 4001 Capstone (7 cr.)**
This course provides students the opportunity to integrate theories of child development, principles of effective early childhood practice, and methods of working with young children and their families learned throughout the program. Students are required to create a project that demonstrates both synthesis and application of this knowledge.

**EDUC 4004 Children with Special Needs (5 cr.)**
In the context that all individuals are unique, this course provides an overview of exceptionalities in children from birth through adolescence. Early identification, referral, intervention, inclusion, and the related psychosocial needs of children and their families are highlighted. In addition, the course provides an overview of federal and state legislation that guides educational requirements.

**EDUC 4005 Cultural and Linguistic Diversity (5 cr.)**
This course emphasizes the importance of being responsive to the languages and cultures of individual children and their families and communities in order to effectively support learning and development. The course will broaden students’ understanding of culture as a framework that includes not only language and ethnicity, but also gender, socio-economic status, exceptionalities, family configuration, sexual orientation, personal interests, and many other aspects of one’s individuality. In addition, students will reflect on their own cultural frameworks and examine personal attitudes and beliefs.
EDUC 4011 Making Connections: The Individuality of Children (2 cr.)
Themes, issues, and controversies related to the special needs and individuality of children will be explored in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, challenges, and possibilities associated with understanding and meeting the needs of individual children and their families.

EDUC 4012 Making Connections: Living in a Diverse World (2 cr.)
Themes, issues, and challenges specific to living in a diverse society are examined in this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research and controversies; real-world early childhood settings; and future trends and possibilities related to the areas of social responsibility and cultural and linguistic diversity.

EDUC 4102 Play and Learning for the Preschool Child (5 cr.)
This course addresses an essential question in early childhood education: Why is play integral to children’s development and learning? Students will learn not only the theory, methods, and materials needed to support and enhance children’s play and learning in preschool settings but also better understand the vital role of play in fostering growth in each of the developmental domains. Topics include setting up developmentally appropriate environments, providing opportunities for high-quality, productive play and learning experiences, and assessing development and learning through observation of play-based activities and learning experiences.

EDUC 4104 Inclusive Practices in Classroom Communities (5 cr.)
All children have the right to develop and learn in classroom communities that support diverse, individual needs. This course focuses on the ways in which preschool teachers can build inclusive environments that exemplify developmentally appropriate practice. Students will learn strategies that support inclusion, meet identified needs, and foster a sense of classroom community. Additional topics include: observation and assessment, developing partnerships with families, collaborating with support resources, legal regulations and issues, and the roles of reflection and evidence-based decision-making.

EDUC 4105 Early Literacy (5 cr.)
Creating optimal preschool learning environments and related themes, issues, and challenges set the context for this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with establishing effective preschool learning environments.

EDUC 4106 Teaching across Content Areas in Preschool (5 cr.)
This course focuses on the use of developmentally appropriate practices to teach within and across specific content areas in the preschool curriculum. Students will learn how to develop meaningful and enduring early childhood learning experiences in mathematics, social studies, science, language and literacy, health and physical education, and the visual, and performing arts. Effective planning and implementation of child-centered, age-appropriate curriculum and assessment will be addressed, and strategies for integrating content areas, including the project approach, will be highlighted.

EDUC 4112 Making Connections: Interdisciplinary Teaching and Learning (2 cr.)
This course examines themes, issues, and challenges related to developmentally appropriate teaching and learning at the preschool level. Students will make connections between the key
topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies, and possibilities associated with interdisciplinary preschool teaching and learning.

**EDUC 4205 Developmentally Appropriate Practices in Infant Settings (5 cr.)**
Offering an in-depth look at infant growth and development, this course emphasizes the role of the caregiver, components of high-quality caregiver-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Additional topics include understanding and working with families, observation skills, attachment, separation, continuity of care, brain development, and creating nurturing environments for very young children and their families.

**EDUC 4206 Developmentally Appropriate Practices in Toddler Settings (5 cr.)**
Offering an in-depth look at toddler growth and development, this course emphasizes the role of the toddler caregiver/teacher, the components of high-quality adult-child relationships, and strategies for ensuring developmentally appropriate, individually appropriate, and culturally appropriate practice. Additional topics include observation skills, attachment, separation, working with families, and creating inspiring and supportive environments for young children and their families.

**EDUC 4211 Making Connections: Effective Programs for Infants and Toddlers (2 cr.)**
Themes and issues related to the challenge of developing and maintaining high-quality infant toddler settings are the focus of this course. Students will make connections between the key topics and their own personal experiences, interests, and aspirations; other course work; current research; real-world early childhood settings; and future trends, controversies, and possibilities related to effective programs for infants and toddlers.

**General Education**

**Communications Courses**

**COMM 1000 Communication Skills for Career Development (1 cr.)**
This course is designed to provide students with a practical application of the contemporary communication skills necessary for career development and career success. Topics include investigation of career fields and the communication and technology skills that are essential to those careers. Examples include technology-supported written, oral, private, and public communication. Students will be able to assess and analyze their personal communication and technology skills and strategize ways to apply them as part of their professional development goals.

**COMM 1001 Contemporary Communications (5 cr.)**
This course introduces students to the fundamentals of effective communication in contemporary society. The primary focus is on communication using electronic means, such as cell phones, email, instant messaging, and Internet technologies. Topics include communication methods and technologies and their impact on the individual and society. Upon completion, students will be able to use appropriate contemporary communication strategies for the setting and audience and apply writing and critical-thinking skills to their personal, academic, and work lives.
COMM 1002 Group Presentation and Discussion (5 cr.)
This course is designed to provide students the opportunity to develop and enhance their ability to communicate. Topics include the organization of ideas and the concepts of informative and persuasive speaking, critical listening and research, and the use of technology. Practical experience and rhetorical theory are stressed, as are individual and group techniques. Upon completion, students will be able to demonstrate improvement in their communication skills, as well as plan, create, and deliver electronic presentations individually and in groups. (Prerequisite: COMM 1001.)

COMM 4001 Intercultural Communication (5 cr.)
This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal and professional settings. (Prerequisite: COMM 1001.)

ENGL 0099 Academic Writing Fundamentals (5 cr.)
This course is designed to focus on improvement of basic writing skills in order to meet entrance requirements for ENGL 1001. Topics include grammar and punctuation, sentence and paragraph formation, and the development of an academic essay. Upon completion, students are prepared to take ENGL 1001 English Composition. (Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.)

ENGL 1001 English Composition (5 cr.)
This course is designed to introduce students to persuasive and research-based writing. The use of argument and evidence to support claims is emphasized. Topics include planning, writing, and revising essays, and conducting research, incorporating sources, and correctly adhering to APA guidelines. Upon completion, students are prepared to write an academic research paper. (Prerequisites: COMM 1001 and must pass English Placement Exam or ENGL 0099.)

ENGL 2001 Introduction to Literature (5 cr.)
This course is designed to help students develop critical reading and writing skills through the study of literature. Both fiction and nonfiction texts are studied as models of effective writing. Topics include attentive reading, personal and critical response, careful thinking, and clear writing. Upon completion, students will have improved their reading and writing skills. (Prerequisites: COMM 1001 and ENGL 1001.)

ISYS 1001 Computer Information Fluency (5 cr.)
This course is designed to give students a broad introduction to the management of computers and information to solve real-world business problems. Students learn how to use computers as tools for communications and organizing information. Students build research skills using online academic sources and learn about ensuring accuracy and reliability of information. Windows-based operating system and software applications competencies are met through this course. (Prerequisite: COMM 1001.)
Humanities Courses

**ARTS 1001 Introduction to Fine Arts (5 cr.)**
This course is designed to help students develop a basic understanding of the music and art of various cultures and historical periods. Topics include the elements that are combined into a work of art, and the commonalities which exist across the arts disciplines. Upon completion, students will apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. *(Prerequisite: COMM 1001.)*

**HMNT 3001 Modern Popular Culture (5 cr.)**
This course is designed to analyze the artistic and philosophical impact of contemporary media and popular culture. Topics include graphic novels, film, advertising, television, cybertecture and popular music. Upon completion, students should be able to analyze the ways in which social, political and economic issues are evident in artistic and creative forms of expression in popular culture. *(Prerequisite: COMM 1001.)*

**PHIL 1001 Introduction to Philosophy (5 cr.)**
This course is designed to ask students to think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, students are able to ground their personal philosophies in traditions of philosophical reasoning. *(Prerequisites: COMM 1001 and ENGL 1001.)*

**PHIL 2001 Ethics (5 cr.)**
This course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory. *(Prerequisites: COMM 1001 and ENGL 1001.)*

**RELG 2001 World Religions (5 cr.)**
This course is designed to offer students an exploration of the tenets and sacred texts of the religions of the world. Topics include Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *(Prerequisites: COMM 1001, and ENGL 1001.)*

Math/Science Courses

**BIOL 1001 Introduction to Biology (5 cr.)**
This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *(Prerequisite: COMM 1001.)*

**CHEM 1001 Introduction to Chemistry (5 cr.)**
This course is designed to introduce students to the fundamental concepts of chemistry and gives a survey of important chemical elements and their compounds. Topics include chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and
properties of gases and thermochemistry. Upon completion, students are able to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. (Prerequisites: COMM 1001 and MATH 1001 or MATH 1002.)

MATH 0099 Algebra Fundamentals I (5 cr.)
This course is designed to refresh students’ familiarity with basic algebra. Topics include sets and set notation, solving and graphing linear and quadratic equations, rational expressions, polynomials, inequalities, and exponents. Upon completion, students are prepared to take College Algebra. (Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.)

MATH 1001 College Algebra (5 cr.)
This course is designed to provide the student a solid foundation in key algebra skills. Topics include solving and graphing linear and quadratic equations, manipulating complex numbers, graphing functions, exponential and logarithmic functions, solving systems of equations, and determining terms of sequences. Upon completion, students will have cultivated the perspectives and the analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. (Prerequisites: COMM 1001 and must pass Math Placement Exam or MATH 0099.)

MATH 1002 Applied Math (5 cr.)
This course is designed to provide students with accessible mathematical tools to analyze and solve real-world problems. Through the use of these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace and everyday topics. Upon completion students will be able to apply inductive and deductive reasoning to solve specific problems in mathematics. (Prerequisite: COMM 1001.)

NASC 1001 Environmental Science (5 cr.)
This course is designed to introduce environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, current environmental problems from scientific, social, political, and economic perspectives, and an introduction to the scientific method. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. (Prerequisite: COMM 1001.)

PHSC 1001 Earth Science (5 cr.)
This course is designed to introduce students to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships. Topics include the Earth's air, water, and physical processes as they shape the physical world, with emphasis on the practical evaluation of the world's energy and environmental problems. Upon completion, students will have developed and demonstrated an understanding of fundamental scientific principles, relate the study of Earth sciences to the world in which we live, become aware of and be able to express several major environmental issues which affect the health of their community, and develop an appreciation for the natural processes that occur on Earth and how they impact and affect the environment. (Prerequisite: MATH 1001 or MATH 1002.)

SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)
This course is designed to provide students with strategies for valid scientific research to study controversial phenomena, pseudoscience and popular beliefs. Topics include paranormal events, health and nutrition controversies, complementary and alternative therapies, and other scientific issues. Upon completion, students will be able to articulate sound arguments for the validity or
lack of validity of popular scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist. (Prerequisite: COMM 1001.)

Social Science Courses

ANTH 3001 Indigenous Peoples in the Modern World (5 cr.)
This course is designed to develop a modern and inclusive understanding of the indigenous peoples of the world. Topics include indigenous identity, historical continuity with pre-colonial and/or pre-settler societies, relationship to natural resources, and indigenous languages, cultures and beliefs. Upon completion, students should be able to explain indigenous peoples’ ancestral environments and systems as distinctive populations and communities. (Prerequisite: COMM 1001.)

GEOG 1001 World Regional Geography (5 cr.)
This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface. (Prerequisite: COMM 1001.)

POLI 1001 American Government (5 cr.)
This course will help students understand their roles, rights, and responsibilities as citizens, as well as the key issues facing American Government. Students will develop an appreciation for the struggle to acquire those freedoms and rights that citizens of the United States enjoy today and what they can as citizens do to maintain them. Students will discover the three principle purposes of government: maintaining order, providing public services, and promoting equality as they relate to how the American Government functions. The Tripartite system of executive, legislative, and judicial branches will be examined to understand their roles and relationships. (Prerequisite: COMM 1001.)

PSYC 1001 Introduction to Psychology (5 cr.)
(For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003.)
This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of psychology and be able to explain basic psychological phenomena. (Prerequisite: COMM 1001.)

SOCI 1001 Introduction to Sociology (5 cr.)
This course is designed to teach students how to think critically about society and their own lives from a wide range of classical and contemporary perspectives. Topics include a balance of theory with current research findings, and emphasis on social policy. Upon completion, students will have developed a sociological imagination as well as critical-thinking skills. (Prerequisite: COMM 1001.)
**SOCI 2001 Multicultural Dimensions of Society (5 cr.)**
This course is designed to promote the ability to understand, respect, and value diversity through real-life student experiences and reflections. Topics include teamwork, leadership, communication, and conflict management among people with diverse life experiences. Upon completion, students should be able to develop appropriate, flexible approaches to successfully identifying and managing diversity issues in the workplace. *(Prerequisite: COMM 1001.)*

**SOCI 4080 Social Responsibility (5 cr.)**
This course is designed as an interdisciplinary synthesis of learning for Walden University undergraduates through the lens of civic engagement and social responsibility. Topics include problem-solving in contemporary society. Upon completion, students will have developed awareness and skills to sustain and advance the communities in which they live. *(Can only be taken after 40 credits of general education courses are completed.)*
Addendum to the Catalog for the Master of Information Systems Management

Effective for Students Who Start Their Program on or After June 23, 2008
The Walden University Master of Information Systems Management program prepares students for leadership in the creation and management of information systems, processes, and services that meet organizational needs. The curriculum integrates technical and business knowledge and skills, preparing graduates to work across organizational and disciplinary boundaries. The curriculum also provides graduates with the perspectives and skills needed to manage the development and delivery of information solutions that involve integrating contributions across a complex distributed supply chain. Knowledge and skills are developed in a context of legal, ethical, professional, and social responsibility. Skills are developed through hands-on practice in a collaborative, project-oriented environment.

**Specializations**

- Business Information Management
- Customer Relationship Marketing
- Enterprise Information Security
- IT Strategy and Governance
- Managing Global Software and Service Supply Chains

**Degree Requirements**

- 33 semester credits
- Core courses (24 sem. cr.)
- Specialized courses and capstone course (9 sem. cr.)
Curriculum

Core Curriculum

Core Courses (24 sem. cr.)

NSEI 6111 Software Frameworks (3 sem. cr.)*
NSEI 6112 System and Service Architecture (3 sem. cr.)
NSEI 6301 Information System and Service Analysis and Design (3 sem. cr.)
NSEI 6511 Information Systems Project Management (3 sem. cr.)
NSEI 6561 Service and Sourcing Management (3 sem. cr.)
NSEI 6701 The IT-Enabled Enterprise (3 sem. cr.)
NSEI 6712 Business Architecture and Process (3 sem. cr.)
NSEI 6721 Organizational and Social Dimensions of Information Systems (3 sem. cr.)

*Students who do not have experience with an object-oriented programming language must take NSEI 3381 Object-Oriented Programming for ISM before taking NSEI 6111 Software Frameworks.

Specialized Curriculum

The following specialized courses must be taken in the order they are listed below.

Business Information Management (9 sem. cr.)

Students will learn key approaches to integrating enterprise-wide information to support business strategy and decision-making. They examine and apply techniques for inference and discovery in large data sets as well as for data acquisition, storage, data mining, text mining and data retrieval and analysis.

NSEI 6631 Data Warehousing and Business Intelligence (3 sem. cr.)
NSEI 6661 Business Analytics and Data Mining (3 sem. cr.)
NSEI 6982 ISM Capstone (3 sem. cr.)

Customer Relationship Marketing (9 sem. cr.)

Students will understand the market and its relationship to the successful management of today’s business organizations. They will review marketing strategies that drive profitability and the appropriate marketing mix decisions. Students will learn the architecture and function of CRM systems for planning, deployment and management.

NSEI 6621 Customer Relationship Management (3 sem. cr.)
NSEI 6732 Marketing (3 sem. cr.)
NSEI 6983 ISM Capstone (3 sem. cr.)

Enterprise Information Security (9 sem. cr.)

Students will gain an understanding of the fundamental issues and techniques in information systems security. They will develop a thorough understanding of information security issues and the importance of keeping systems safe from tampering and disclosure. Students will identify management structures and processes for enterprise information security and the legal, regulatory, audit, and policy issues surrounding security.
NSEI 6781 Information Security Governance (4 sem. cr.)
NSEI 6841 Information Security Challenges and Solutions (3 sem. cr.)
NSEI 6984 ISM Capstone (3 sem. cr.)

**IT Strategy and Governance (9 sem. cr.)**

Students will develop and implement business strategies that give their organization a competitive advantage. They will understand the current competitive environment and forecast future changes that could affect their organization. Students will align information systems with corporate strategy to boost their organization’s effectiveness.

NSEI 6713 Business Strategy for Competitive Advantage (3 sem. cr.)
NSEI 6771 IT Governance (3 sem. cr.)
NSEI 6981 ISM Capstone (3 sem. cr.)

**Managing Global Software and Service Supply Chains (9 sem. cr.)**

Students will organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. They will analyze the most important issues and practices for both clients and service providers, including legal, economic, cultural, and intellectual property issues; IT and business process outsourcing; global human resources; service supply chain management; and governance and client relationship management.

NSEI 6521 Global Information Systems Development (3 sem. cr.)
NSEI 6562 Global Services Management (3 sem. cr.)
NSEI 6985 ISM Capstone (3 sem. cr.)

**Course Sequence**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NSEI 6701  The IT-Enabled Enterprise&lt;br&gt;NSEI 6712  Business Architecture and Process</td>
</tr>
<tr>
<td>2</td>
<td>NSEI 6111  Software Frameworks&lt;br&gt;NSEI 6301  Information System and Service Analysis and Design</td>
</tr>
<tr>
<td>3</td>
<td>NSEI 6112  System and Service Architecture&lt;br&gt;NSEI 6721  Organizational and Social Dimensions of Information Systems</td>
</tr>
<tr>
<td>4</td>
<td>NSEI 6511  Information Systems Project Management&lt;br&gt;NSEI 6561  Service and Sourcing Management</td>
</tr>
<tr>
<td>5</td>
<td>Specialization courses</td>
</tr>
<tr>
<td>6</td>
<td>NSEI 6981–6985 ISM Capstone</td>
</tr>
</tbody>
</table>
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

NSEI

NSEI 3381 Object-Oriented Programming for ISM (3 sem. cr.)
Students learn the fundamental concepts and practices of programming in an object-oriented language through substantial hands-on practice. Topics include fundamental models of hardware and software; representation of information and procedures; basic processes of software design and construction; object class design, selection, and use; use of documentation, software libraries, and system frameworks; and use of software development tool chains.

NSEI 6111 Software Frameworks (3 sem. cr.)
This course introduces some of the implementation options available for information systems, focusing on composition and reuse rather than construction from scratch. Students apply widely used components to build up-to-date Web applications. Topics include common software system frameworks; components and tool sets; open-source and proprietary software ecologies; and staying current with communities of practice. (Prerequisite: NSEI 3381 Object-Oriented Programming for ISM or equivalent.)

NSEI 6112 System and Service Architecture (3 sem. cr.)
This course focuses on the “back end” of information system and service design: mapping the desired functions onto systems structures that possess desirable properties. Topics include system architecture processes and idioms; mapping architectures onto implementations; and design for reliability, security, modularity, and scalability. (Prerequisite: NSEI 6301 Information System and Service Analysis and Design.)

NSEI 6301 Information System and Service Analysis and Design (3 sem. cr.)
This course focuses on the “front end” of information system and service design: understanding user and customer behaviors and requirements and designing functions and interfaces to support them. Topics include requirements analysis; contextual design and user modeling; iterative design; and human-computer interaction. (Prerequisites: NSEI 6712 Business Architecture and Process; NSEI 6111 Software Frameworks.)

NSEI 6511 Information Systems Project Management (3 sem. cr.)
Students develop the skills needed to plan, lead, and manage an information systems project. Topics include estimating, budgeting, and scheduling; risk management; team leadership; engineering process management; and open-source processes. (Prerequisite: NSEI 6112 System and Service Architecture.)

NSEI 6521 Global Information Systems Development (3 sem. cr.)
Students learn how to organize development projects in the global service marketplace, based on key considerations and best practices in outsourced and offshore development. Topics include legal, economic, cultural, and intellectual property issues; 24-hour development; strategic division of labor; case studies of specific geographies; and quality and process standards.
NSEI 6561 Service and Sourcing Management (3 sem. cr.)
Students learn to manage projects and programs that span multiple organizations. Topics include process and best practices for qualification, acceptance, and assurance; service level agreements; relationship management; and supply chain strategy. (Prerequisite: NSEI 6511 Information Systems Project Management.)

NSEI 6562 Global Services Management (3 sem. cr.)
Students learn the most important issues and practices for both clients and service providers. Topics include information technology and business process outsourcing; managing a services business; global human resources; service supply chain management and governance; and client relationship management.

NSEI 6621 Customer Relationship Management (3 sem. cr.)
Students learn the architecture and function of customer relationship management systems and gain insight into their planning, deployment, and management. Topics include sales force management; customer databases; product information databases; front office support; customer support; campaign management; marketing analytics; and vendor and open-source tools. (Prerequisite: NSEI 6732 Marketing.)

NSEI 6631 Data Warehousing and Business Intelligence (3 sem. cr.)
Students learn key approaches to the integration of enterprise-wide information to support business strategy and decision-making. The course covers issues in data acquisition, storage, retrieval, and analysis. Topics include data warehouses; data marts; dashboards, key performance indicators, and scorecards; online analytical processing; and data visualization.

NSEI 6661 Business Analytics and Data Mining (3 sem. cr.)
Students learn and apply techniques for inference and discovery in large data sets. Topics include statistical inference; exploratory data analysis; data mining; text mining; and machine learning for predictive modeling. (Prerequisite: NSEI 6631 Data Warehousing and Business Intelligence.)

NSEI 6701 Managing the IT-Enabled Enterprise (3 sem. cr.)
This course serves the dual purpose of introducing students to studying online at Walden and to some of the fundamental issues and trends in information systems management. Topics include information and communication skills for professionals, and information systems issues and cases in the extended enterprise. Emphasis on the services supply-chain context and stakeholder perspectives.

NSEI 6712 Business Architecture and Process (3 sem. cr.)
This course examines the structure and operations of organizations from an information-processing point of view and develops students’ skills in analyzing, designing, and improving operations. Topics include fundamental business structures; business process design, management, and optimization; decision support and automation; and enterprise resource planning and integration. (Prerequisite: NSEI 6701 Managing the IT-Enabled Enterprise.)

NSEI 6713 Business Strategy for Competitive Advantage (3 sem. cr.)
This course focuses on the development and implementation of business strategies that enable competitive advantage, with an emphasis on understanding the current environment in which the organization competes and forecasting how that environment may change.

NSEI 6721 Organizational and Social Dimensions of Information Systems (3 sem. cr.)
In this course, students place their technical and process work in a human context, focusing on issues and effects in a broader domain. Topics include organizational behavior and change; intellectual property
issues; ethics, professionalism, and social impact; and privacy and security. (Prerequisite: NSEI 6712 Business Architecture and Process.)

**NSEI 6732 Marketing (3 sem. cr.)**
This course provides students with an understanding of marketing and its relationship to the successful management of today’s business organizations. It focuses on how managers assess the environment and make business decisions based on available evidence or in the face of incomplete market information and rapidly changing markets. The course also examines how to develop marketing strategies that drive profitability, such as choosing a market segment to target and deciding how to differentiate one’s products or services from the competition’s. Finally, the course includes an overview of marketing-mix decisions, such as how to price, distribute, and promote products or services in a way that is consistent with the selected target market and desired positioning.

**NSEI 6771 IT Governance (3 sem. cr.)**
This course deals with the effective alignment of information systems with corporate strategy, recognizing the key role that they play in organizational effectiveness. Topics include decision processes and accountability; the allocation and management of internal and external resources; risk management; value and performance metrics; and legal, regulatory, compliance, and audit issues. (Prerequisite: NSEI 6771 Business Strategy for Competitive Advantage.)

**NSEI 6781 Information Security Governance (3 sem. cr.)**
This course covers information security issues in an organizational context, recognizing the increasing stakes in keeping systems safe from tampering and disclosure. Topics include management structures and processes for enterprise information security; information security in the supply chain; legal, regulatory, audit, and policy issues; risk management; and the business case for information security. (Prerequisite: NSEI 6841 Information Security Challenges and Solutions.)

**NSEI 6841 Information Security Challenges and Solutions (3 sem. cr.)**
This course surveys some of the fundamental issues and techniques in information systems security, preparing students to analyze and solve problems. Topics include issues of authentication and authorization; common vulnerabilities and attacks; prevention and detection; information security best practices; and information security and privacy technologies.

**NSEI 6981–6985 ISM Capstone (3 sem. cr.)**
The Capstone course provides students with the opportunity to integrate their specialization areas with other program concepts and skills in a group or solo analysis-and-design project. Students analyze the technical, business, policy, and social considerations inherent in their project. (Prerequisites: NSEI 6561 Service and Sourcing Management; completion of a two-course specialization track.)
Addendum to the Catalog for the B.S. in Psychology

Effective for Students Who Start Their Program on or After June 2, 2008
College of Social and Behavioral Sciences

School of Psychology

B.S. in Psychology

The Walden University Bachelor of Science in Psychology program provides students with a broad understanding and global perspective of psychology and its relevance in an increasingly diverse and global society. Students will apply psychological theories to current issues in psychology as they gain perspective in social awareness, responsibility, civic engagement, cross-cultural competence, and evidence-based decision-making in an information-rich world.

Students participate in courses that stimulate critical thinking through the use of applied learning methods (such as case study analysis) that facilitate applications of psychological theories and principles to the solution of contemporary personal, interpersonal, and societal problems. The program of study provides maximum flexibility as students meet Walden University general education, major, and elective requirements. Students can choose from four concentrations: Psychology Applied to Everyday Life, Psychology Applied to the Helping Professions, Psychology Applied to the Workplace, and Preparation for Graduate Studies.

B.S. in Psychology students will be able to

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
- Understand and apply psychological principles to personal, social, and organizational issues.
- Understand the value of empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science situated in a global society.
- Apply cultural competencies to effective and sensitive interactions with people from diverse backgrounds and cultural perspectives.

Note: Graduates from this bachelor’s degree program may apply for early admission to certain master’s programs at the university.
Concentrations

- Psychology Applied to Everyday Life
- Psychology Applied to the Helping Professions
- Psychology Applied to the Workplace
- Preparation for Graduate Studies

Degree Requirements

- 181 total quarter credits
- General education (46 cr.)
- Core courses (30 cr.)
- Concentration courses (25 cr.)
- Psychology elective courses (10 cr.)
- Electives (70 cr.)
- Minimum 45 credits taken at Walden University

Curriculum

Core Curriculum

General Education (46 cr.)

Communications (3 courses, 11 cr.; ENGL 1001 and COMM 1000 and COMM 1001 required)
COMM 1000 Communication Skills for Career Development (1 cr.) Required
COMM 1001 Contemporary Communications (5 cr.) Required
COMM 1002 Group Presentation and Discussion (5 cr.)
COMM 4001 Intercultural Communication (5 cr.)
ENGL 1001 English Composition (5 cr.) Required
ENGL 2001 Introduction to Literature (5 cr.)
ISYS 1001 Computer Information Fluency (5 cr.)

Humanities (2 courses, 10 cr.)
ARTS 1001 Introduction to Fine Arts (5 cr.)
HMNT 3001 Modern Popular Culture (5 cr.)
PHIL 1001 Introduction to Philosophy (5 cr.)
PHIL 2001 Ethics (5 cr.)
RELG 2001 World Religions (5 cr.)

Math/Science (2 courses, 10 cr.; MATH 1002 required)
BIOL 1001 Introduction to Biology (5 cr.)
CHEM 1001 Introduction to Chemistry (5 cr.)
MATH 1001 College Algebra (5 cr.)
MATH 1002  Applied Math (5 cr.) Required
NASC 1001  Environmental Science (5 cr.)
PHSC 1001  Earth Science (5 cr.)
SCNC 4001  Analyzing Contemporary Scientific Controversies (5 cr.)

Social Science (2 courses, 10 cr.; SOCI 4080 required)
ANTH 3001  Indigenous Peoples in the Modern World (5 cr.)
GEOG 1001  World Regional Geography (5 cr.)
POLI 1001  American Government (5 cr.)
SOCI 1001  Introduction to Sociology (5 cr.)
SOCI 2001  Multicultural Dimensions of Society (5 cr.)
SOCI 4080  Social Responsibility (5 cr.) Required

Elective Course (5 cr.)
Take at least one additional general education course you have not already completed to meet the minimum requirements of 46 credits.

Psychology Applied to Everyday Life
In this concentration, students will gain a solid foundation and knowledge of psychological principles and practices that relate to many different occupations. The curriculum helps students build on the ability to relate to all types of people, while increasing understanding of life in a complex world.

Required Core Courses (30 cr.)
PSYC 1002  Psychology as a Natural Science (5 cr.)
PSYC 1003  Psychology as a Social Science (5 cr.)
PSYC 2001  Cross-Cultural Psychology (5 cr.)
PSYC 3002  Data Analysis and Presentation (5 cr.)
PSYC 3003  Methods in Psychological Inquiry (5 cr.)
PSYC 4010  Capstone: Professional Issues and Ethics in Psychology (5 cr.)

Concentration Courses (25 cr.)
For the Psychology Applied to Everyday Life concentration, choose any five courses from B.S. in Psychology concentrations in Psychology Applied to the Helping Professions, Psychology Applied to the Workplace, and Preparation for Graduate Studies.

Psychology Elective Courses (10 cr.)
Take two 3000-level or 4000-level electives from any B.S. in Psychology courses.

Elective Courses (70 cr.)
Take 14 electives from the remaining B.S. in Psychology courses or from any other undergraduate courses.

Psychology Applied to the Helping Professions
For individuals in the helping professions who want to gain knowledge in psychology or help prepare themselves for an advanced degree, the Psychology Applied to the Helping Professions concentration provides a foundation. Students will learn about psychological development at all stages of life, study the
most common psychological disorders and keys to effective diagnoses, and improve their abilities in research, statistics, and data analysis.

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

- PSYC 1002  Psychology as a Natural Science (5 cr.)
- PSYC 1003  Psychology as a Social Science (5 cr.)
- PSYC 2001  Cross-Cultural Psychology (5 cr.)
- PSYC 3002  Data Analysis and Presentation (5 cr.)
- PSYC 3003  Methods in Psychological Inquiry (5 cr.)
- PSYC 4010  Capstone: Professional Issues and Ethics in Psychology (5 cr.)

**Concentration Courses (25 cr.)**

Take the first three in this group and choose two of the last four courses in this group.

- PSYC 2002  Human Development: Childhood and Adolescence (5 cr.) *Required*
- PSYC 2003  Human Development: Adulthood (5 cr.) *Required*
- PSYC 3004  Psychological Disorders (5 cr.) *Required*
- PSYC 2007  Adjustment in the 21st Century (5 cr.)
- PSYC 2008  Learning (5 cr.)
- PSYC 4001  Cultural Perspectives in Health Psychology (5 cr.)
- PSYC 4002  Brain and Behavior (5 cr.)

**Psychology Elective Courses (10 cr.)**

Take two 3000-level or 4000-level electives from any B.S. in Psychology courses.

**Elective Courses (70 cr.)**

Take 14 electives from the remaining B.S. in Psychology courses or from any other undergraduate courses.

**Psychology Applied to the Workplace**

For individuals who want to apply knowledge of psychology in a nonprofit, government, or business environment, the Psychology Applied to the Workplace concentration will teach students to handle all types of work situations as they identify various influences on behavior. Students will learn the basic principles of decision-making and factors that affect it. They will also apply principles of conflict management and peace building as solutions for individual and group issues.

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

- PSYC 1002  Psychology as a Natural Science (5 cr.)
- PSYC 1003  Psychology as a Social Science (5 cr.)
- PSYC 2001  Cross-Cultural Psychology (5 cr.)
- PSYC 3002  Data Analysis and Presentation (5 cr.)
- PSYC 3003  Methods in Psychological Inquiry (5 cr.)
- PSYC 4010  Capstone: Professional Issues and Ethics in Psychology (5 cr.)

**Concentration Courses (25 cr.)**

Take the first three in this group and choose two of the last four courses in this group.

- PSYC 2005  Social Influences on Behavior (5 cr.) *Required*
- PSYC 4007  Judgment, Choice and Decision Making (5 cr.) *Required*
PSYC 4008  Intergroup Conflict and Peace Building (5 cr.) Required
PSYC 2004  Motivation and Emotion (5 cr.)
PSYC 2008  Learning (5 cr.)
PSYC 3009  Psychology of Leadership (5 cr.)
PSYC 4001  Cultural Perspectives in Health Psychology (5 cr.)

Psychology Elective Courses (10 cr.)
Take two 3000-level or 4000-level electives from any B.S. in Psychology courses.

Elective Courses (70 cr.)
Take 14 electives from the remaining B.S. in Psychology courses or from any other undergraduate courses.

Preparation for Graduate Studies
For students who are considering an advanced degree in psychology in the future, the Preparation for Graduate Studies concentration can help with preparations now. Students will expand their knowledge across all major areas from human development to professional ethics. They will learn to conduct research, analyze data, and present their findings. Students will also increase their understanding of what influences social behavior as they develop the quantitative and qualitative analytical skills needed for graduate study.

Required Core Courses (30 cr.)
PSYC 1002  Psychology as a Natural Science (5 cr.)
PSYC 1003  Psychology as a Social Science (5 cr.)
PSYC 2001  Cross-Cultural Psychology (5 cr.)
PSYC 3002  Data Analysis and Presentation (5 cr.)
PSYC 3003  Methods in Psychological Inquiry (5 cr.)
PSYC 4010  Capstone: Professional Issues and Ethics in Psychology (5 cr.)

Concentration Courses (25 cr.)
PSYC 2002  Human Development: Childhood and Adolescence (5 cr.)
PSYC 2003  Human Development: Adulthood (5 cr.)
PSYC 2005  Social Influences on Behavior (5 cr.)
PSYC 4002  Brain and Behavior (5 cr.)
PSYC 4007  Judgment, Choice and Decision-Making (5 cr.)

Psychology Elective Courses (10 cr.)
Take two 3000-level or 4000-level electives from any B.S. in Psychology courses.

Elective Courses (70 cr.)
Take 14 electives from the remaining B.S. in Psychology courses or from any other undergraduate courses.
4+1 Program

Advanced undergraduate students are eligible to take select graduate courses in their undergraduate program. These courses may be applied to Walden University’s M.S. in Psychology program. All graduate courses are taken as electives and must be selected from the list below. Students are advised to contact their academic advisors for more information relating to the 4+1 program.

Students may take up to five of the following courses:

- PSYC 4005  Business Concepts for the Organizational Development Professional (5 cr.)
- PSYC 4205  History and Systems of Psychology (5 cr.)
- PSYC 4211  Contemporary Issues in Psychology (5 cr.)
- PSYC 4212  Principles of Organizational Psychology and Development (5 cr.)
- PSYC 4235  Cognitive Psychology (5 cr.)
- PSYC 4240  Human Motivation (5 cr.)
- PSYC 4305  Statistics (5 cr.)
- PSYC 4310  Research Design (5 cr.)
- PSYC 4315  Tests and Measurements (5 cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

PSYC

PSYC 1002 Psychology as a Natural Science (5 cr.)
Psychology as it is known today has its roots in philosophy and in the natural sciences, such as biology and chemistry. In this first of a two-course sequence, students explore major theories and topics related to the natural science aspect of the science of psychology. Topics include major theoretical models in scientific psychology, research methods, biological bases of behavior, sensation and perception, consciousness, learning, memory, intelligence, motivation, and emotions. The focus of this course is on an understanding of how biological and physiological processes influence behavior.

PSYC 1003 Psychology as a Social Science (5 cr.)
Contemporary psychology is, in many ways, the study of how people interact, relate, and develop as members of society. In this second part of a two-course sequence, students are introduced to the principal theories, topics, and applications related to the social science aspects of psychology, including social, developmental, cultural, personality, and abnormal psychology. Students apply what they learn to case studies and real-life examples, focusing on how individuals are influenced by their environments.

PSYC 2001 Cross-Cultural Psychology (5 cr.)
Contemporary life requires the ability to relate to people who are different. Students in this course will examine key concepts related to understanding life in a multicultural world. Topics include theories of culture; the role of psychology in understanding oppression; acculturation; cultural aspects of cognition; mental health; physical health; aggression; and emotion. Students will be able to explain how behavior is affected by an increasingly diverse and multicultural world. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

PSYC 2002 Human Development: Childhood and Adolescence (5 cr.)
Humans undergo rather amazing developmental changes across the lifespan. Significant changes occur during the period spanning from the in utero stage to young adulthood. In this course, students are introduced to key theories related to the development of infants, children, and adolescents. Topics include social, biological, and cognitive maturation processes. Cross-cultural issues in development are discussed. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

PSYC 2003 Human Development: Adulthood (5 cr.)
Adulthood represents a rich developmental experience that includes a number of important life transitions. In this course, students are introduced to the key theories and applications of adult development. Topics include the social, biological, and cognitive maturation processes that define development through adulthood into older age, and specific transitions including career, love and relationships, and retirement. Cross-cultural issues in development are explored. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)
**PSYC 2004 Motivation and Emotion (5 cr.)**
What drives people to do what they do is the focus of the study of motivation and emotion. In this course, students explore basic theories of motivation and emotion; bodily needs, such as hunger, thirst, and sex, that drive people to action; motivation concepts in motivation such as achievement, altruism, and conflict; and concepts related to emotion including happiness, hormonal influences, and mood. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 2005 Social Influences on Behavior (5 cr.)**
It has been said that no person is an island, meaning, in part, that people are influenced by others and by the social situations in which they find themselves. This course focuses on the basic concepts and applications of social psychology, and includes such topics as attitudes, beliefs and behavior; stereotyping, prejudice and discrimination; interpersonal relationships; group behavior; and the effect of environmental stressors on behavior. Students apply principles learned to case studies and to situations in daily life. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 2007 Adjustment in the 21st Century (5 cr.)**
In a world that seems to change rapidly, the ability to adjust to changing situations is an important consideration for physical and psychological health. In this course, students learn ways to approach the overall issue of psychological adjustment. Topics include stress management, physical and psychological health, relationships, communication, sexual behavior, workplace changes, and issues in development. Students apply psychological theories to better their psychological well-being. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 2008 Learning (5 cr.)**
How do people learn, and what are the strategies that maximize learning? This course provides students with an introduction to the cognitive and behavioral bases of learning and memory. Topics include classical and operant conditioning, introduction to theories of short- and long-term memory, and cognitive science approaches to learning. Students apply principles learned to optimizing their own performance. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3002 Data Analysis and Presentation (5 cr.)**
One of the hallmarks of science, and of advertisers, is the use of numbers to convince people that a particular point of view is correct. In this course, students are introduced to basic statistical principles. Topics include creating and presenting descriptive statistics, introduction to hypothesis testing, two-group inferential tests, correlation, and the chi-squared test. The goal of the course is for students to be comfortable using statistics and to better understand the importance of statistics to research. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3003 Methods in Psychological Inquiry (5 cr.)**
The interpretation of what is experienced can be influenced by a variety of factors that cloud judgment. In this course, students learn about research methods used to test hypotheses in an objective and systematic way to minimize biases, which results in drawing better conclusions. Topics include correlation vs. experimental methods; validity and reliability dependent and independent variables; qualitative vs. quantitative research, and statistical vs. clinical prediction. Students conduct a simple experiment and write up the results using American Psychological Association format. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3004 Psychological Disorders (5 cr.)**
“Diagnosing” friends and family members is a common occurrence as are discussions of what is considered normal and abnormal behavior. Students in this course are introduced to psychological disorders that form the basis of diagnosis in psychology. Topics include the concepts of “normal” and
“abnormal” as related to psychology; introduction to methods used in the process of diagnosis; measurement of psychological functioning; diagnosis; and an introduction to common disorders and their causes, including mood, thought, anxiety, substance abuse, sexual, personality, and dissociative disorders. Students differentiate among disorders and understand limits to effective diagnosis as well as apply what they have learned to case studies. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3005 Racial and Ethnic Identities (5 cr.)**
Most people recognize and appreciate the uniqueness of human beings. Included in this uniqueness is the influence of race and ethnicity—both as they relate to self-perception and to the perception of others. In this course, students explore their own racial/ethnic identities as they relate to contemporary psychological knowledge. Topics include racial identity development; intersection of racial identity and other forms of identity development; multiracial/multiethnic identities; and the effect of identity on intergroup relations. Students apply psychological concepts to better understand their own sense of ethnic/racial identity and how that identity shapes their experiences in the world. (Prerequisites: ENGL 1001; MATH 1002 PSYC 1002 or PSYC 1003.)

**PSYC 3006 Psychology of Gender (5 cr.)**
Psychological research has demonstrated that there are few differences between men and women. And yet history and conventional thinking say otherwise. In this course, students are introduced to the basic theories, principles, and applications of gender and gender differences. Topics include distinctions between sex and gender; masculinity and femininity; sexuality and sexual orientation; gender differences in social behavior, perceptual, and cognitive abilities; and cross-cultural research on gender and sexuality. Through discussion and applications, students “debunk” myths surrounding sex and gender similarities and differences and apply theories learned to case examples and individual experiences. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3007 Influence and Persuasion (5 cr.)**
What is it that influences people to take actions, sometimes in spite of their best intentions? This course examines major concepts of related to influence and persuasion, an important area of social psychology. Topics include attitudes and how to change attitudes; attitudes and behavior change; communication; media and consumer behavior; politics; and influence by leaders. Students apply principles of influence and persuasion to case studies and to real-life experiences. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 3009 Psychology of Leadership (5 cr.)**
Are leaders made or born? This question has been debated for decades. This course considers the question and examines theories and principles of leadership and leader development. Topics include models and styles of leadership, characteristics of effective leaders, cultural issues related to leadership, leader development, leadership measures, and leadership maintenance. Students apply leadership concepts and principles to themselves and to others. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002 or PSYC 1003.)

**PSYC 4001 Cultural Perspectives in Health Psychology (5 cr.)**
How does one’s culture influence health-related behavior? How does culture impact an individual’s response to stress, pain, and illness? In this course, students learn how biological, psychological, sociological, and cognitive factors affect individual health behaviors. Topics include cultural responses to health, stress management, and coping mechanisms; pain theory and management techniques; health psychology theories and models; and strategies for helping people achieve health psychology goals when faced with illness. Students apply principles of health psychology case studies and real-life examples related to promoting, achieving, and maintaining optimal health, as well as psychological adjustment to illness for numerous cultures. (Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 3002, 3003.)
**PSYC 4002 Brain and Behavior (5 cr.)**
Understanding the brain and how it functions has contributed significantly to the understanding of how people react and adapt to their environments. In this course, students examine basic brain physiology and learn how the brain functions to control behavior. Topics include specific applications of brain structure to memory and attention, sensation and perception, development, socialization, motivation and emotion, and socialization. Students apply what they have learned about the brain to psychological health and well-being. (*Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 3002, 3003.*)

**PSYC 4006 Global Perspectives in Psychology (5 cr.)**
While psychology tends to be Western in focus, increased globalization has provided insights into a broader explanation of human behavior as well as an examination of the influence of cultural and global trends on individual and group behavior. In this course, students explore a variety of perspectives in psychology and some of the issues and controversies such differing perspectives raise. Topics include cultural relativism; cross-cultural research on sex and gender, aggression, influence, perceptions, and cognition; and cross-cultural research—how it is conducted and why it is important. Students critically evaluate psychological issues from a global rather than a domestic perspective. (*Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 3002, 3003.*)

**PSYC 4007 Judgment, Choice and Decision-Making (5 cr.)**
What influences how decisions are made? And why do people make the choices they make? In this course, students learn the basic principles of decision-making. Topics include heuristics (mental shortcuts to decision-making), biases in thinking that influence decisions such as confirmatory and hindsight biases, and the role of expectations on decision-making. Students apply concepts in decision-making to better understand their own choices. (*Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 3002, 3003.*)

**PSYC 4008 Intergroup Conflict and Peace Building (5 cr.)**
In a world that is encumbered with conflict, tension, and injustice, strategies for building peace are essential. In this course, students learn theories and principles of conflict management and resolution. Topics include theories and applications of intergroup dynamics, conflict, and aggression; principles and underlying philosophies of nonviolence; and the use of social science principles to understand conflict and promote peace. Students apply principles of peace-building to proposing solutions for contemporary, individual, and social issues. (*Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 3002, 3003.*)

**PSYC 4010 Capstone: Professional Issues and Ethics in Psychology (5 cr.)**
What do psychologists do? How does one use the knowledge taught in a psychology program to uphold ethical standards that foster a healthy science and society? In this course, students integrate the knowledge and skills attained through the diverse views and perspectives represented in their psychology major coursework. Through analysis of case studies, students demonstrate their understanding of psychology and its relationship to being a socially responsible social scientist and citizen of the world. (*Prerequisites: ENGL 1001; MATH 1002; PSYC 1002, 1003, 2001, 3002, 3003.*)
General Education

Communications Courses

COMM 1000 Communication Skills for Career Development (1 cr.)
This course is designed to provide students with a practical application of the contemporary communication skills necessary for career development and career success. Topics include investigation of career fields and the communication and technology skills that are essential to those careers. Examples include technology-supported written, oral, private, and public communication. Students will be able to assess and analyze their personal communication and technology skills and strategize ways to apply them as part of their professional development goals.

COMM 1001 Contemporary Communications (5 cr.)
This course introduces students to the fundamentals of effective communication in contemporary society. The primary focus is on communication using electronic means, such as cell phones, email, instant messaging, and Internet technologies. Topics include communication methods and technologies and their impact on the individual and society. Upon completion, students will be able to use appropriate contemporary communication strategies for the setting and audience and apply writing and critical-thinking skills to their personal, academic, and work lives.

COMM 1002 Group Presentation and Discussion (5 cr.)
This course is designed to provide students the opportunity to develop and enhance their ability to communicate. Topics include the organization of ideas and the concepts of informative and persuasive speaking, critical listening and research, and the use of technology. Practical experience and rhetorical theory are stressed, as are individual and group techniques. Upon completion, students will be able to demonstrate improvement in their communication skills, as well as plan, create, and deliver electronic presentations individually and in groups. (Prerequisite: COMM 1001.)

COMM 4001 Intercultural Communication (5 cr.)
This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal and professional settings. (Prerequisite: COMM 1001.)

ENGL 0099 Academic Writing Fundamentals (5 cr.)
This course is designed to focus on improvement of basic writing skills in order to meet entrance requirements for ENGL 1001. Topics include grammar and punctuation, sentence and paragraph formation, and the development of an academic essay. Upon completion, students are prepared to take ENGL 1001 English Composition. (Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.)

ENGL 1001 English Composition (5 cr.)
This course is designed to introduce students to persuasive and research-based writing. The use of argument and evidence to support claims is emphasized. Topics include planning, writing, and revising essays, and conducting research, incorporating sources, and correctly adhering to APA guidelines. Upon
completion, students are prepared to write an academic research paper. *(Prerequisites: COMM 1001 and must pass English Placement Exam or ENGL 0099.)*

**ENGL 2001 Introduction to Literature (5 cr.)**
This course is designed to help students develop critical reading and writing skills through the study of literature. Both fiction and nonfiction texts are studied as models of effective writing. Topics include attentive reading, personal and critical response, careful thinking, and clear writing. Upon completion, students will have improved their reading and writing skills. *(Prerequisites: COMM 1001 and ENGL 1001.)*

**ISYS 1001 Computer Information Fluency (5 cr.)**
This course is designed to give students a broad introduction to the management of computers and information to solve real-world business problems. Students learn how to use computers as tools for communications and organizing information. Students build research skills using online academic sources and learn about ensuring accuracy and reliability of information. Windows-based operating system and software applications competencies are met through this course. *(Prerequisite: COMM 1001.)*

### Humanities Courses

**ARTS 1001 Introduction to Fine Arts (5 cr.)**
This course is designed to help students develop a basic understanding of the music and art of various cultures and historical periods. Topics include the elements that are combined into a work of art, and the commonalities which exist across the arts disciplines. Upon completion, students will apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. *(Prerequisite: COMM 1001.)*

**HMNT 3001 Modern Popular Culture (5 cr.)**
This course is designed to analyze the artistic and philosophical impact of contemporary media and popular culture. Topics include graphic novels, film, advertising, television, cybrculture and popular music. Upon completion, students should be able to analyze the ways in which social, political and economic issues are evident in artistic and creative forms of expression in popular culture. *(Prerequisite: COMM 1001.)*

**PHIL 1001 Introduction to Philosophy (5 cr.)**
This course is designed to ask students to think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, students are able to ground their personal philosophies in traditions of philosophical reasoning. *(Prerequisites: COMM 1001 and ENGL 1001.)*

**PHIL 2001 Ethics (5 cr.)**
This course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory. *(Prerequisites: COMM 1001 and ENGL 1001.)*

**RELG 2001 World Religions (5 cr.)**
This course is designed to offer students an exploration of the tenets and sacred texts of the religions of the world. Topics include Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal
religions (e.g., American Indian, African). Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *(Prerequisites: COMM 1001, and ENGL 1001.)*

**Math/Science Courses**

**BIOL 1001 Introduction to Biology (5 cr.)**
This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *(Prerequisite: COMM 1001.)*

**CHEM 1001 Introduction to Chemistry (5 cr.)**
This course is designed to introduce students to the fundamental concepts of chemistry and gives a survey of important chemical elements and their compounds. Topics include chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases and thermochemistry. Upon completion, students are able to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. *(Prerequisites: COMM 1001 and MATH 1001 or MATH 1002.)*

**MATH 0099 Algebra Fundamentals I (5 cr.)**
This course is designed to refresh students' familiarity with basic algebra. Topics include sets and set notation, solving and graphing linear and quadratic equations, rational expressions, polynomials, inequalities, and exponents. Upon completion, students are prepared to take College Algebra. (Course is not applicable toward the minimum credit requirement for graduation. The course is graded S/U.)

**MATH 1001 College Algebra (5 cr.)**
This course is designed to provide the student a solid foundation in key algebra skills. Topics include solving and graphing linear and quadratic equations, manipulating complex numbers, graphing functions, exponential and logarithmic functions, solving systems of equations, and determining terms of sequences. Upon completion, students will have cultivated the perspectives and the analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. *(Prerequisites: COMM 1001 and must pass Math Placement Exam or MATH 0099.)*

**MATH 1002 Applied Math (5 cr.)**
This course is designed to provide students with accessible mathematical tools to analyze and solve real-world problems. Through the use of these tools, students build skills in critical thinking and numerical, logical, and statistical reasoning as applied to workplace and everyday topics. Upon completion students will be able to apply inductive and deductive reasoning to solve specific problems in mathematics. *(Prerequisite: COMM 1001.)*

**NASC 1001 Environmental Science (5 cr.)**
This course is designed to introduce environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, current environmental problems from scientific, social, political, and economic perspectives, and an introduction to the scientific method. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *(Prerequisite: COMM 1001.)*
PHSC 1001 Earth Science (5 cr.)
This course is designed to introduce students to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships. Topics include the Earth's air, water, and physical processes as they shape the physical world, with emphasis on the practical evaluation of the world's energy and environmental problems. Upon completion, students will have developed and demonstrated an understanding of fundamental scientific principles, relate the study of Earth sciences to the world in which we live, become aware of and be able to express several major environmental issues which affect the health of their community, and develop an appreciation for the natural processes that occur on Earth and how they impact and affect the environment. (Prerequisite: MATH 1001 or MATH 1002.)

SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)
This course is designed to provide students with strategies for valid scientific research to study controversial phenomena, pseudoscience and popular beliefs. Topics include paranormal events, health and nutrition controversies, complementary and alternative therapies, and other scientific issues. Upon completion, students will be able to articulate sound arguments for the validity or lack of validity of popular scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist. (Prerequisite: COMM 1001.)

Social Science Courses

ANTH 3001 Indigenous Peoples in the Modern World (5 cr.)
This course is designed to develop a modern and inclusive understanding of the indigenous peoples of the world. Topics include indigenous identity, historical continuity with pre-colonial and/or pre-settler societies, relationship to natural resources, and indigenous languages, cultures and beliefs. Upon completion, students should be able to explain indigenous peoples’ ancestral environments and systems as distinctive populations and communities. (Prerequisite: COMM 1001.)

GEOG 1001 World Regional Geography (5 cr.)
This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface. (Prerequisite: COMM 1001.)

POLI 1001 American Government (5 cr.)
This course will help students understand their roles, rights, and responsibilities as citizens, as well as the key issues facing American Government. Students will develop an appreciation for the struggle to acquire those freedoms and rights that citizens of the United States enjoy today and what they can as citizens do to maintain them. Students will discover the three principle purposes of government: maintaining order, providing public services, and promoting equality as they relate to how the American Government functions. The Tripartite system of executive, legislative, and judicial branches will be examined to understand their roles and relationships. (Prerequisite: COMM 1001.)

PSYC 1001 Introduction to Psychology (5 cr.)
(For non-majors only. Psychology majors are required instead to complete PSYC 1002 and PSYC 1003.) This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including
College of Management and Technology

NTU School of Engineering and Applied Science

M.S. in Computer Engineering

(Applications to this program are not being accepted at this time.)

Computer engineers design computers and computer systems, apply computers as components of larger systems, and apply digital techniques to solve a broad range of engineering problems. The M.S. in Computer Engineering program prepares students to work in the dynamic and rapidly expanding field of digital technology.

Degree Requirements

- 30 semester credits minimum
- Core courses (17 sem. cr.)
- Program elective courses (9 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Computer Engineering requires a minimum of 30 semester credits. Students complete a core set of five courses that provide a foundation in the theories and concepts relevant to computer engineering. Then, students choose three program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (17 sem. cr.)

NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)
NCSC 6331 (CA 722) Computer Networks I (3 sem. cr.)
NEEI 6341 (IC 541) Introduction to Digital Integrated Circuits (4 sem. cr.)
NEEP 6111 (CA 714) Computer Architecture (4 sem. cr.)
NEEP 6221 (DS 510) Digital ASIC Design (3 sem. cr.)

**Program Elective Courses (9 sem. cr.)**

*Students select three of the following:*
NCSC 6031 (CA 720) Introduction to Parallel Computing (3 sem. cr.)
NCSC 6831 (CS 765) Distributed Computing Systems (3 sem. cr.)
NEEC 6525 (CC 718) Wireless Networks (3 sem. cr.)
NEEC 6551 (CC 560) Digital Signal Processing I (3 sem. cr.)
NEEI 6321 (CR 526) Analysis of Electronic Circuits (3 sem. cr.)

**General Elective Courses (6 sem. cr.)**

Students select any two graduate-level courses.

**Thesis Option**

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

**Foundation Courses**

Foundation courses are available in topical areas for those students entering graduate study in Computer Engineering who do not have adequate preparation to begin the master’s program.

**M.S. in Computer Science**

*(Applications to this program are not being accepted at this time.)*

Computer science is the body of knowledge dealing with the design, analysis, implementation, efficiency, and application of algorithmic processes that transform information. It deals with software, operating systems, programming languages, and other, related areas.

**Degree Requirements**

- 30–31 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (9–10 sem. cr.)
- General elective courses (6 sem. cr.)

**Curriculum**

The M.S. in Computer Science is a 30- to 31-semester-credit program. Students complete a core set of five courses that provide a foundation in the theories and concepts relevant to computer
science. Then, students choose three program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (15 sem. cr.)

Students select five of the following:
NCSC 6021 (AD 720) Analysis of Algorithms (3 sem. cr.)
NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)
NCSC 6121 (CS 720) Programming Language Principles (3 sem. cr.)
NCSC 6331 (CA 722) Computer Networks I (3 sem. cr.)
NCSC 6401 (CS 750) Database Management Systems (3 sem. cr.)
NCSC 8011 (AD 711) Advanced Data Structures (3 sem. cr.)

Program Elective Courses (9–10 sem. cr.)

Students select three of the following (or two of the following and the remaining core course):
NCSC 6031 (CA 720) Introduction to Parallel Computing (3 sem. cr.)
NCSC 6321 (ST 754) Internet Protocols (3 sem. cr.)
NCSC 6333 (ST 759) Data Communication Networks (3 sem. cr.)
NCSC 6431 (CS 755) Distributed Database Systems (3 sem. cr.)
NCSC 6461 (CS 758) Data Mining (3 sem. cr.)
NCSC 6831 (CS 765) Distributed Computing Systems (3 sem. cr.)

General Elective Courses (6 sem. cr.)

Students select any two graduate-level courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

Foundation Courses

Foundation courses are available in topical areas for those students entering graduate study in Computer Science who do not have adequate preparation to begin the master’s program.
M.S. in Electrical Engineering

(Applications to this program are not being accepted at this time.)

The M.S. in Electrical Engineering program is designed to provide students with the technical background for the analysis, design, development, operation, or research of electrical or electronic systems.

Degree Requirements

- 33–34 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12–13 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum

The M.S. in Electrical Engineering is a 33- to 34-semester-credit program. Students complete a core set of five courses that provide a foundation in topics basic to electrical engineering. Then, students choose four program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (15 sem. cr.)
- NEEC 6501 (CC 714) Random Processes for Engineering Applications (3 sem. cr.)
- NEEC 6521 (CC 511) Communication Systems I (3 sem. cr.)
- NEEC 6551 (CC 560) Digital Signal Processing I (3 sem. cr.)
- NEEI 6301 (IC 520) Integrated Circuit Devices (3 sem. cr.)
- NEEI 6321 (CR 526) Analysis of Electronic Circuits (3 sem. cr.)

Program Elective Courses (12–13 sem. cr.)

Students select four of the following:
- NEEC 6525 (CC 718) Wireless Networks (3 sem. cr.)
- NEEC 6552 (CC 763) Digital Signal Processing II (3 sem. cr.)
- NEEI 6311 (IC 727) Semiconductor Device Modeling (3 sem. cr.)
- NEEI 6341 (IC 541) Introduction to Digital Integrated Circuits (4 sem. cr.)
- NEEM 6431 (IC 730) Microelectronics Processing I (3 sem. cr.)
- NEEP 6221 (DS 510) Digital ASIC Design (3 sem. cr.)
General Elective Courses (6 sem. cr.)
Students select any two graduate-level courses.

Thesis Option
This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

Foundation Courses
Foundation courses are available in topical areas for those students entering graduate study in Electrical Engineering who do not have adequate preparation to begin the master’s program.

M.S. in Software Engineering
Software engineering is the application of engineering design principles to the development of software. The M.S. in Software Engineering program focuses on every aspect of the software engineering process, including design, testing, implementation, and maintenance.

Degree Requirements
- 33 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12 sem. cr.)
- General elective courses (6 sem. cr.)

Curriculum
The M.S. in Software Engineering is a 33-semester-credit program. Students complete a core set of five courses that provide a foundation in topics basic to software engineering. Then, students choose four program elective courses that build on the core content and are relevant to their specific needs and goals. Finally, students select any two graduate-level courses as general electives to complete their degree requirements.

Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.

Core Courses (15 sem. cr.)
NSEN 6001 (SE 710) Software Engineering (3 sem. cr.)
NSEN 6011 Formal Methods in Software Engineering (3 sem. cr.)
NSEN 6251 (SE 770) Software Specification (3 sem. cr.)
NSEN 6301 (SE 730) Object-Oriented Analysis and Design (3 sem. cr.)
NSEN 6411 (SE 750) Software Unit and Integration Testing and Verification (3 sem. cr.)
Program Elective Courses (12 sem. cr.)

Students select four of the following:
NSEN 6061 (SE 720) Software Measurement (3 sem. cr.)
NSEN 6111 Software Architectures (3 sem. cr.)
NSEN 6305 Object-Oriented Programming (3 sem. cr.)
NSEN 6331 (SE 746) Embedded Systems Software Development (3 sem. cr.)
NSEN 6421 (SE 759) Software System-Level Testing (3 sem. cr.)
NSEN 6471 (SE 760) Software Quality Management (3 sem. cr.)
NSEN 6511 (SE 785) Software Project Management (3 sem. cr.)

General Elective Courses (6 sem. cr.)

Students select any two graduate-level courses.

Thesis Option

This program does not require a thesis. However, a thesis option (maximum of 6 semester credits) is available and may be substituted for the general elective courses upon consultation with an advisor.

Foundation Courses

Foundation courses are available in topical areas for those students entering graduate study in Software Engineering who do not have adequate preparation to begin the master’s program.

M.S. in Systems Engineering

Systems Engineering represents an interdisciplinary approach to sound system design. It differs from other branches of engineering in that it deals with methods for analysis, synthesis, and design of complex multidisciplinary problems, as opposed to solving specific disciplinary problems. Systems engineers in the 21st century are found in many traditional engineering fields—communications, aerospace, defense, manufacturing, and information technology—as well as nontraditional fields such as transportation logistics, medical devices, agriculture, and even criminal justice.

The M.S. in Systems Engineering program is designed to provide engineers with the necessary processes and tools, enabling them to define and validate system requirements, develop effective designs, and ensure those designs are safe and meet customer requirements. The program was developed specifically for engineers from various disciplines, so that they can become knowledgeable in this multidisciplinary approach.

Degree Requirements

- 33 semester credits
- Core courses (15 sem. cr.)
- Program elective courses (12 sem. cr.)
• General elective courses (6 sem. cr.)

Curriculum
The M.S. in Systems Engineering is a 33-semester-credit program, starting with five core courses that provide a foundation in the theory and thought processes of systems engineering. Then four program elective courses build on the core content and offer students the opportunity to pursue the areas most closely related to their professional goals. Students complete the degree by selecting any two graduate-level courses.

*Note: Former NTU course numbers are shown below in parentheses for reference purposes only; students register using the Walden course numbers.*

Core Courses (15 sem. cr.)
- NSYS 6120 (SY 720) Systems Engineering and Analysis (3 sem. cr.)
- NSYS 6140 (SY 540) Systems Optimization and Analysis (3 sem. cr.)
- NSYS 6152 Systems Testing and Reliability (3 sem. cr.)
- NSYS 6160 (SY 560) Systems Engineering Management (3 sem. cr.)
- NSYS 6180 (SY 580) Systems Engineering Design (3 sem. cr.)

Program Elective Courses (12 sem. cr.)
*Students select four of the following:*
- N MBA 6170 (NB 750) Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)
- N MBA 6313 (MG 723) Supply Chain Management (3 sem. cr.)
- N MBA 6336 (MG 726) Global Environment for Business (3 sem. cr.)
- N MBA 6351 (MG 770) Legal Environment of Business (3 sem. cr.)
- NMGT 8750 (TO 750) Total Quality Management and Improvement (3 sem. cr.)
- NSPP 6325 (PD 525) Integrated Design and Manufacturing (3 sem. cr.)
- NSPP 6410 (SP 510) Modeling Manufacturing Systems (3 sem. cr.)
- NSYS 6163 (SY 563) Integrated Risk Management (3 sem. cr.)

General Elective Courses (6 sem. cr.)
Students select any two graduate-level courses.

NTU Certificates
NTU academic certificates are designed for working professionals who want to develop their knowledge and skills in focused areas of graduate study. Each certificate consists of at least four graduate courses for a minimum of 12 semester credits taken in the NTU College. Students can complete a graduate certificate in as little as one year and may earn more than one certificate. Although each course taken can apply to only one certificate, courses taken for a certificate can be applied toward a master’s degree program.
The NTU College certificate program is designed to recognize the achievements of students whose courses meet specific needs of their individual careers. This program is especially beneficial to those who already have a master’s or Ph.D. degree and do not want to pursue another advanced degree. It provides recognition of academic accomplishment while upgrading technical competence or reorienting professional careers. Students who satisfy the certificate requirements receive a certificate of completion and a permanent record on their Walden University transcript.

Students must meet the admission requirements for the most closely associated degree program, as designated when the certificate program is defined. Students admitted to a certificate program are eligible for conditional admission and must adhere to the conditional admission policy as stated in the Admission section of the catalog. Upon successful completion of a certificate program, students are qualified to apply for degree admission.

With their admission application, students submit a certificate course proposal using a provided template, in which they state their objectives and program rationale. Upon admission, students work with academic personnel to confirm or modify the course program.

Students cannot retroactively apply for a certificate program (e.g., complete eight courses in a degree program, then stop work on the degree and apply for one or two certificates). No transfer courses are accepted into certificate programs. No matter what courses students have already taken, at least four new courses from the NTU college must be completed to obtain a certificate.

Students must show progress and maintain performance in a manner identical to a degree program. Students track their progress in their Program of Study, similar to degree-seeking students. Students must receive a grade of B or better in each course. Note: A grade of B- is not acceptable.

**Example Certificate Programs**

Students may propose a customized coherent Program of Study comprising four NTU courses, using a provided certificate program template along with their admission application. Upon admission, students work with academic personnel to confirm or modify the course program. Some certificate examples are given below.

**Management Certificates (12 sem. cr.)**

*Technical Project Management*
- NMGT 6760 Introduction to Project Management
- NMB 6140 Strategy and Negotiation: Solving the Boundary Value Problem
- NMGT 6761 Advanced Project Management
- NMB 6130 Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration

*Engineering Management*
- NMGT 6310 Introduction to Engineering Management
- NMB 6150 Technology and Operations: Moore’s Law and Other Business Accelerators
- NMB 6130 Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration
NMBA 6170  Accounting and Finance: Measurement and Flow Control for the Economic Engine

**Competitive Product Management**
NMBA 6140  Strategy and Negotiation: Solving the Boundary Value Problem
NMBA 6160  Marketing: Maximizing the Organizational I/O Bus
NMGT 8735  Marketing of Advanced Technologies
NMBA 6313  Supply Chain Management

**Engineering Certificates (12 sem. cr.)**

**Software Project Management**
NSEN 6001  Software Engineering
NSEN 6251  Software Specification
NSEN 6511  Software Project Management
NSEN 6471  Software Quality Management

**Software Testing**
NSEN 6001  Software Engineering
NSEN 6251  Software Specification
NSEN 6411  Software Unit and Integration Testing and Verification
NSEN 6421  Software System-Level Testing

**Systems Engineering**
NSYS 6120  Systems Engineering and Analysis
NSYS 6140  Systems Optimization and Analysis
NSYS 6160  Systems Engineering Management
NSYS 6163  Integrated Risk Management

**Digital Signal Processing**
NEEC 6551  Digital Signal Processing I
NEEC 6552  Digital Signal Processing II
NEEC 6557  VLSI Signal Processing
NEEC 6501  Random Processes for Engineering Applications
Course Descriptions

NCSC

NCSC 3001 (CM 310) Theory of Computation (3 sem. cr.)
This course introduces students to the core logical and mathematical foundations of computer science. Different theoretical models of computation (automata) are introduced, along with their relationships with realistic practical computation. Specifically, this course introduces finite automata and their relationship with pattern matching and filters, pushdown automata and their relationship with grammars and parsing, and Turing machines and their relationship with algorithms in general. Turing machines are used to introduce the limitations of computing, specifically undecidability and the NP-completeness of problems. The latter is shown to be of use in practical algorithm design situations. Previously listed as NCSC 3001: Formal Languages and Automata Theory (Foundations of Computation).

NCSC 3011 (AD 310) Algorithms and Data Structures (3 sem. cr.)
This course examines fundamental data structures and algorithms, their implementation, and run-time analysis. Asymptotic notation is introduced and used in this course to derive and express the run-time performance of algorithms and of operations on data structures used to implement important abstract data types. The abstract data types and data structures explored in this course range from lists, stacks, and queues to binary heaps, binomial heaps, disjoint set forests, and graphs. The course not only teaches the facts of algorithms and data structures but also the art of applying them to solve problems. Previously listed as NCSC 3011: Data Structures and Algorithms.

NCSC 3101 (CS 340) Introduction to Operating Systems (3 sem. cr.)
This course is concerned with the principles and concepts of contemporary operating systems, with an emphasis on the programmer or user view of the operating system. Concepts relating to processes, threads, synchronization, advanced and asynchronous control, interprocess communication, memory management, I/O, file systems, and network communication are discussed. Students examine the issues that surround these concepts and focus their attention on the systems programming interface provided to the user for each concept. They use Unix as a model of a systems programming interface and complete several programming projects to gain hands-on experience with operating systems issues.

NCSC 6021 (AD 720) Analysis of Algorithms (3 sem. cr.)
This course is an introductory graduate course and advanced undergraduate course on the design and analysis of algorithms. Students learn algorithm design techniques such as divide and conquer, dynamic programming, and greedy algorithms for a variety of tasks such as sorting, searching, and graph problems. The course also covers lower bounds and computational models.

NCSC 6031 (CA 720) Introduction to Parallel Computing (3 sem. cr.)
The ever-increasing computational and storage requirements of scientific, engineering, and commercial applications provide strong motivation for the use of parallel computing platforms. This course provides an overview of diverse parallel platforms and a detailed discussion of parallel programming APIs and core parallel algorithms. After an overview of physical
organization, communication mechanisms, metrics, and principles of algorithm design, students learn about messaging APIs (MPI) and threads (POSIX and OpenMP) as well as parallel algorithms such as dense matrix algorithms, graph algorithms, sorting, discrete optimization, and dynamic programming.

**NCSC 6101 (CS 740) Operating Systems Principles (3 sem. cr.)**
This course is concerned with the principles and practice of modern operating systems. Students examine core operating system principles: kernel design, processes and threads, concurrency and synchronization, deadlock, resource management, memory management and virtual memory, I/O and file systems, distributed file systems, protection, and security. They also examine the design and implementation of different operating system features across a wide variety of systems, including UNIX-Linux, Solaris, Windows, and a teaching operating system called Nachos. They learn about the inner workings of the operating system as well as the exposed systems programming interface. Several programming projects are used to gain hands-on experience with real operating systems issues.

**NCSC 6121 (CS 720) Programming Language Principles (3 sem. cr.)**
This course covers the central principles of designing and implementing programming languages, including the four main paradigms of programming: imperative, object-oriented, functional, and logic. Programming language specification (syntax and semantics) is emphasized, and special attention is given to the functional paradigm because of its usefulness in specifying the semantics of imperative languages. Students implement portions of a programming language in a class project.

**NCSC 6321 (ST 754) Internet Protocols (3 sem. cr.)**
The Internet is one of the most important technical inventions of the past 50 years. In this course, students explore the TCP/IP family of protocols, including IP, UDP, TCP, routing, DNS, and ICMP. This course introduces several protocols; for each protocol, students discuss its function(s), messages, principles of operation, and design subtleties. Students also briefly review the application programming interface for distributed applications (i.e., sockets programming) and some factors in client/server design. Security is one of the design aspects repeatedly featured. Homework assignments include hands-on networking experiments. A project gives the opportunity to learn one protocol or property of the Internet in depth.

**NCSC 6331 (CA 722) Computer Networks 1 (3 sem. cr.)**
This course is an intensive study of the network architecture and its protocols. Topics include OSI and TCP/IP network architectures, analog and digital transmission, error correction and detection, data link protocols, multiplexing and switching, ADSL, HDSL, RADSL, SDSL, VDSL, cable networks, optical transmissions, Ethernet, fast Ethernet, Gbps Ethernet, wireless LANs, token bus, token ring, FDDI, DQDB, SMDS, ISDN and Broadband ISDN, X.25, Frame Relay, PPP, SONET/SDH, ATM, and various routing protocols.

**NCSC 6333 (ST 759) Data Communication Networks (3 sem. cr.)**
This course introduces students to the fundamentals of data communication networks, their architecture, principles of operations, and performance analyses. Students are expected to have a strong mathematical background and an understanding of probability theory.

**NCSC 6401 (CS 750) Database Management Systems (3 sem. cr.)**
This course helps students learn about relational database management systems, which are a core technology for the information age. Students discuss database concepts underlying the important application domains of informed decision making and work-flow automation.
NCSC 6431 (CS 755) Distributed Database Systems (3 sem. cr.)
This course examines the fundamental issues in large distributed systems, which are motivated by the computer networking and distribution of processors, and control. Discussion topics include the theory, design, implementation, and performance of large systems, including concurrency, consistency, integrity, reliability, privacy, and security in distributed systems. Advanced features of the course include research related to mobile data management, streaming databases, and peer-to-peer systems.

NCSC 6461 (CS 758) Data Mining (3 sem. cr.)
Many companies that gather huge amounts of electronic data have begun applying data mining techniques to discover and extract pieces of information useful for making smart business decisions. Effective data mining, as opposed to data dredging, requires an understanding of concepts such as exploratory data analysis, pattern recognition, machine learning, heterogeneous databases, parallel processing, and data visualization, as well as knowledge of the problem domain. This course focuses on basic techniques for data mining, including methods useful for analyzing information from the World Wide Web. While techniques for database representation/modeling, clustering, classification, finding associations and sequence processing are studied, emphasis is placed on the issues of algorithm scalability, performance, interpretability, and the ability to deal with garbage data.

NCSC 6831 (CS 765) Distributed Computing Systems (3 sem. cr.)
This course examines the core concepts of distributed computing systems and cutting-edge examples of real systems that apply those concepts. Students survey “building block” topics in network communication, RPC, naming, fault tolerance, scheduling, consistency, and distributed file systems. They investigate systems and applications that are putting the concepts into practice in the areas of Internet services, Web services, grids, and peer-to-peer systems. The course comprises textbook and Internet readings, research papers, and several distributed programming projects.

NCSC 6993 Independent Study (3 sem. cr.)
Students complete an independent study on a computer science topic with course objectives determined in consultation with a supervising instructor.

NCSC 6994 Directed Research (3 sem. cr.)
Students research an area of computer science under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

NCSC 8011 (AD 711) Advanced Data Structures (3 sem. cr.)
This course develops efficient data structures used to obtain more efficient solutions to classical problems, such as those based on graph theoretical models, as well as problems that arise in application areas of contemporary interest.

NCSC 8997 Thesis (3 sem. cr.)
Students may conduct thesis research to complete the M.S. in Computer Science program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.
NEEC

**NEEC 6501 (CC 714) Random Processes for Engineering Applications (3 sem. cr.)**

Communication systems and computer networks are designed to provide high performance consistently and reliably in the presence of noisy communication channels; equipment faults; a wide range of media applications that combine voice, images, and video; and high variability in user demand. Probability models provide the mathematical framework for characterizing random variability and form the basis for tools to design systems that perform predictably in the face of random inputs and environments. Students review the notion of a random variable and its characterization using a probability distribution function and associated moments. They focus on characterizing the joint behavior of multiple random variables to understand their interdependence and to enable prediction of likely outcomes. The joint distribution function as well as the correlation and the covariance functions are essential tools in achieving these objectives. The notion of a random process comprising a sequence and even a continuum of random variables is introduced, and the probability tools are extended to capture joint behavior. Random processes are shown to describe signals and dynamic behavior encountered in engineering systems. The utility of probability models is demonstrated through applications in communication systems, reliability, digital signal processing, and communications networks.

**NEEC 6521 (CC 511) Communications Systems I (3 sem. cr.)**

Communication systems are at the heart of today’s information-driven economy and support our modern-day lifestyles and even our very existence. From the familiar telephone that was invented over a century ago to modern-day cell phones, wireless networks, and the Internet as well as radio, television, cable, and satellite systems, we rely on electrical communication systems in almost all aspects of our lives. This course focuses on the technologies underlying these systems, which constitute the field of digital communications. Topics include digital transmission and reception, signal space representations, spectral analysis of digitally modulated waveforms, channel equalization, introductory concepts of information theory, and error correction coding.

**NEEC 6525 (CC 718) Wireless Networks (3 sem. cr.)**

This course describes wireless networking protocols, architectures, and technologies. It covers all protocol layers, with an emphasis on medium access control and network layer topics. Students examine concepts and specific standards for wireless personal area networks, including Bluetooth and IEEE 802.15; wireless local area networks, including the IEEE 802.11 family of standards; and wireless metropolitan area networks, including cellular systems and IEEE 802.16. They also learn about concepts and specific methods that enable mobile networking, including Mobile IP and mobile ad-hoc network (MANET) routing protocols. The course also introduces students to emerging systems that utilize wireless networking, such as sensor networks and pervasive computing.

**NEEC 6551 (CC 560) Digital Signal Processing I (3 sem. cr.)**

This course introduces students to the concepts, techniques, and applications of digital signal processing (DSP) via a real-time DSP system for the filtering of analog signals. The central relationship of a digital filter’s frequency response to the frequency response of an equivalent analog filter is established using time and frequency domain models for analog-to-digital and digital-to-analog conversion. A discussion of oversampling as a means of shifting the workload from analog to digital filtering in a real-time DSP system is used to introduce detailed time and frequency domain models of downsampling and upsampling. Techniques for the design of a digital filter’s frequency response are presented in view of the various trade-offs (e.g., linear
phase, arithmetic complexity, coefficient quantization, or arithmetic quantization) between practically realizable implementations of infinite impulse response and finite impulse response filters. The discrete Fourier transform (DFT) and fast Fourier transform algorithms are introduced as a practical means of frequency analysis, particularly in the context of examining a digital filter’s frequency response during the design process. The relationship of the DFT to the multidimensional DFT, the discrete cosine transform, the time-dependent Fourier transform, and the complex cepstrum also are discussed.

**NEEC 6552 (CC 763) Digital Signal Processing II (3 sem. cr.)**
In this course, advanced perspectives on fundamental digital signal processing (DSP) topics are formulated, studied, and utilized for the conceptual analysis of specialized DSP techniques in selected areas. The discrete-time Fourier transform and the discrete Fourier transform (DFT) are examined from the perspective of discrete Hilbert transform relations. The fast Fourier transform is studied from the perspective of alternative computational structures with differing properties. Digital upsampling and digital downsampling are viewed from the perspective of efficient multirate systems for fractional decimation. Filter banks are generalized beyond the traditional uniform DFT filter bank. Specialized topics addressed include quadratic time-frequency distributions, wavelets and wavelet transforms, two-dimensional infinite impulse response filters, different formulations of the discrete cosine transform, the periodogram and the averaged periodogram for spectral analysis, parametric signal modeling using the autocorrelation method, and computational alternatives for the complex cepstrum.

**NEEC 6557 (CC 764) VLSI Signal Processing (3 sem. cr.)**
This course aims to convey knowledge of advanced concepts in VLSI signal processing. Emphasis is on the architectural exploration, design, and optimization of signal processing systems for communications, with focus on the exciting and exploding field of systems for wireless communications. The basic principles are applied to architectural exploration and implementation of complete wireless systems, including all aspects of the design problems such as analog/digital trade-offs, synchronization, modulation, equalization, and error correction.

**NEEC 6993 Independent Study (3 sem. cr.)**
Students complete an independent study on an electrical engineering topic with course objectives determined in consultation with a supervising instructor.

**NEEC 6994 Directed Research (3 sem. cr.)**
Students research an area of electrical engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

**NEEC 8591 Special Topics: Organization and Management of Ad-Hoc Sensor and Actuator Networks (3 sem. cr.)**
Wireless sensor and actuator networks are rapidly gaining major traction in a wide range of application areas. To be truly successful in the commercial arena, however, the individual transceiver nodes must be tiny, easily integratable into the environment, and inexpensive. Most importantly, they must be self-contained in terms of energy—via a one-time battery charge or a replenishable supply of energy scavenged from the environment. In this seminar series, students traverse the wireless sensor and actuator paradigm in a bottom-up fashion. Starting from implementation constraints and properties of the wireless medium, they explore the trade-offs at all layers of the abstraction hierarchy up to the application layer, using metrics such as energy efficiency, robustness, and ease of deployment.
**NEEC 8997 Thesis (3 sem. cr.)**

Students may conduct thesis research to complete the M.S. in Electrical Engineering program, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

**NEEI**

**NEEI 3321 Analog and Digital Electronics (3 sem. cr.)**

This course provides students with a comprehensive understanding of the basic techniques of electronic circuit analysis, including both analog and digital electronics. Students develop models of transistors and then use the models to analyze single and multiple transistor circuits. Digital electronic topics include determining the logic voltage levels, speed, and power of bipolar junction transistor (BJT) and field effect transistor (FET) logic circuits and latching circuits. Students also analyze BJT and FET ROM and RAM cells. Analog topics include input resistance, output resistance, and voltage and current gain of single transistor amplifiers. Students discuss cascading and coupling of multiple transistors producing differential circuits, constant current sources, and high-gain amplifiers. The course concludes with a discussion of feedback and the stability of feedback amplifiers.

**NEEI 6301 (IC 520) Integrated Circuit Devices (3 sem. cr.)**

This course covers basic solid-state physics concepts involving crystal structure and the principles of quantum physics as they apply to semiconductor devices. It covers the essentials of semiconductor physics, including band diagrams, electrons and holes, density of states, Fermi statistics, carrier drift, and diffusion. Students apply these concepts to p-n junction diodes and metal-semiconductor junctions. This course also provides an overview of MOS and bipolar devices in terms of current-voltage and capacitance-voltage behavior, as well as scaling issues. It covers basic circuit models and reliability physics. It also describes the operation and design issues of SI integrated circuits; points out applications; and discusses some process integration, reliability, and testing issues. It also describes the operation and design issues of optoelectronic detectors and sources.

**NEEI 6311 (IC 727) Semiconductor Device Modeling (3 sem. cr.)**

This course offers an introduction to numerical modeling of semiconductor devices. Today, computer-aided design has become an affordable and, in fact, necessary tool for designing contemporary semiconductor devices. With emphasis on numerical methods, this course provides basic concepts and design tools for analyzing discrete two-dimensional devices such as Schottky diodes, MESFETs, MOSFETs, BJTs, and HBTs.

**NEEI 6321 (CR 526) Analysis of Electronic Circuits (3 sem. cr.)**

In the past, analog and mixed-signal electronic circuits have been designed and built with discrete components. As demands for small, low-power, battery-operated devices such as mobile phones increase, however, the trend is to design these circuits so that they are integrated into a microchip. Whether electronic circuits are built with discrete components or an integrated form, one must learn how to successfully design them to meet certain prescribed design specifications. A central part of the design flow process is the ability to perform analysis of a given circuit and gain the necessary insights into its operation. This course focuses on the analysis of analog and mixed-signal electronic circuits, both discrete and integrated. Students analyze basic amplifier circuits such as op-amps, single-stage bipolar, and MOS amplifiers, followed by basic analog and mixed-
signal integrated circuits such as differential pairs, comparators, sample and hold circuits, switched capacitor circuits, and data converters.

**NEEI 6401 (IC 510) Introduction to Semiconductors (3 sem. cr.)**

This course covers basic solid-state physics concepts, including classical electromagnetics, principles of quantum physics, atomic structure, crystal structure, and material band structure. These concepts are applied directly to semiconductor devices including p-n junctions, MOSFETs, and bipolar junction transistors. The course focuses on understanding the physics concepts and how to apply them. Students are asked to develop many of the application ideas through guided homework.

**NEEM**

**NEEM 6431 (IC 730) Microelectronics Processing I (3 sem. cr.)**

This course is an introduction to the bipolar and MOSFET semiconductor process. Students learn about the theory and practice of the major unit processes used in modern silicon device processing; for example, oxidation; diffusion; ion implantation; deep UV, phase-shift, UV, electron, and X-ray lithography; metal and oxide deposition; aqueous, plasma, and reactive ion etching; chemical mechanical polishing; and wet cleaning for front- and back-end-of-the-line. Students explore issues relating to performance integration, the effects of subsequent and prior process steps on a fabrication sequence, and limiting process steps in producing devices for the gigabit era.

**NEEM 6441 (IC 792) Introduction to MEMS Design (3 sem. cr.)**

This course provides a summary of integrated circuit fabrication technologies, leading to an overview of the technologies available to shape electromechanical elements on a submillimeter scale. The physics of MEMS devices are covered at a level necessary to design and analyze new devices and systems. Several commercially available MEMS processes are discussed in detail, and students design final projects in these processes. Previously listed as NEEM 6441: MEMS Technology and Devices.

**NEEP**

**NEEP 2221 (DS 360) Introduction to Digital Systems (3 sem. cr.)**

Digital technology is ubiquitous. Microprocessors, commercial audio and video systems, wireless communication systems, high-definition televisions, industrial control systems, domestic appliances, consumer electronic products, and myriad other real-world systems primarily employ digital design methodologies to process information very rapidly and with high fidelity. The main objective of this introductory course is to provide students with in-depth knowledge and comprehensive understanding of the design and implementation methodologies of digital systems. The course covers a wide range of topics, including foundation of digital systems (Boolean algebra); logic minimization and optimization using both manual (Karnaugh maps) and automated (Quine-McCluskey algorithm) methods; system implementation using programmable logic devices such as FPGA, ROM, and PLA; microelectronics implementation technologies such as CMOS and TTL; hardware description languages such as Verilog; design of clocked
synchronous and clockless asynchronous systems; design of computer memory systems; microprocessor architecture; and design of real-world systems such as traffic light controllers, railway crossing controllers, and vending machines.

**NEEP 6111 (CA 714) Computer Architecture (4 sem. cr.) Offered as a Directed Study**
This course encourages direct empirical measurement of interesting systems, as well as analytical evaluation and simulation in the design and evaluation of instruction sets. It focuses on the techniques of quantitative analysis and evaluation of modern computing systems, such as the selection of appropriate benchmarks to reveal and compare the performance of alternative design choices in system design. The emphasis is on the major component subsystems of high-performance computers: pipelining, instruction-level parallelism, memory hierarchies, input/output, and network-oriented interconnections. Students undertake a major computing system analysis and design project of their own choosing.

**NEEP 6221 (DS 510) Digital ASIC Design (3 sem. cr.)**
This course covers modern digital design practices based on Verilog hardware description language (HDL) and CAD tools, particularly logic synthesis. It emphasizes design practice and the underlying algorithms. Students are introduced to deep submicron design issues, particularly interconnect and low power, and to modern applications, including multimedia, wireless, telecommunications, and computing.

**NEEP 6993 Independent Study (3 sem. cr.)**
Students complete an independent study on a computer engineering topic with course objectives determined in consultation with a supervising instructor.

**NEEP 6994 Directed Research (3 sem. cr.)**
Students research an area of computer engineering under the supervision of an instructor. The research problem is determined in consultation with the supervising instructor.

**NEEP 8997 Thesis (3 sem. cr.)**
Students may conduct thesis research to complete the M.S. in Computer Engineering, in lieu of general elective courses. Students may register for this course for a maximum of two semesters, for a total of 6 semester credits.

**NMBA**

**NMBA 6120 (NB 720) Organizational Behavior: Working Within the Equations of State (3 sem. cr.)**
Technologists, scientists, and engineers learn there are rules and formulas that describe the “big picture” of nature, or rules of thumb articulating the interconnection between various measurable properties of a system. These formulas are known as equations of state. This course focuses on another kind of interconnected system—the corporate organization. It delivers the rules and formulas that describe this system in terms and concepts that can be utilized to manage organizational behavior, development, and change. The course covers the theory and practice of making organizations more effective by changing individual attitudes and behaviors, group relationships, and organizational cultures. Students gain an understanding of organizations—how they work and the people within them. Theory and models of organizational behavior; individual,
interpersonal, and group dynamics; influence and motivation; communication; change and change management; and organization climate are presented.

**NMBA 6130 (NB 721) Leadership and Teamwork: Accomplishing Momentum Transfer Using Power, Influence, and Collaboration (3 sem. cr.)**
With the advent of true globalization, the increasing prevalence of technology, the continued blurring of Organizational boundaries, and the rapidly accelerating rate of change, leaders in the 21st century need to consider new frameworks and perspectives to be effective. Both engineers and scientists are familiar with the transfer of momentum from one body to another. Similarly, significant factors in business success revolve around techniques used by leaders to take organizations that are (a) “at rest” and move them into action, and (b) “in motion” and significantly change their direction and outcome. Proper understanding and utilization of power, influence, and collaboration by leaders, whether formally designated or not, can critically alter the success of an organization. This course provides an overview of leadership and teamwork with an emphasis on how leaders and teams manage change in a dynamic technology and business environment. The course is structured into four broad modules: Level-Three Leadership, Creating and Sustaining Collaboration, Leading in the New Workplace, and Leading Change. In each module, students consider various frameworks and perspectives and apply them to case studies and other examples. By engaging with the class and its virtual learning community, students gain critical expertise in navigating this new leadership landscape.

**NMBA 6140 (NB 740) Strategy and Negotiation: Solving the Boundary Value Problem (3 sem. cr.)**
Functions over a given domain normally behave in a predictable fashion; however, upon approaching a border or an obstacle, prediction of behavior becomes much less certain. Figuring out what will happen at such boundaries often requires solving complicated differential or partial differential equations. Likewise, businesses and their functional groups generally behave in predictable fashion when their environment is stable, but forecasting their outcomes becomes a risky business when they are forced to operate beyond their comfortable boundaries. Businesses can minimize the risks of unexpected outcomes through the use of successful formulas for strategic thinking, decision-making, and negotiation. This course is designed to provide engineers and technical professionals with an understanding of the theories, concepts, and assumptions of strategy, decision-making, and negotiation. Students are introduced to the fundamentals of strategy at the corporate level to provide a context for strategic thinking at various levels within the enterprise, enabling technical managers to gain insight into how their roles improve an organization’s capabilities for value creation and distribution. They explore the strategic thinking and decision-making that support the execution of corporate strategy. The second part of the course focuses on negotiation theories and implementation strategies, causes of conflict, and conflict-management techniques. These skills are examined in the context of achieving goals and strategy.

**NMBA 6150 (NB 710) Technology and Operations: Moore’s Law and Other Business Accelerators (3 sem. cr.)**
One of the drivers of competition is technology. To take advantage of technology’s rapid changes, a corporation must continually assess and modify its business model. Remaining competitive requires risk-taking decision-making as well as flexibility and the willingness to embrace change. A corporation can react to change, manage change, or lead change. This course covers the theory and practice of preparing for technological advances and for routinely folding anticipation of change into corporate strategy. Students learn how technological innovation evolves, how to protect it, and how to align it with the organization’s strategic direction. Students examine the tools that are available to help evaluate innovations and to evaluate collaborative
opportunities. They explore the process of managing new products, including the timing of their introduction. Students also study the tools required to manage the various new product teams, including communication and networking across business units.

**NMBA 6160 (NB 730) Marketing: Maximizing the Organizational I/O Bus (3 sem. cr.)**
Managers everywhere are regularly challenged with a variety of tough business decisions, often in the face of incomplete information and rapidly changing markets. A significant number of these decisions deal with marketing issues in one form or another. For example, managers are faced daily with questions such as “How do we continue to grow profitably in a rapidly changing environment?” and “How will we respond if our customers shift to a competitor’s product or service?” Like other business disciplines, marketing seeks to answer this question: “How do we most effectively manage resources to achieve our organizational goals?” This course provides an overview of marketing concepts, with an emphasis on technical industrial products. It is designed for technical professionals who require a basic understanding of marketing and its relationship to the successful management of engineering organizations. It covers primary marketing strategies, including choosing a market segment to target and deciding how to differentiate products/services from the competition. Students also explore supporting strategies, often called the marketing mix, which involve designing products and deciding how to price, distribute, and promote them in a way that is consistent with the selected target and positioning.

**NMBA 6170 (NB 750) Accounting and Finance: Measurement and Flow Control for the Economic Engine (3 sem. cr.)**
This course is designed to give technical professionals an understanding of basic techniques and concepts of financial management and accounting. The course targets three broad subject areas: managerial accounting and control, financial accounting and reporting, and corporate finance. Students explore how managerial accounting can create value in a dynamic business environment by providing information for decision-making and planning, controlling operational activities, and measuring the performance of activities, subunits, and managers within the organization. Students also examine the tools necessary to understand and analyze information in corporate financial statements, with emphasis on using the information in corporate management, security analysis, and consulting. This section incorporates many of the generally accepted accounting principles that provide a background for the accounting and auditing functions of a business. Students analyze each of the basic financial statements—the balance sheet, income statement, and statement of cash flow—in terms of external users of financial information. The corporate finance portion of the course is centered around the financial behavior of corporations and capital markets. Significant emphasis is placed on the notion of value creation and the importance of judgment in financial decisions. The basic concepts of cost of capital, capital budgeting, and pro forma statements are covered, along with such advanced topics as assessing merger and acquisition targets and financing investments.

**NMBA 6313 (MG 723) Supply Chain Management (3 sem. cr.)**
Achieving a strategic advantage requires effective design and integration of multiple players and activities throughout the supply chain. In this course, students gain an understanding of the definition and scope of supply chain management and an appreciation of the potential for businesses to improve bottom-line performance through an integrated, strategic approach to the management of their supply chains. The course is designed to provide students with a basic understanding of the roles of the various entities in managing the supply chain, the interrelatedness of critical activities, and a strategic view of the importance of supply chain management. The LINKS Supply Chain Management Simulation provides students with hands-on experience with the cross-functional impact of supply chain decision-making: analyzing complex data, evaluating the costs and benefits of cross-functional trade-offs, making critical
supply chain decisions, evaluating the consequences of those decisions, and working to continuously improve based on experience.

**NMGT**

**NMGT 6310 (MB 710) Introduction to Engineering Management (3 sem. cr.)**
This course provides an overview of the techniques of applying management principles to professional positions held by engineers and engineering technologists. The management functions of planning, organizing, leading, and controlling are discussed with their role in managing technology.

**NMGT 6380 (MB 780) Engineering Management Capstone Project (3 sem. cr.)**
The capstone project is an individual study of an engineering management problem selected by the student and approved by the instructor. It includes a detailed written proposal, regular progress reports, and a final written report.

**NMGT 6760 (TO 760) Introduction to Project Management (3 sem. cr.)**
This course introduces students to the art and science of project management as applied to a variety of large and small project situations in the commercial, public, and private sectors. Topics include project life-cycle management; project organizations and leadership; project team building; RFPs, proposals, and contracts; techniques for project scope definition, work definition, estimating, scheduling, risk management, control, and closeout; the PMO; project management methodology; and project selection/portfolio management.

**NMGT 6761 (TO 761) Advanced Project Management (3 sem. cr.)**
Increasingly, the “soft” skills of project management are recognized as the keys to improving its practice. This course explores best practices and research results on how best to practice project management in today’s organizations, in the context of real-world problems. *Prerequisite: NMGT 6760.*

**NMGT 8510 (QM 710) Operations Research Models (3 sem. cr.)**
This survey course is designed to introduce students to both deterministic and stochastic models used to help managers make more informed decisions. It provides the foundations for more intensive study in such fields as industrial engineering, transportation, computer science, and business. The scope is broad, and because the material is introductory in nature, it is suitable for graduate students with varied technical backgrounds.

**NMGT 8735 (TO 735) Marketing of Advanced Technologies (3 sem. cr.)**
The technology-based company presents a unique set of challenges for the marketing function, particularly the management of high levels of risk and uncertainty about both the technology itself and the markets it does or could address. Almost every aspect of the traditional marketing mix must be considered and adjusted to account for the risk and uncertainty accompanying products, services, and technologies at the earliest stages of the technology life cycle. This course considers each of these stages in the marketing process, bringing to bear insights from a variety of technology management–related fields, and introduces the theories, tools, and specialized techniques used in the marketing of technology. Two themes permeate the course. The first is that the extreme uncertainties surrounding such marketing issues as segmentation, demand forecasting, product design decisions, pricing, and positioning can be mitigated through a process
of understanding the prospective users’ business environment, determining precisely how the product will add value to the business, and developing a value proposition targeted to that customer group. The second theme is that traditional market analysis techniques (e.g., surveys or focus groups) are not sufficiently effective at reducing market uncertainty to an acceptable level when the potential market has yet to be established. This qualitatively different level of uncertainty can be more effectively addressed through proactive involvement of the user at every stage of product conceptualization and development, using prototypes and product “probes,” working with early adopters, and building in extensive user feedback loops.

**NMGT 8750 (TO 750) Total Quality Management and Improvement (3 sem. cr.)**
Total Quality Management (TQM) is the art and science of managing the whole of an organization to achieve excellence. TQM is defined as both a philosophy and a set of guiding principles that provide a foundation for continuous improvement in an organization. This course covers the theory and application of TQM and quality control topics that are applicable in industrial and general business systems. Methods for product and process quality improvement are covered. Specifically, the course covers four areas: principles and philosophies (e.g., leadership concepts, employee empowerment and teamwork, continuous process improvement, costs and performance measures, 5S, and TPM); product/service development (e.g., benchmarking, quality function deployment, FMEA, DOE, and Taguchi); manufacturing products and providing services (e.g., control charts, process capability, and Six Sigma); and inspection of raw materials and outgoing product (e.g., supplier partnership and ISO 9000).

**NMTH**

**NMTH 6201 (MA 584) Ordinary Differential Equations (3 sem. cr.)**
This course is a study of the applications, methods of solution, and basic theory of ordinary differential equations (ODE). Topics include classification of differential equations (e.g., order and linearity); solution of linear, exact, separable, and homogeneous first-order ODE; numerical methods for solving ODE; solution of second-order and higher-order linear ODE with constant coefficients; series solutions of linear ODE with variable coefficients; Laplace transform methods; solution of systems of linear ODE; and qualitative analysis of nonlinear ODE.

**NMTH 6701 (MA 520) Probability and Statistics for Scientists and Engineers (3 sem. cr.)**
The use of probability models and statistical methods for analyzing data has become common practice in virtually all scientific disciplines. This course provides a comprehensive introduction to those models and methods most likely to be encountered and used by students in their careers in engineering and the natural sciences. Topics include basic concepts and rules of probability; random variables; probability distributions; expectation and variance; sampling and sampling distributions; statistical inference estimation; tests of hypothesis, correlation, and regression; and analysis of variance.

**NSEN**

**NSEN 6001 (SE 710) Software Engineering (3 sem. cr.)**
The term *software engineering* was coined in 1968 as a response to the problems of developing quality software on time and within budget. Software developers were unable to set concrete
objectives, predict the resources necessary to attain those objectives, or manage customers’ expectations. Engineers are often faced with ill-defined problems and have to rely on empirical methods to evaluate solutions, but they are still able to build high-quality products using off-the-shelf components, integrating them under time and budget constraints. Useful software systems are complex, and to remain useful they need to evolve with the end users’ needs and the target environment. This course describes object-oriented techniques for conquering complex and changing software systems. Key techniques include UML, use case specification, object modeling, reusing software architectures, design patterns, mapping models to code, testing, rationale management, project management, and agile methods.

**NSEN 6011 Formal Methods in Software Engineering (3 sem. cr.)**
After reviewing the basic logic that will be used in the course as an aid to programming, students look at formal specifications and how they are refined to become programs. The course focuses on those programming constructs that are common to most programming languages (e.g., assignment statement, if statement, and array); however, the course may also include parallel and interacting processes and probabilistic programming. Students define the formal semantics of the language features used, both execution control and data structures. The course emphasizes program development to meet specifications and program modifications that preserve correctness rather than verification after a program is finished.

**NSEN 6061 (SE 720) Software Measurement (3 sem. cr.)**
This course includes topics such as measurement theory; development, validation, and use of software measures; software measures in the life cycle, including cost estimation; design measures; software complexity; programmer productivity; test coverage; software reuse; and software reliability.

**NSEN 6111 Software Architectures (3 sem. cr.)**
This course examines the top-level design or architecture of software systems. Students learn about various architectural styles and the types of applications for which they are most suited. Students consider different formalisms or architectural description languages for specifying software architectures. They also study frameworks, patterns, and the role of architecture in the overall software development life cycle.

**NSEN 6251 (SE 770) Software Specification (3 sem. cr.)**
This is a graduate-level survey of concepts, principles, and techniques related to software and systems specification. Topics include system modeling, requirements elicitation, analysis and documentation techniques, validation and prototyping, and formal methods. Students practice the techniques presented in class via individual and/or group exercises and a term project.

**NSEN 6301 (SE 730) Object-Oriented Analysis and Design (3 sem. cr.)**
This course is a study of object-oriented analysis and design. Students compare the different object-oriented software engineering methodologies and explore the object-model-to-database mapping process.

**NSEN 6305 Object-Oriented Programming (3 sem cr.)**
This course focuses on the C++ and Java programming languages and includes classes, inheritance, encapsulation, polymorphism, class derivation, abstract classes, interfaces, static class members, object construction and destruction, namespaces, exception handling, function overloading and overriding, function name overload resolution, container classes, template classes, Unified Modeling Language, graphical user interfaces, multithreading, networking, and database programming.
**NSEN 6331 (SE 746) Embedded Systems Software Development (3 sem. cr.)**
Embedded software is found in most electronic devices designed today, including PDAs, microwaves, VCRs, cellular telephones, and pagers. Each of these embedded systems is unique and highly customized to the specific application. As a result, embedded systems development is a widely varying field that can take years to master. This course provides students with an overview of the basic principles of writing software for embedded systems. Students survey the issues and discuss the various techniques for dealing with them. In particular, they discuss approaches to the appropriate use of the real-time operating systems upon which much embedded software is based. Students learn about the embedded systems development cycle and the specialized aspects of developing and testing software in this environment. Key methods and technologies for each phase of the development process are covered: specification, partition, design, integration, validation, and maintenance and upgrade.

**NSEN 6411 (SE 750) Software Unit and Integration Testing and Verification (3 sem. cr.)**
Intended primarily for programmers, this is a graduate-level survey of the concepts, principles, and techniques related to software unit/component-level testing, integration testing, and formal program verification. Topics include black-box and white-box test case design strategies, incremental integration testing techniques, inspections and reviews, axiomatic verification techniques, predicate transforms, and function-based verification. Students practice the techniques presented in class via individual and/or group exercises.

**NSEN 6421 (SE 759) Software System-Level Testing (3 sem. cr.)**
The objective of system testing is to evaluate how well a software system meets the expectations of its users. System testing includes verification and validation activities and a broad range of testing types. This course—intended primarily for system-level testers, test managers, and QA personnel—addresses all aspects of system testing, including techniques, tools, processes, documentation, metrics, and management. Specific topics include scenario-based testing, state-based testing, performance testing, stress testing, configuration testing, reliability and availability analysis, regression testing, security testing, usability testing, test planning and tracking, test processes, test maturity, test metrics, test documentation, and test team management.

**NSEN 6471 (SE 760) Software Quality Management (3 sem. cr.)**
In this course, students explore the plans and actions necessary to provide confidence that a software product conforms to established technical requirements. Topics include strategies for quality engineering, product review, development of test plans and procedures, testing, audits, and configuration management. Also covered are the concept of software quality, software metrics, Total Quality Management, and implementation of a software quality assurance process.

**NSEN 6511 (SE 785) Software Project Management (3 sem. cr.)**
This course provides students with the knowledge, processes, and tools required for a software engineer or technical manager to successfully direct and oversee a software development project. Topics include planning, leading, organizing, estimating, directing, monitoring, and controlling software projects and their teams. Quantitative progress measures, software life cycles, estimation, and risk management are emphasized throughout the course, which is built around a case study. The first assignment is to develop an initial project management plan for the case study project. Subsequent assignments require the students to update this plan, taking into consideration new events and challenges confronting the project. As the case study project evolves, a progression of people, management, and technical issues are discussed.
**NSPP**

**NSPP 6325 (PD 525) Integrated Design and Manufacturing (3 sem. cr.)**
This course introduces students to a process approach to engineering design, manufacturing, and service applications. Models, modeling tools, solution approaches, and methodologies for analysis and improvement of processes, including the product development and manufacturing processes, are discussed. The science of process modeling and analysis is illustrated with case studies.

**NSPP 6410 (SP 510) Modeling Manufacturing Systems (3 sem. cr.)**
This course examines general problems in the design, planning, and control of manufacturing systems. Emphasis is placed on system analysis, using a variety of modeling techniques, such as simple probability, linear programming, queuing theory, Markov chains, and discrete event simulation, with the objective of improving system performance. The course is self-contained so that no previous knowledge of these types of models is required. Although the course is targeted toward manufacturing industries, much of the material is directly applicable to a variety of service industries.

**NSYS**

**NSYS 6120 (SY 720) Systems Engineering and Analysis (3 sem. cr.)**
This course introduces students to an organized, multidisciplinary approach to designing and developing systems. Students explore concepts, principles, and practices of systems engineering as applied to large integrated systems. Discussion topics include requirements development, life-cycle costing, scheduling, risk management, functional analysis, conceptual and preliminary design, testing and evaluation, optimization, and modeling.

**NSYS 6140 (SY 540) Systems Optimization and Analysis (3 sem. cr.)**
This course introduces students to the theory and practice of optimal system design as an element of the engineering design process. The use of optimization as a tool in the various stages of product realization and management of engineering and manufacturing activities is stressed. The course stresses the application of nonlinear programming methods. Topics may include optimality criteria, gradient- and nongradient-based unconstrained methods, and modern nonlinear
programming methods, such as penalty functions, method of multipliers, generalized reduced gradient, and successive quadratic programming. Special attention is given to large structured problems, which naturally occur in engineering practice. Students are exposed to modern optimization software (e.g., OPTLIB, OPT, BIAS) and extensive comparative results. Examples are cited from mechanical, electrical, civil, and chemical engineering and engineering management.

**NSYS 6152 Systems Testing and Reliability (3 sem. cr.)**
Students learn about the classical techniques and concepts needed for evaluating the long-term and short-term reliability of engineering systems. Students also explore strategies for integrating, testing, and validating products and systems. This course provides an in-depth coverage of tasks, processes, methods, and techniques for achieving, testing, and maintaining the required level of system reliability considering operational performance, customer satisfaction, and affordability. Specific topics include the integration of established system requirements, establishing system reliability requirements, reliability program planning, system reliability modeling and analysis, system reliability design guidelines and analysis, system reliability test and evaluation, verification and validation of a system, and the maintenance of inherent system reliability during production and operation.

**NSYS 6160 (SY 560) Systems Engineering Management (3 sem. cr.)**
This course provides the necessary techniques for planning and controlling systems, including evaluating the schedule and operational effectiveness of systems management strategies. Performance measurement, work breakdown structures, cost estimating, and quality management are discussed. Also covered are configuration management, standards, and case studies of systems from different applications areas.

**NSYS 6163 (SY 563) Integrated Risk Management (3 sem. cr.)**
This course provides a graduate-level introduction to the theory and methodology of risk management in the context of systems engineering. It addresses topics including risk identification, risk ranking and filtering, performance metrics, event and fault trees, theory of extreme values, decisions on extreme events, combinatorial optimization, systems configuration, network modeling, and system interdependencies. Some knowledge of probability and statistics is assumed.
Walden University

B.S. in Computer Information Systems

Effective for Students Who Start Their Program on or After Sept. 2, 2008
College of Management and Technology

School of Management

B.S. in Computer Information Systems

The Bachelor of Science in Computer Information Systems addresses a growing need in the marketplace for professionals who can bridge the gap between information technology and the organizations and people who depend upon it. Graduates of the B.S. in Computer Information Systems program will possess a cross-disciplinary set of skills and knowledge that will allow them to work with business and other stakeholders to define information processing needs, and then map those requirements onto the building blocks provided by an ever-changing set of technologies. They also will have a strong set of process skills enabling them to carry out these tasks in a reliable and collaborative fashion.

On top of a core set of business and technology skills, each B.S. in Computer Information Systems student will gain more specialized skills in a variety of areas. One option is the concentration in Information Systems Management, which will provide students with advanced standing in the Walden Master of Information Systems Management program should they choose to pursue it. Other options focus on the positive impact information systems can have on people and society, in areas such as education, health care, security, usability and collaboration.

Note: Graduates from this bachelor’s degree program may apply for early admission to certain master’s programs at the university.

Concentrations

- Self-Designed
- Information Systems Security
- Human Computer Interaction
- Information Systems Management
- Healthcare Informatics
- Educational Computing
- Online Work and Communities
Degree Requirements

- 181 total quarter credits (including 45 cr. completed at Walden)
  - Lower-division credits
  - Upper-division credits (a minimum of 55)
  - Elective credits: may be lower- or upper-division
- General education (45 cr.)
  - Communications courses (10 cr.)
  - Humanities courses (10 cr.)
  - Math/science courses (10 cr.)
  - Social science courses (10 cr.)
  - General education elective (5 cr.)
- Portfolio course (1 cr.)
- Business Courses (40 cr.)
- Computer Information Systems courses (50 cr.)
- Concentration courses (25 cr.)
- Elective courses (20 cr.)

Curriculum

Core Curriculum

**Portfolio Course (1 cr.)**
CMIS 1000   Developing Student Portfolios (1 cr.)

**General Education (45 cr.)**
At least 30 percent of the general education courses taken must be taken at the 3xxx level or higher, including SOCI 4080.

**Communications (2 courses; COMM 1001 and ENGL 1001 required)**
COMM 1001   Contemporary Communications (5 cr.) **Required**
COMM 1002   Group Presentation and Discussion (5 cr.)
COMM 4001   Intercultural Communication (5 cr.)
ENGL 1001   English Composition (5 cr.) **Required**
ENGL 2001   Introduction to Literature (5 cr.)
ISYS 1001   Computer Information Fluency (5 cr.)
Humanities (2 courses)
ARTS 1001 Introduction to Fine Arts (5 cr.)
HMNT 3001 Modern Popular Culture (5 cr.)
PHIL 1001 Introduction to Philosophy (5 cr.)
PHIL 2001 Ethics (5 cr.)
RELG 2001 World Religions (5 cr.)

Math/Science (2 courses; MATH 1001 required)
BIOL 1001 Introduction to Biology (5 cr.)
CHEM 1001 Introduction to Chemistry (5 cr.)
MATH 1001 College Algebra (5 cr.) Required
MATH 1002 Applied Math (5 cr.)
NASC 1001 Environmental Science (5 cr.)
PHSC 1001 Earth Science (5 cr.)
SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)

Social Science (2 courses; SOCI 4080 required)
ANTH 3001 Indigenous Peoples in the Modern World (5 cr.)
GEOG 1001 World Regional Geography (5 cr.)
POLI 1001 American Government (5 cr.)
PSYC 1001 Introduction to Psychology (5 cr.)
SOCI 1001 Introduction to Sociology (5 cr.)
SOCI 2001 Multicultural Dimensions of Society (5 cr.)
SOCI 4080 Social Responsibility (5 cr.) Required

Elective Course
Take at least one additional general education course you have not already completed to meet the minimum requirements of 45 credits.

Business Courses (40 cr.)
BUSI 1001 Introduction to Business (5 cr.)
ACCT 1001 Accounting I (5 cr.)
STAT 2001 Statistics (5 cr.)
ECON 1001 Macroeconomics (5 cr.)
ECON 1002 Microeconomics (5 cr.)
BUSI 3002 Ethical Leadership (5 cr.)
BUSI 3003 Dynamics of Change (5 cr.)
BUSI 3005 Critical Thinking (5 cr.)

Computer Information Systems Courses (50 cr.)
CMIS 1001 Introduction to Information Systems (5cr.)
CMIS 1002 Information Technology Infrastructure (5 cr.)
CMIS 1003 Object-Oriented Programming I (5 cr.)
CMIS 2001 Internet Computing (5 cr.)
CMIS 2002 Object-Oriented Programming II (5 cr.)
CMIS 3001 Computing and Society (5 cr.)
CMIS 3002 Database Management Systems (5 cr.)
CMIS 3003 Requirements Analysis (5 cr.)
CMIS 3004 Object-Oriented Design (5 cr.)
CMIS 3005 Information Systems Project Management (5 cr.)
Capstone (5 cr.)
CMIS 4001  Computer Information Systems Capstone (5 cr.)

Electives
Students are to select four additional courses to fulfill the elective requirement. Students may choose courses from either general education courses or concentration courses.

Concentration Curriculum

Self-Designed (20 cr.)
The Self-Designed concentration is ideal for those students who want a broad view and solid grounding in preparation for today’s information systems management environment. Because students can choose the courses that make up the Self-Designed concentration, this concentration is a beneficial option for those students with interests in a variety of areas.

Students in the Self-Designed concentration may take any four courses from CIS concentrations listed. Students may also petition to use alternate upper-division courses.

Information Systems Security (20 cr.)
In the Finance concentration, students learn how to effectively assess and guide security aspects impacting the information systems of an organization. The curriculum helps students gain insights into policies and techniques to increase the security of information utilized by an organization plus issues related to privacy and ethical concerns when using information.

CMIS 4101  Information Security and Privacy (5 cr.)
CMIS 4102  Information Security Techniques I (5 cr.)
CMIS 4103  Information Security Techniques II (5 cr.)
CMIS 4104  Computer Forensics (5 cr.)

Human Computer Interaction (20 cr.)
The Human Computer Interaction concentration helps students develop insights into creating computer systems that are easy to use by human beings and decrease the chances of making mistakes. Topics range from the development of user interfaces to the use of computers to enhance communications between human beings.

CMIS 4201  Human Factors (5 cr.)
CMIS 4202  HCI Evaluation Methods (5 cr.)
CMIS 4203  User Interface Development (5 cr.)
CMIS 4204  Computer-Mediated Communications (5 cr.)

Information Systems Management (20 cr.)
The Information Systems Management concentration teaches students how to leverage technology to meet their organization’s strategic goals by evaluating technology options; developing methods for transferring and assimilating new technology; and managing large, complex projects.

ISYS 3001  Information Systems in Enterprise (5 cr.)
ISYS 4301  Business Process Design (5 cr.)
ISYS 4302  Management of Technology (5 cr.)
CMIS 4601  Information Systems Service Management (5 cr.)

**Healthcare Informatics (20 cr.)**

The Healthcare Informatics concentration focuses on the use of information systems in the health care industry. Students focus on specialized needs related to privacy and security of patient data, use and management of data generated by diagnostic equipment, and policies and practices of information management in health care systems.

CMIS 4301  Structure of the Health Care Industry (5 cr.)
CMIS 4101  Information Security and Privacy (5 cr.)
CMIS 4302  Patient Records Practice and Policy (5 cr.)
CMIS 4303  Health Care Information Systems Applications (5 cr.)

**Educational Computing (20 cr.)**

The Education Computing concentration helps students develop insights into the use of information technology in educational settings from childhood to adulthood. Students study the use of media, simulations, games, and group interactions to enhance learning. Students also study the use of computers to promote effective communications, as well as privacy and security issues raised by the broad use of information technology.

CMIS 4401  Educational Uses of Computing (5 cr.)
CMIS 4402  E-Learning Concepts and Systems (5 cr.)
CMIS 4204  Computer-Mediated Communications (5 cr.)
CMIS 4101  Information Security and Privacy (5 cr.)

**Online and Work Communities (20 cr.)**

The Online and Work Communities concentration is designed to help students understand the use of information technology to share information and create formal and informal collaborative communities to achieve goals within organizational contexts. Students will study the use of multimedia collaborative Web technologies to add content and value to a community.

CMIS 4204  Computer-Mediated Communications (5 cr.)
CMIS 4501  Computer-Supported Collaborative Work (5 cr.)
CMIS 4502  Web 2.0 Systems and Applications (5 cr.)
CMIS 4402  E-Learning Concepts and Systems (5 cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

Business Courses

ACCT 1001 Accounting I (5 cr.)
An introduction to accounting, this course presents the basic techniques and procedures of accounting for organizations. Students completing this course are expected to understand the policies and procedures in an accounting system; be able to prepare basic financial statements; understand the acceptable methods of valuing assets, liabilities, and owner’s equity, and appreciate the value of computer technology in accounting. (Prerequisites: BUSI 1001 Introduction to Business and MATH 1001 College Algebra.)

BUSI 1001 Introduction to Business (5 cr.)
Students gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so that students examine the interrelationships among the major business disciplines and gain a comprehensive perspective with which to organize additional study in management. Practical applications of the manager’s role in planning, organizing, staffing, directing, and controlling are demonstrated and evaluated. (Prerequisite: COMM 1001 Contemporary Communications.)

BUSI 3002 Ethical Leadership (5 cr.)
This online leadership course helps prepare students to assume a leadership role in the modern organization. Basic principles of leadership, motivational theory, the importance of communication, and current and future trends are introduced. Students assess, discuss, and learn how to apply their own styles of leadership in the workplace and the community. Emphasis is on ethical leadership through personal and interpersonal effectiveness and organizational development. Students will also learn the importance of followership and the similarities between the roles of follower and leader at all levels of the organization. (Prerequisite: BUSI 1001 Introduction to Business.)

BUSI 3003 Dynamics of Change (5 cr.)
Students examine change as it impacts people, processes, and products. They learn to employ tools for dealing with and managing change. They learn methods for coping with change as an individual, a member of a group, and a member of an organization. (Prerequisite: BUSI 1001 Introduction to Business.)

BUSI 3005 Critical Thinking (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 are critical skills for the professional manager. Throughout the course, students apply these skills to a variety of everyday business examples. (Prerequisite: BUSI 1001 Introduction to Business.)
ECON 1001 Macroeconomics (5 cr.)
This is an introductory course in macroeconomics that covers basic economic principles and their application to the macro economy. Topics covered include the principles of economic decision-making; definition and measurement of gross domestic product, national income, employment, inflation, and other variables commonly used by economists; factors affecting economic growth; description and application of models used to evaluate the effects of policies and changes in external variables on the economy; the roles of fiscal and monetary policies; the banking system; and the effects of globalization and international trade. (Prerequisite: MATH 1001 College Algebra.)

ECON 1002 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 course examines 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. Also examined 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. (Prerequisites: MATH 1001 College Algebra and ECON 1001 Macroeconomics.)

STAT 2001 Statistics (5 cr.)
This course examines the fundamentals of probability and descriptive and inferential statistics. Hypothesis testing, simple regression, and correlation analysis are covered, with emphasis on the application of these techniques to business decision-making. The analysis and application of statistics in cases are stressed. (Prerequisite: MATH 1001 College Algebra.)

Computer Information Systems Courses

CMIS 1000 Developing Student Portfolios for CIS (1cr.)
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 their academic accomplishments. Students are introduced to tools and techniques that help them to develop, manage, and maintain their portfolios. They 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.

CMIS 1001 Introduction to Information Systems (5 cr.)
This course presents a broad overview of the field of information systems, covering technology, application and career issues. Students gain an appreciation of the role that information systems play in the lives of individuals, organizations, and societies. (Prerequisite: COMM 1001 Contemporary Communications.)

CMIS 1002 Information Technology Infrastructure (5 cr.)
This course introduces some of the most important aspects of the technology infrastructure that underlies information systems. Students learn about both hardware (computers, networks, interface devices) and software (operating systems, middleware, applications, system software) elements. They also gain an appreciation of key issues of capacity, performance, reliability, scale, and obsolescence. (Prerequisite: COMM 1001 Contemporary Communications.)
CMIS 1003 Object-Oriented Programming I (5 cr.)
This course introduces students to fundamental notions of computer programming in an object-oriented language. Key concepts include the representation of real-world objects, actions and information in terms of data and algorithms; the translation and execution of computer programs; and the notion of an organized process of software development. Students gain hands-on practice in designing, creating, running and testing programs. (Prerequisites: COMM 1001 Contemporary Communications, MATH 1001 College Algebra.)

CMIS 2001 Internet Computing (5 cr.)
Students learn how the Internet stitches together many disparate devices and software components into a flexible fabric that supports an enormous variety of uses. Topics include the design of the Internet protocol stack, the structure and function of some of the most important Internet services and applications, and Internet governance. Students learn how to apply concepts of performance, scale, and reliability in the design of information systems. (Prerequisite: CMIS 1002 Information Technology Infrastructure.)

CMIS 2002 Object-Oriented Programming II (5 cr.)
This course elaborates on Object-Oriented Programming I by delving deeper into the key concepts of programming with objects. Design concepts covered, which will play out in later courses, include hierarchy, modularity and abstraction. In addition to furthering their hands-on programming experience, students will learn to use and create documentation in a web-based environment. (Prerequisite: CMIS 1003 Object-Oriented Programming I.)

CMIS 3001 Computing and Society (5 cr.)
This course introduces students to the interaction of information systems with core social concerns: privacy, democracy, equity, security, economic progress, intellectual property rights, etc. Students learn to consider the social, ethical, and legal considerations inherent in the design and use of information systems. Issues are illustrated through real-world and hypothetical cases. (Prerequisite: CMIS 2001 Internet Computing.)

CMIS 3002 Database Management Systems (5 cr.)
This course focuses on the representation and manipulation of information in relational database management systems. Students learn how to map real-world concepts onto relational representations, and how to manipulate them through relational queries to implement data-intensive applications. Students learn to use a core subset of the Structured Query Language (SQL), and learn how relational databases fit into a wide variety of practical information systems. (Prerequisite: CMIS 2002 Object-Oriented Programming II.)

CMIS 3003 Requirements Analysis (5 cr.)
A critical step in the development of information systems, and one in which the seeds of disaster often are sown, is the analysis and definition of system requirements, both functional and non-functional. In this course, students learn about the identification of stakeholders and techniques for requirement elicitation, representation (e.g. use cases), and life cycles (e.g. iterative methods, maintenance). Students carry out a small real-world analysis project solo or in teams. (Prerequisite: CMIS 3002 Database Management Systems.)

CMIS 3004 Object-Oriented Design (5 cr.)
Students learn the discipline of reducing requirements to the structural and functional design of information systems. Topics include conceptual modeling, design patterns, and application frameworks. Students learn the basics of modeling, design representations, and the role of Computer Aided Software Engineering (CASE) tools. (Prerequisite: CMIS 3003 Requirements Analysis.)
**CMIS 3005 Information Systems Project Management (5 cr.)**
Students learn how information systems projects are organized and managed for efficiency and reliability. Topics include software process models, estimation, planning, and scheduling. Students examine case studies of successful and unsuccessful projects, and gain experience with some key elements of project management practice. *(Prerequisite: CMIS 3004 Object-Oriented Design.)*

**CMIS 4101 Information Security and Privacy (5 cr.)**
Students learn the key concepts and concerns of information security and privacy, including technical, social and policy issues. Fundamental notions of authentication, authorization, and encryption are examined in the context of everyday information systems activities. Students analyze case studies of security and privacy breaches to understand economic and human impact. *(Prerequisite: CMIS 2001 Internet Computing.)*

**CMIS 4102 Information Security Techniques I (5 cr.)**
Students examine information security attacks and defenses at the individual computer level. Physical and software intrusions and defenses are considered. Students learn best practices in configuring and maintaining systems to minimize the risk of compromise. Topics covered include viruses, Trojan horses, physical compromise, stolen credentials, and related protective measures. *(Prerequisite: CMIS 4101 Information Security and Privacy.)*

**CMIS 4103 Information Security Techniques II (5 cr.)**
Students examine information security attacks and defenses in the network. Hardware and software vulnerabilities as well as denial of service attacks are considered, along with defensive measures. Students consider the social and technical aspects of anonymity in the network as they relate to network abuse and free speech. *(Prerequisite: CMIS 4102 Information Security Techniques I.)*

**CMIS 4104 Computer Forensics (5 cr.)**
Students learn basic approaches to analyzing information systems for evidence of illegal or inappropriate activities. They consider the legal, ethical, and policy implications of monitoring and forensic techniques. *(Prerequisite: CMIS 4103 Information Security Techniques II.)*

**CMIS 4201 Human Factors (5 cr.)**
This course introduces students to aspects of human perception and cognitive performance that inform the design of effective and usable information system interfaces. It also touches upon disabilities and appropriate adaptation thereto. Students learn rules of thumb that will help them to avoid some of the most common design gaffes. *(Prerequisite: CMIS 1001 Introduction to Information Systems.)*

**CMIS 4202 HCI Evaluation Methods (5 cr.)**
Students learn empirical and heuristic methods for evaluating and improving human computer interfaces. Students learn to conduct and analyze user studies and how to measure interfaces against models of human performance. They also are introduced to ethical and regulatory issues in human studies. *(Prerequisite: CMIS 4201 Human Factors.)*

**CMIS 4203 User Interface Development (5 cr.)**
Building on their knowledge of user interface evaluation, students learn to synthesize effective and usable interfaces. In this course, students apply their requirements analysis skills to develop user interface designs, and apply rapid prototyping tools to innovate and iterate. *(Prerequisite: CMIS 4202 HCI Evaluation Methods.)*
CMIS 4204 Computer-Mediated Communications (5 cr.)
Students learn about the principal modes of computer-mediated communications among individuals and groups. The course incorporates a historical perspective, tracing the evolution of varying styles of communication, including the persistent recurrence of key concepts such as links and threads. Students learn how to select approaches and tools for specific applications. (Prerequisite: CMIS 2001 Internet Computing.)

CMIS 4301 Structure of the Health Care Industry (5 cr.)
Students examine the main elements of the health care industry in the United States and elsewhere, analyzing the interests and information needs of health care professionals, provider organizations, researchers, pharmaceutical companies, public health agencies, regulators, insurers, individuals and others. Trends toward, and obstacles to, information exchange are considered. (Prerequisite: BUSI 1001 Introduction to Business.)

CMIS 4302 Patient Records Practice and Policy (5 cr.)
This course examines trends in the development of standardized patient records for a variety of health-related applications. Students apply their requirements analysis and design skills to the challenges found in this field. Issues covered include privacy, confidentiality, standardization, and anonymization. (Prerequisite: CMIS 4301 Structure of the Health Care Industry, CMIS 4101 Information Security, and Privacy.)

CMIS 4303 Health Care Information Systems Applications (5 cr.)
Students examine some of the most important classes of health care information systems, ranging from patient care management to epidemiology to billing to research data analysis. Case studies provide students with the opportunity to exercise their information systems design and analysis skills, as well as to consider social and ethical issues. (Prerequisite: CMIS 4302 Patient Records Practice and Policy.)

CMIS 4401 Educational Uses of Computing (5 cr.)
This course examines the use of computer technologies in educational settings from childhood to adulthood, including both formal and informal modalities. Students analyze case studies of approaches including media, simulations, games, group interactions, design activities and more. They consider ancillary applications such as recordkeeping and research. They study debates on the appropriate uses of technology in education, and formulate their own positions on individual and social impacts. (Prerequisite: CMIS 2001 Internet Computing.)

CMIS 4402 E-Learning Concepts and Systems (5 cr.)
Students examine key structural and functional elements of e-learning systems. Drawing upon both their experience as e-learners and their information systems expertise, they carry out group or individual projects focused on specific aspects of the learner experience, management functionality, and other properties of e-learning systems. (Prerequisite: CMIS 2001 Internet Computing.)

CMIS 4501 Computer-Supported Collaborative Work (5 cr.)
Students examine existing systems and proposals for information support for collaboration in formal and informal settings, along with their organizational and cultural contexts. Drawing upon their own experience in online collaboration and their expertise in information systems analysis and design, they carry out case studies of new and improved collaboration capabilities. (Prerequisite: CMIS 4204 Computer-Mediated Communications.)

CMIS 4502 Web 2.0 Systems and Applications (5 cr.)
This course examines the phenomenon of “Web 2.0,” a cluster of technologies and applications centered around collaboration among users and their collective ability to add content and value to a community.
Topics include social networks, special interest communities, volunteer collaborative efforts, and innovative incentive systems. Students analyze the technical and commercial properties of different approaches. (Prerequisite: CMIS 4204 Computer-Mediated Communication.)

**CMIS 4601 Information Systems Service Management (5 cr.)**
This course examines the conception of information systems as collections of services, aggregated in a supply chain that stretches across organizations and continents. Students investigate the concept of Service Oriented Architecture and the various disciplines of open interfaces, open source software, service level agreements, and client-vendor relationships that allow complex assemblies of services to work. Students analyze the business and organizational strengths and weaknesses of different approaches. (Prerequisite: ISYS 3001 Information Systems in Enterprise.)

**CMIS 4001 CIS Capstone Course**
In the capstone course, students carry out an integrative independent study or design project that combines multiple aspects of their CIS program. They also review the work they have collected in their portfolio, carrying out a thoughtful reflection on the field and their educational experience. They revisit the career priorities they expressed upon entry into the program, and consider their professional goals in the context of their education. They develop plans and goals for continued learning and career development, in the context of their personal goals and priorities. (Prerequisite: Taken last.)

**Information Systems Courses**

**ISYS 3001 Information Systems in Enterprise (5 cr.)**
An introduction to enterprise information systems, this course reviews their characteristics, their impact on the enterprise, their role in organizations, and their current architectures, enabling tools, and project cycles. (Prerequisite: BUSI 1001 Introduction to Business.)

**ISYS 4301 Business Process Design (5 cr.)**
The concepts and methodology for business process design are presented in this course. Emphasis is placed on how information systems serve as enablers for business process design. Students learn how to analyze business processes and redesign them for dramatic results. This course includes case studies that provide practical application of the concepts and methodologies. (Prerequisite: ISYS 3001 Information Systems in Enterprise.)

**ISYS 4302 Management of Technology (5 cr.)**
This course examines the key concepts in management of information technology and the role of technology managers. It presents management of technology from both a process and a system perspective, and investigates major technical issues involved in innovation and implementation. (Prerequisite: ISYS 4301 Business Process Design.)
General Education

Communications Courses

**COMM 1001 Contemporary Communications (5 cr.)**
This course introduces students to the fundamentals of effective communication in contemporary society. The primary focus is on communication using electronic means, such as cell phones, email, instant messaging, and Internet technologies. Topics include communication methods and technologies and their impact on the individual and society. Upon completion, students will be able to use appropriate contemporary communication strategies for the setting and audience and apply writing and critical-thinking skills to their personal, academic, and work lives.

**COMM 1002 Group Presentation and Discussion (5 cr.)**
This course is designed to provide students the opportunity to develop and enhance their ability to communicate. Topics include the organization of ideas and the concepts of informative and persuasive speaking, critical listening and research, and the use of technology. Practical experience and rhetorical theory are stressed, as are individual and group techniques. Upon completion, students are able to demonstrate improvement in their communication skills, as well as plan, create, and deliver electronic presentations individually and in groups. (Prerequisite: COMM 1001 Contemporary Communications.)

**COMM 4001 Intercultural Communication (5 cr.)**
This course is designed to promote the ability to communicate effectively in a diverse, global environment. Topics include the relationship of culture and personal identity to communication strategies. Upon completion, students should be able to distinguish the modes and styles of communication unique to their personal culture from the cultures of others, explain the theories of cultural differences, anticipate and overcome challenges in cross-cultural situations, and apply effective cross-cultural communication skills to academic, personal and professional settings. (Prerequisite: COMM 1001 Contemporary Communications.)

**ENGL 0099 Academic Writing Fundamentals (5 cr.)**
Students must register for this course if their writing placement test so indicates and must pass this course. This course is graded on a No Credit basis and carries institutional credit but does not count toward degree requirements. This course includes information on generating, developing, and organizing paragraphs and very short essays. Students will master limited punctuation, spelling, and agreement skills.

**ENGL 1001 English Composition (5 cr.)**
This course is designed to introduce students to persuasive and research-based writing. The use of argument and evidence to support claims is emphasized. Topics include planning, writing, and revising essays, and conducting research, incorporating sources, and correctly adhering to APA guidelines. Upon completion, students are prepared to write an academic research paper. (Prerequisites: Placement Exam or ENGL 0099 Academic Writing Fundamentals and COMM 1001 Contemporary Communications.)

**ENGL 2001 Introduction to Literature (5 cr.)**
This course is designed to help students develop critical reading and writing skills through the study of literature. Both fiction and nonfiction texts are studied as models of effective writing. Topics include attentive reading, personal and critical response, careful thinking, and clear writing. Upon completion, students will have improved their reading and writing skills. (Prerequisite: ENGL 1001 English Composition.)
**ISYS 1001 Computer Information Fluency (5 cr.)**
This course is designed to give students a broad introduction to the management of computers and information to solve real-world business problems. Students learn how to use computers as tools for communications and organizing information. Students build research skills using online academic sources and learn about ensuring accuracy and reliability of information. Windows-based operating system and software applications competencies are met through this course. *(Prerequisite: COMM 1001 Contemporary Communications.)*

**Humanities Courses**

**ARTS 1001 Introduction to Fine Arts (5 cr.)**
This course is designed to help students develop a basic understanding of the music and art of various cultures and historical periods. Topics include the elements that are combined into a work of art, and the commonalities that exist across the arts disciplines. Upon completion, students will apply concepts to an overview of the evolution of artistic style in human culture and in direct experience with the creative process as artist and audience. *(Prerequisite: COMM 1001 Contemporary Communications.)*

**HMNT 3001 Modern Popular Culture (5 cr.)**
This course is designed to analyze the artistic and philosophical impact of contemporary media and popular culture. Topics include graphic novels, film, advertising, television, cybertulture and popular music. Upon completion, students should be able to analyze the ways in which social, political and economic issues are evident in artistic and creative forms of expression in popular culture. *(Prerequisite: COMM 1001 Contemporary Communications.)*

**PHIL 1001 Introduction to Philosophy (5 cr.)**
This course is designed to ask students to think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, students are able to ground their personal philosophies in traditions of philosophical reasoning. *(Prerequisite: ENGL 1001 English Composition.)*

**PHIL 2001 Ethics (5 cr.)**
This course is designed to introduce students to the nature and foundations of moral judgments and applications to contemporary moral issues. Topics include an overview of ethical constraints from the prevailing philosophical and religious perspectives. Upon completion, the student will have found solutions to problems of professional and private life against the backdrop of ethical theory. *(Prerequisite: ENGL 1001 English Composition.)*

**RELG 2001 World Religions (5 cr.)**
This course is designed to offer students an exploration of the tenets and sacred texts of the religions of the world. Topics include Hinduism, Buddhism, Islam, Confucianism, Christianity, Judaism, and Primal religions (e.g., American Indian, African). Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *(Prerequisite: ENGL 1001 English Composition.)*
Math/Science Courses

**BIOL 1001 Introduction to Biology (5 cr.)**
This course is designed to provide a survey of fundamental biological principles. Emphasis is placed on basic biology, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and an introduction to the scientific method. Upon completion, students are able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *(Prerequisite: COMM 1001 Contemporary Communications.)*

**CHEM 1001 Introduction to Chemistry (5 cr.)**
This course is designed to introduce students to the fundamental concepts of chemistry and gives a survey of important chemical elements and their compounds. Topics include chemical measurements, properties of atoms and molecules, chemical reactions, chemical calculations, and properties of gases and thermochemistry. Upon completion, students are able to describe the structure and components of basic atoms, use the periodic table to locate important chemical information, describe several types of chemical bonds, and manipulate common chemical formulas and equations. *(Prerequisite: MATH 1001 College Algebra or MATH 1002 Applied Math.)*

**MATH 0099 Algebra Fundamentals (5 cr.)**
This course is graded on a No Credit basis and carries institutional credit but does not count toward degree requirements. This course will address the outcomes of introductory and intermediate algebra. Topics include: basic algebraic properties, integers, simplifying and factoring polynomials, solving and graphing linear equations and inequalities, solving systems of equations in two and three variables, functions, rational expressions, quadratic and rational equations and inequalities, absolute value, radicals, graphing systems of equations and inequalities, and other selected topics. Applications will be emphasized, and numeric, algebraic, and graphical modes will be used.

**MATH 1001 College Algebra (5 cr.)**
This course is designed to provide the student a solid foundation in key algebra skills. Topics include solving and graphing linear and quadratic equations, manipulating complex numbers, graphing functions, exponential and logarithmic functions, solving systems of equations, and determining terms of sequences. Upon completion, students will have cultivated the perspectives and the analytical skills required for efficient use, appreciation, and understanding of algebraic concepts. *(Prerequisites: Placement Exam or MATH 0099 Algebra Fundamentals and COMM 1001 Contemporary Communications.)*

**MATH 1002 Applied Math (5 cr.)**
This course is designed to provide students with accessible mathematical tools to analyze and solve real-world problems. Through the use of these tools, students build skills in critical thinking, and numerical, logical and statistical reasoning as applied to workplace and everyday topics. Upon completion, students will be able to apply inductive and deductive reasoning to solve specific problems in mathematics. *(Prerequisite: COMM 1001 Contemporary Communications.)*

**NASC 1001 Environmental Science (5 cr.)**
This course is designed to introduce environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, current environmental problems from scientific, social, political, and economic perspectives, and an introduction to the scientific method. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *(Prerequisite: COMM 1001 Contemporary Communications.)*
PHSC 1001 Earth Science (5 cr.)
This course is designed to introduce students to the major concepts in astronomy, meteorology, and geology with selected examples of interrelationships. Topics include the Earth’s air, water, and physical processes as they shape the physical world, with emphasis on the practical evaluation of the world’s energy and environmental problems. Upon completion, students will have developed and demonstrated an understanding of fundamental scientific principles, will be able to relate the study of Earth sciences to the world in which we live, will have become aware of and be able to express several major environmental issues that affect the health of their community, and will have developed an appreciation for the natural processes that occur on Earth and how they impact and affect the environment. (Prerequisite: MATH 1001 College Algebra or MATH 1002 Applied Math.)

SCNC 4001 Analyzing Contemporary Scientific Controversies (5 cr.)
This course is designed to provide students with strategies for valid scientific research to study controversial phenomena, pseudoscience and popular beliefs. Topics include paranormal events, health and nutrition controversies, complementary and alternative therapies, and other scientific issues. Upon completion, students will be able to articulate sound arguments for the validity or lack of validity of popular scientific claims as well as demonstrate an understanding of the reasons why popular beliefs in unsubstantiated claims persist. (Prerequisite: COMM 1001 Contemporary Communications.)

Social Sciences Courses

ANTH 3001 Indigenous Peoples in the Modern World (5 cr.)
This course is designed to develop a modern and inclusive understanding of the indigenous peoples of the world. Topics include indigenous identity, historical continuity with pre-colonial and/or pre-settler societies, relationship to natural resources, and indigenous languages, cultures and beliefs. Upon completion, students should be able to explain indigenous peoples’ ancestral environments and systems as distinctive populations and communities. (Prerequisite: COMM 1001 Contemporary Communications.)

GEOG 1001 World Regional Geography (5 cr.)
This course is designed to introduce students to the geographic method of inquiry used to examine, describe, explain, and analyze the human and physical environments of the major regions of the world. Topics include spatial and geographic perspective, as well as cultural, organizational, and environmental properties of geography. Upon completion, students will be able to identify the human and physical features that give uniqueness and diversity to world regional patterns on Earth’s surface. (Prerequisite: COMM 1001 Contemporary Communications.)

POLI 1001 American Government (5 cr.)
This course will help students understand their roles, rights, and responsibilities as citizens, as well as the key issues facing American Government. Students will develop an appreciation for the struggle to acquire those freedoms and rights that citizens of the United States enjoy today and what they can as citizens do to maintain them. Students will discover the three principle purposes of government: maintaining order, providing public services, and promoting equality as they relate to how the American Government functions. The Tripartite system of executive, legislative, and judicial branches will be examined to understand their roles and relationships. (Prerequisite: COMM 1001 Contemporary Communications.)

PSYC 1001 Introduction to Psychology (5 cr.)
This course is designed to introduce basic concepts, problems, and research methods in the science of psychology. Topics include perception, cognitive processes, learning, motivation, measurement, development, personality, abnormal behavior, and biological and social bases of behavior, including cross-cultural issues. Upon completion, students will have developed a general aptitude for the field of
Walden University

Addendum to the Catalog for the M.S. in Nonprofit Management and Leadership and the Graduate Certificate in Nonprofit Management

Effective for Students Who Start Their Program on or After Sept. 2, 2008
M.S. in Nonprofit Management and Leadership

Nonprofit organizations employ a sizable and increasing share of the nation’s workforce, with employment growth outpacing a number of major industries. The M.S. in Nonprofit Management and Leadership blends academic theory with hands-on experience so students can learn, explore, and apply strategies related to the nonprofit sector. Students gain the management and organizational skills they need to lead diverse and complex nonprofit organizations and to serve as social change agents in local and global communities.

Degree Requirements

- 51 credits
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Capstone (5 cr.)
- Minimum GPA 3.0

Curriculum

Foundation Course (1 cr.)
NPMG 6115 Foundations for Graduate Study (1 cr.)

Core Courses (45 cr.)
NPMG 6200  Introduction to the Nonprofit Sector (5 cr.)
NPMG 6405  Ethics and Social Justice (5 cr.)
NPMG 6420  Organizational Management and Leadership (5 cr.)
NPMG 6431  Finance and Budgeting for the Nonprofit Sector (5 cr.)
NPMG 6435  Human Resource Management: Building a Capable Workforce (5 cr.)
NPMG 6451  Board Governance and Volunteer Management (5 cr.)
NPMG 6461  Resource Development (5 cr.)
NPMG 6465  Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)
NPMG 6480  Applied Research and Evaluation Methods (5 cr.)

**Capstone (5 cr.)**
NPMG 6910  M.S. in Nonprofit Management and Leadership Capstone (5 cr.)

**Course sequence**

Students in the M.S. in Nonprofit Management and Leadership program complete their 12-week courses in a prescribed sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1       | NPMG 6115  Foundations for Graduate Study  
          NPMG 6200  Introduction to the Nonprofit Sector |
| 2       | NPMG 6405  Ethics and Social Justice  
          NPMG 6420  Organizational Leadership and Management |
| 3       | NPMG 6431  Finance and Budgeting for the Nonprofit Sector  
          NPMG 6435  Human Resource Management: Building a Capable Workforce |
| 4       | NPMG 6451  Board Governance and Volunteer Management  
          NPMG 6465  Strategic Planning: Collaboration, Cooperation, and Coordination |
| 5       | NPMG 6461  Resource Development  
          NPMG 6480  Applied Research and Evaluation Methods |
| 6       | NPMG 6910  Capstone Seminar |
Graduate Certificate in Nonprofit Management

Walden University's Graduate Certificate in Nonprofit Management and Leadership program provides students with essential foundational concepts and principles related to nonprofit budget, finance, resource development, and strategic planning. Walden's certificate program provides a broad introduction to critical nonprofit topics. Students learn nonprofit management and leadership skills while exploring career opportunities in the nonprofit sector. Students may complete a graduate certificate in as little as six months and earn credits to immediately apply toward the Walden University Master of Public Administration (M.P.A.) or M.S. in Nonprofit Management and Leadership.

Certificate Requirements

- 15 credits
- Foundation course (1 cr.)
- Core courses (14 cr.)
- Minimum GPA 3.0

Curriculum

The 15-credit curriculum includes one foundation course and three core courses.

Foundation Course (1 cr.)
NPMG 6115  Foundations for Graduate Study (1 cr.)

Core Courses (14 cr.)
NPMG 6200  Introduction to the Nonprofit Sector (5 cr.)
NPMG 6420  Organizational Management and Leadership (5 cr.)
NPMG 6285  Policy Analysis (4 cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

NPMG

NPMG 6115 Foundations for Graduate Study (1 cr.)
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

NPMG 6200 Introduction to the Nonprofit Sector (5 cr.)
Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

NPMG 6285 Policy Analysis (4 cr.)
This course provides a broad perspective on the policy process, recognizing that both public and nonprofit administrators are intimately involved in policy- and decision-making at the executive and legislative (or board) levels. It focuses on how policy is initiated, researched, shaped for decision-making, decided, implemented, and then evaluated. Balanced attention is given to the dynamics of the policy-making process itself and the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

NPMG 6405 Ethics and Social Justice (5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power and privilege. Students use demographic data, current social trends and themes to understand, analyze and address ethical and social justice issues that impact service delivery in a global community.

NPMG 6420 Organizational Management and Leadership (5 cr.)
Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management; organizational culture; change management; systems theories; and organizational development. Students apply principles to public and nonprofit organizational settings.
NPMG 6431 Finance and Budgeting for the Nonprofit Sector (5 cr.)
Sound financial practices are crucial to managing scarce funds in the nonprofit sector. This course examines finance and budgeting concepts, policies, and practices related to organizations, as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices; financial relationships with government, donors, and other sources of revenue; financial management, budgetary reform, and financial technology systems. Students apply what they learn to developing budget and financial projects relevant to nonprofit organizations.

NPMG 6435 Human Resource Management: Building a Capable Workforce (5 cr.)
The acquisition, development, and retention of talent are critical elements of the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of people in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations; diversity; performance management; and the establishment and implementation of policy, technology, and conflict management. Students apply principles learned in this course to situations encountered in public, private, and nonprofit organizations.

NPMG 6451 Board Governance and Volunteer Management (5 cr.)
Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision and evaluation) with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper developed in the Introduction to the Nonprofit Sector course.

NPMG 6461 Resource Development (5 cr.)
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

NPMG 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)
In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students will apply these concepts to real-life situations and organizations.

NPMG 6480 Applied Research and Evaluation Methods (5 cr.)
Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public, private, and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics, and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students will be asked to critically evaluate sample research, using these parameters.

NPMG 6910 Capstone Seminar (5 cr.)
The course provides students with an opportunity to integrate learning from courses in the program in a capstone project: an applied project with a written paper or a research paper. The capstone may focus on governance; policy; or leadership and management in the public or nonprofit sectors, or students may take a cross-sector comparative perspective.
Addendum to the Catalog for the Master of Public Administration and the Graduate Certificate in Government Management

Effective for Students Who Start Their Program on or After Sept. 2, 2008
Master of Public Administration

As the public and private sectors increasingly evolve and overlap, there will be an increasing demand for leaders and managers who are scholar-practitioners. The Master of Public Administration (M.P.A.) program prepares professionals to excel in this increasingly complex and collaborative environment. The program offers students an opportunity to directly apply academic theories and skills in their own communities, making the learning experience personally meaningful while creating positive social change.

Specializations

- Health Policy
- Homeland Security Policy
- Interdisciplinary Policy Studies
- Law and Public Policy
- Local Government Management
- Nonprofit Management and Leadership
- Policy Analysis

Degree Requirements

- 63–66 credits (except General Program, 51 cr.)
- Foundation course (1 cr.)
- Core courses (45 cr.)
- Specialization courses (12–15 cr.)
- Capstone (5 cr.)
- Minimum GPA 3.0
Curriculum

Core Curriculum (51 cr.)
Students can complete the General Program by taking the Core Curriculum, Foundations, and Capstone courses. Courses are 12 weeks in length.

General Program
Students gain a broad understanding of the field of public policy and administration and acquire the knowledge and experience to pursue a variety of career options in the field.

Foundation Course (1 cr.)
MMPA 6115  Foundations for Graduate Study (1 cr.)

Core Courses (45 cr.)
MMPA 6200  Introduction to Public Administration (5 cr.)
MMPA 6405  Ethics and Social Justice (5 cr.)
MMPA 6420  Organizational Management and Leadership (5 cr.)
MMPA 6431  Finance and Budgeting for the Public Sector (5 cr.)
MMPA 6435  Human Resource Management: Building a Capable Workforce (5 cr.)
MMPA 6461  Public Sector Economics (5 cr.)
MMPA 6465  Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)
MMPA 6451  Public Policy Analysis (5 cr.)
MMPA 6480  Applied Research and Evaluation Methods (5 cr.)

Capstone (5 cr.)
MMPA 6910  Master of Public Administration Capstone (5 cr.)

Specialized Curriculum (15 cr.)
Students who wish to gain additional knowledge in a specialized area can complete three courses in one of the following specializations.

Health Policy Specialization (15 cr.)
Students gain valuable knowledge about health delivery systems, health policy, health administration, and health finance centers in order to manage and navigate effectively and successfully in a dynamic environment.

MMPA 6840  Health Policy and Management (5 cr.)
MMPA 6841  Legal and Regulatory Aspects of Public Health (5 cr.)
MMPA 6842  Leadership, Professionals, and Ethics in Public Health (5 cr.)

Homeland Security Policy Specialization (15 cr.)
Students gain an understanding of complex public safety policy and emergency response strategies. Additionally, students learn to implement protective measures and policies without compromising individual rights and freedoms.

MMPA 6830  Current Issues in Homeland Security (5 cr.)
MMPA 6831  Critical Incident Leadership and Planning (5 cr.)
MMPA 6832  Terrorism: Legislation and Policy (5 cr.)

**Interdisciplinary Policy Studies Specialization (15 cr.)**
Students gain a thorough understanding of complex and interrelated policy challenges, including public health and safety, urban sprawl, immigration, and affordable housing. Additionally, students learn to work with government and community shareholders in order to broaden their public policy perspective.

MMPA 6830  Current Issues in Homeland Security (5 cr.)
MMPA 6822  Current Issues in Regional and Local Public Policy (5 cr.)
MMPA 6812  Contemporary Cases and Issues in the Courts (5 cr.)

**Law and Public Policy Specialization (15 cr.)**
Students gain an understanding of the relationships between law and public policy and access vital legal knowledge available to public policy practitioners.

MMPA 6810  Fundamentals of Law and Public Policy (5 cr.)
MMPA 6811  Legal Research for Policy Practitioners (5 cr.)
MMPA 6812  Contemporary Cases and Issues in the Courts (5 cr.)

**Local Government Management for Sustainable Communities Specialization (15 cr.)**
Students gain an understanding of the interrelated elements that make a community viable. Additionally, students access the tools and resources for sustainable community development as they prepare for a career as a town manager, department head, or director of a social service organization.

MMPA 6820  Elements of Livable and Sustainable Communities (5 cr.)
MMPA 6821  Tools for Sustainable Community Development (5 cr.)
MMPA 6822  Current Issues in Regional and Local Public Policy (5 cr.)

**Nonprofit Management and Leadership Specialization (15 cr.)**
Students gain a practical understanding of the principles and processes related to nonprofit organizations.

MMPA 6850  Introduction to Nonprofit Sector (5 cr.)
MMPA 6851  Board Governance and Volunteer Management (5 cr.)
MMPA 6852  Resource Development (5 cr.)

**Policy Analysis Specialization (12 cr.)**
Students are prepared to function knowledgeably and to work collaboratively to help shape public policy development and implementation.

MMPA 6380  Policy and Politics in American Political Institutions (4 cr.)
MMPA 6381  Public Policy and Evaluation (4 cr.)
MMPA 6382  Public Policy and Finance (4 cr.)
## Course Sequence

Students in the M.P.A. program complete their 12-week courses in a prescribed sequence.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Course</th>
</tr>
</thead>
</table>
| 1       | MMPA 6220  *Introduction to Public Administration*  
         | MMPA 6115  *Foundations for Graduate Study* |
| 2       | MMPA 6405  *Ethics and Social Justice*  
         | MMPA 6420  *Organizational Leadership and Management* |
| 3       | MMPA 6431  *Finance and Budgeting for the Public Sector*  
         | MMPA 6435  *Human Resource Management: Building a Capable Workforce* |
| 4       | MMPA 6461  *Public Sector Economics*  
         | MMPA 6465  *Strategic Planning: Collaboration, Cooperation, and Coordination* |
| 5       | MMPA 6451  *Public Policy Analysis*  
         | MMPA 6480  *Applied Research and Evaluation Methods* |
| 6       | Two specialization courses |
| 7       | One specialization course  
         | MMPA 6910  *Capstone Seminar* |
Graduate Certificate in Government Management

Students learn public service management and leadership skills while exploring public management career opportunities. Students may complete a graduate certificate in as little as six months and earn credits to immediately apply toward the Walden University Master of Public Administration (M.P.A.) or M.S. in Nonprofit Management and Leadership.

Certificate Requirements

- 15 credits
- Foundation course (1 cr.)
- Core Courses (14 cr.)
- Minimum GPA 3.0

Curriculum

The 15-credit curriculum includes one foundation course and three core courses.

*Foundation Course (1 cr.)*
MMPA 6115  Foundations for Graduate Study (1 cr.)

*Core Courses (14 cr.)*
MMPA 6200  Introduction to Public Administration (5 cr.)
MMPA 6420  Organizational Management and Leadership (5 cr.)
MMPA 6285  Policy Analysis (4 cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

MMPA

MMPA 6115 Foundations for Graduate Study (1 cr.)
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

MMPA 6200 Introduction to Public Administration (5 cr.)
Public administrators work to increase the effectiveness of government and organizations locally and internationally. This course explores the history, foundations, and theories of public administration and the diverse political, social, and economic contexts within which they exist, as well as an understanding of public policy and organizational environments. Topics include ethical and legal issues, governance, fiscal planning, and current topics and trends in public administration. Students choose a public organization, examine its overall history, purpose, and operation, and apply public administration theory to describing its operation and health.

MMPA 6285 Policy Analysis (4 cr.)
This course provides a broad perspective on the policy process, recognizing that both public and nonprofit administrators are intimately involved in policy- and decision-making at the executive and legislative (or board) levels. It focuses on how policy is initiated, researched, shaped for decision-making, decided, implemented, and then evaluated. Balanced attention is given to the dynamics of the policy-making process itself and the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

MMPA 6380 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. It covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and providing evaluation and feedback. Students develop skills in policy and economic analysis, as well as skills in determining the political feasibility of proposed policies. Regulation as a policy choice is discussed. Students enhance their abilities to develop alternatives and to assess strategies that are proposed to achieve certain policy objectives. Policy areas of interest to students form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.
MMPA 6381 Program Public Policy and Evaluation (4 cr.)
This course provides an introduction to the tools used by policy-makers and policy analysts to evaluate the impact of social programs. Topics include selecting programs to evaluate; crafting program descriptions; identifying stakeholders and their interests; developing logic models; framing evaluation questions; applying utilization-focused evaluation techniques; using quantitative and qualitative tools to complete formative and summative evaluations; and formulating evaluation reports and providing feedback to decision-makers. By the end of the course, each student develops a program evaluation design for a social program.

MMPA 6382 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. Students examine tax policies and tax incentive models; budgeting; public/private models; market influences on policy; the impact of government expenditures on income redistribution; and economic considerations of welfare, food stamps, workers’ compensation, and Social Security. Outsourcing of public programs is also examined.

MMPA 6405 Ethics and Social Justice (5 cr.)
Ethics is a foundational element of leadership. Leaders face increasingly complex social and political challenges as they seek to meet the needs of diverse constituents. This course explores ethics and social justice related to economic disparity, power, and privilege. Students use demographic data, current social trends, and themes to understand, analyze, and address ethical and social justice issues that impact service delivery in a global community.

MMPA 6420 Organizational Management and Leadership (5 cr.)
Public and nonprofit leaders require a deep understanding of their roles as leaders and managers of diverse and complex organizations. This course examines from theoretical and applied perspectives the distinction between leadership and management; organizational culture; change management; systems theories; and organizational development. Students apply principles to public, private, and nonprofit organizational settings.

MMPA 6431 Finance and Budgeting for the Public Sector (5 cr.)
Sound financial practices are crucial to managing scarce funds in the public sector. This course examines finance and budgeting concepts, policies, and practices related to organizations, as well as the fiscal climate within which they operate. Students gain an understanding of theories underlying fiscal policy; they read and analyze budgets, financial statements, and financial reports. Other topics include the use of auditing practices, tax systems, financial management, budgetary reform, and financial technology systems specific to government organizations. Students apply what they learn to developing budget and financial projects relevant to public organizations.

MMPA 6435 Human Resource Management: Building a Capable Workforce (5 cr.)
The acquisition, development, and retention of talent are critical element of the success of any organization. This course examines theories, approaches, and systems related to the acquisition, management, development, and retention of people in government and nonprofit organizations. Through the use of case studies, students explore topics that include legal and ethical considerations; diversity; performance management; the establishment and implementation of policy; technology; and conflict management. Students apply principles learned in this course to situations encountered in public, private, and nonprofit organizations.

MMPA 6451 Public Policy Analysis (5 cr.)
Public administrators address increasing policy challenges in areas such as education, crime, and environmental issues, among others. This course examines concepts, principles, and stages of public
policy process and development. It provides an introduction to the models and tools used by policy-makers and policy analysts to evaluate the impact of programs and projects and to solve societal problems. Topics include political, legal, economic, and social institutions and processes; impact and consequences of policy; policy assessment; and global complications of policy processes. Students examine public policy in both historical and contemporary contexts. Students deconstruct a current policy in order to understand its historical development and its overall effectiveness.

**MMPA 6461 Public Sector Economics (5 cr.)**
Domestic and international economic trends impact the success of public service organizations. In this course students gain an understanding of applied economic theory, practice, and thought related to organizations and government. Topics include micro- and macroeconomics, supply and demand, privatization, market mechanics, contracting and outsourcing, Social Security, Medicaid, and Medicare. Students apply economic concepts and principles to case studies and contemporary problems and events.

**MMPA 6465 Strategic Planning: Collaboration, Cooperation, and Coordination (5 cr.)**
In an increasingly complex world, leaders and managers in public, private, and nonprofit organizations need to be strategic in planning and creating effective, collaborative programs and services. This course explores the role and process of strategic planning with an emphasis on collaboration, cooperation, and coordination within and among organizations. Students will apply these concepts to real-life situations and organizations.

**MMPA 6480 Applied Research and Evaluation Methods (5 cr.)**
Organizational credibility, community trust, and fundraising are increasingly dependent upon demonstration of program effectiveness and success. This course introduces research and evaluation methods in the public and nonprofit sectors. Students examine the strengths, limitations, and threats to validity; models, quantitative metrics and tools used to evaluate programs and policies; and legal and ethical issues associated with research and evaluation methods. Students will be asked to critically evaluate sample research, using these parameters.

**MMPA 6810 Fundamentals of Law and Public Policy (5 cr.)**
Legal decisions and the law have an impact on the creation of public policy. This course explores the relationship between laws and public policy and the impact court decisions have on policy and policy leaders. Topics include legal concepts and terminology, legal jurisdictions, case law, seminal cases, and the Supreme Court’s roles and procedures. Students apply fundamental legal concepts and principles to case studies and contemporary problems.

**MMPA 6811 Legal Research for Policy Practitioners (5 cr.)**
There is a wealth of vital legal knowledge available to public policy practitioners. In this course, students will be introduced to a number of print and electronic resources available for legal research and gain an understanding of how the law is used to inform the creation of public policy. Topics include navigating legal libraries, citing cases, and the use of research to support public policy. Students apply legal research to case studies and contemporary issues.

**MMPA 6812 Contemporary Cases and Issues in the Courts (5 cr.)**
Major issues in the Supreme Court have an impact on public policy at the state and local level. This course examines major U.S. Supreme Court decisions and explores how these decisions can affect public policy. Topics include individual rights, property rights, administrative law, immigration law, and foreign policy. Students apply legal research and verdicts to case studies and current issues.

**MMPA 6820 Elements of Livable and Sustainable Communities (5 cr.)**
Creating and maintaining livable and sustainable communities requires leaders who understand and assess the interrelated elements that make a community viable over time. This course explores demographics,
health, education, employment opportunities, transportation, recreation, housing, natural resources, technology, and other elements necessary to sustain a thriving community. Students define and explore these concepts through case studies and local community examples.

**MMPA 6821 Tools for Sustainable Community Development (5 cr.)**
Effective community leaders require comprehensive tools and resources to create livable and sustainable communities. Students explore topics including demographic analysis and forecasting; citizen engagement; economic forecasting and budgeting; acquisition of alternative funding sources; GIS technology; comprehensive use planning; and other tools and resources needed to meet the challenge of creating and maintaining sustainable communities. Students use case studies and examples drawn from local communities to identify and apply appropriate strategies.

**MMPA 6822 Current Issues in Regional and Local Public Policy (5 cr.)**
Local government leaders must understand and address complex and interrelated issues including public health and safety; urban sprawl; immigration; transportation; aging of the baby-boom generation; affordable housing; living-wage jobs; and the threats to natural resources. This course explores current concepts with an emphasis on creating livable and sustainable communities through cooperation, coordination, and collaboration of community stakeholders. Students use local community examples to assess critical issues and identify problem-solving strategies.

**MMPA 6830 Current Issues in Homeland Security (5 cr.)**
Since its inception, the Department of Homeland Security has profoundly impacted public policy and administration. This course examines homeland security history, concepts, and policies, as well as strategies of prevention and response. Topics include ethical issues, telecommunications, technology, threat assessment, contingency planning, and risk management. Students will apply fundamental concepts and principles of homeland security to case studies and current issues.

**MMPA 6831 Critical Incident Leadership and Planning (5 cr.)**
Strategic leadership is required to address the challenges and complexities of homeland security. To respond to critical incidents during and after they occur, leaders must plan tactically and understand how to obtain and mobilize resources. Students explore the roles of leaders related to activating and coordinating funding, personnel, jurisdictional issues, training, communication, information management, technology, and health care in order to create an effective response to homeland security needs. Course participants critically analyze case studies, identifying weaknesses and potential solutions.

**MMPA 6832 Terrorism: Legislation and Policy (5 cr.)**
The events of 9/11 resulted in a new and intense focus on the issue of terrorism in the United States and abroad. In this course students explore the history of terrorism; laws, regulations, and legislation related to terrorism; and the roles of the media, governmental agencies and entities in the prevention of and response to terrorism. Students apply their knowledge to case studies and current trends related terrorism.

**MMPA 6840 Health Policy and Management (5 cr.)**
This course examines the factors that influence and improve health outcomes of individuals and populations, with attention to the goals of Healthy People 2010 and the main components and issues of organization, financing, and delivery of health services and public health systems in the United States. Topics include management theories and processes, systems thinking, strategic planning and partnerships, quality and performance improvement, leadership, and organizational behavior. The policy process, including the advocacy role of the public health professional in influencing local, state, and federal policy, is addressed. The impact of global trends on public health practice, policy, and systems is also considered.
**MMPA 6841 Legal and Regulatory Aspects of Public Health (5 cr.)**
This course examines the role of federal, state, and local government in the assurance of public health through legislation and regulation. Consideration is given to contemporary legal and regulatory issues arising in public health practice and emergencies with attention to public health security and preparedness in response to bioterrorism and disasters.

**MMPA 6842 Leadership, Professionalism, and Ethics in Public Health Practice (5 cr.)**
This course examines theories of leadership as well as the professional attributes, skills, styles, and strategies required to advance public health goals. Ethical choices, values, professionalism, opportunities for advocacy, and the application of principles of social justice implicit in public health decisions and practice are considered with emphasis on the importance of a collaborative approach to working with diverse communities and constituencies.

**MMPA 6850 Introduction to the Nonprofit Sector (5 cr.)**
Nonprofit organizations serve as the foundation for many social change efforts. This course explores the history, foundations, and types of nonprofit organizations, as well as the diverse political, social, and economic contexts within which they exist. Students examine and apply marketing, public relations, and communication concepts and strategies to case studies and contemporary situations. Ethical, legal, and global lenses are applied to the study of the nonprofit sector. Students develop a concept paper guiding the development of a nonprofit organization.

**MMPA 6851 Board Governance and Volunteer Management (5 cr.)**
Volunteers are the lifeblood of many nonprofit organizations. These organizations rely heavily on their volunteer board of directors to govern and guide them toward their mission. The success of nonprofit organizations is largely dependent on the effective management of program volunteers and board members. This course explores the volunteer management process (volunteer recruitment, orientation, training, supervision and evaluation) with an emphasis on creating and maintaining an effective board of directors. Students design a board development or volunteer management plan based on the concept paper developed in the Introduction to the Nonprofit Sector course.

**MMPA 6852 Resource Development (5 cr.)**
All nonprofit organizations require financial resources. Obtaining philanthropic financial support is essential to program delivery and stability. Students explore the concepts of philanthropy and development, identification of funding sources, donor/prospect cultivation and education, solicitation and appreciation strategies. An emphasis is placed on creating an organizational philanthropic culture based on ethics and donor relationships. Students create a resource development plan for the organization designed in the Introduction to the Nonprofit Sector course.

**MMPA 6910 Capstone Seminar (5 cr.)**
The course provides students with an opportunity to integrate learning from courses in the program in a capstone project: an applied project with a written paper or a research paper. The capstone may focus on governance; policy; or leadership and management in the public or nonprofit sectors, or students may take a cross-sector comparative perspective.
Walden University

Addendum to the Catalog for the Master of Healthcare Administration

Effective for Students Who Start Their Program on or After Sept. 2, 2008
School of Health Sciences

Master of Healthcare Administration (M.H.A.)

The Walden University Master of Healthcare Administration (M.H.A.) program provides both current and future health care administrators and managers with the skills and understandings required for assuming leadership positions in hospitals, managed-care organizations, medical group practices, ambulatory, long-term care, and home health care facilities, as well as in insurance and pharmaceutical companies, consulting firms, government, and for-profit, and nonprofit sector organizations. The program curriculum is aligned to health care management content areas as defined by national health care administration standards. Specific emphasis is also placed on providing an understanding of clinical service delivery through analysis of the day-to-day operations in clinical support service activities. A culminating practicum provides field experiences in a health care setting.

By the conclusion of this program, graduates are expected to:

• Demonstrate effective communication skills, orally and in writing, at the individual and group levels
• Identify the components of the health care delivery system in the U.S. and external environmental factors affecting the management of health care organizations;
• Analyze laws, regulations, court decisions, and health care policy that impact health care organizations and health care services delivery
• Recognize the causes and correlates of disease and illness in the population and the responsibilities of health care organizations in meeting consumer needs
• Demonstrate ethical choices, values, and professional behavior in health care management roles and decision-making;
• Apply interpersonal skills in motivating, leading, directing, and collaborating with others
• Use information technology to create, access, analyze, and interpret organizational data and information and for decision support
• Analyze the operations of a health care organization to identify and resolve problems and improve performance
• Use statistical reasoning in interpreting quantitative and qualitative research
• Demonstrate critical thinking and effective decision-making through financial management, strategic planning, economic analysis, and quality assessment and improvement
• Recognize the roles, perspectives, and expectations of clinical practitioners, how they differ from non-clinical staff, and the challenges these differences present for management
• Describe the role of the management or administration in promoting quality and safety within health care organizations.
Degree Requirements

- 48 semester credits
- Core courses (42 sem. cr.)
- Practicum and capstone (6 sem. cr.)
- Minimum 3.0 GPA
- Continuing registration

Curriculum

The program’s courses are delivered in a prescribed sequence.

Core Courses (42 sem. cr.)
MHA 6015  Foundations of Health Care Administration (3 sem. cr.)
MHA 6100  U.S. Health Care Delivery System (3 sem. cr.)
MHA 6115 Research Methods and Quantitative Analysis (3 sem. cr.)
MHA 6130  Health Economics (3 sem. cr.)
MHA 6145  Health Policy (3 sem. cr.)
MHA 6160  Financial Management (3 sem. cr.)
MHA 6175  Management Aspects of Clinical Service Delivery (3 sem. cr.)
MHA 6190  Organizational Development and Leadership (3 sem. cr.)
MHA 6205  Health Law and Ethics (3 sem. cr.)
MHA 6220  Human Resources Management (3 sem. cr.)
MHA 6235  Operations Analysis (3 sem. cr.)
MHA 6250  Quality Assessment and Improvement (3 sem. cr.)
MHA 6265  Health Informatics and Technology (3 sem. cr.)
MHA 6280  Strategic Planning and Implementation (3 sem. cr.)

Practicum and Capstone (6 sem. cr.)
MHA 6550  Practicum (3 sem. cr.)
MHA 6560  Capstone (3 sem. cr.)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

MHA

MHA 6015 Foundations of Health Care Administration (3 sem. cr.)
This course focuses on the knowledge and awareness of key contextual and environmental factors affecting the practice of health care administration, including the importance of culture, communication, and diversity, and an introduction to stakeholders in the health care field in a variety of settings. The student’s understanding of key health and medical terms is facilitated, including basic knowledge of health, wellness, and disease. The development of critical thinking, as well as written, verbal, and interpersonal communication skills is addressed. The required professional behaviors, attitude, goal-setting, and motivation for success as a health care manager are considered. In addition, this course assists the student in developing the competencies needed for success within an online environment, and provides the foundation for other courses in the curriculum. Students will begin developing a portfolio based on assigned professional development activities, including a journal of interactions and interviews with health care managers, an assessment of an organization’s culture, and the identification of key management challenges in the field.

MHA 6100 U.S. Health Care Delivery System (3 sem. cr.)
This course provides the student with an understanding of the structure and components of health services and the health services delivery system in the United States. The components of the system, including patients, organizations, health care professionals, public and private third-party payers, regulators, reimbursement and reimbursement methods, and technology are identified and described, including the continuum of health care services such as hospitals and hospital systems, ambulatory care services, long-term care services, wellness/prevention services, and community/public health services. In addition, the course provides an abbreviated history of health and health services in the U.S. and addresses the nature of population illness and disease. Contextual factors and challenges that are linked to the health care delivery system are addressed, and the impact of these challenges on the delivery of services and health care management are explored.

MHA 6115 Research Methods and Quantitative Analysis (3 sem. cr.)
This course provides the student with a working knowledge of research methods for collecting, analyzing, and interpreting health care data, and an appreciation of the value and application of these methods in health care organizations. Students will learn to distinguish between types of research (quantitative and qualitative) with an emphasis on the use of quantitative analysis in health care organizations. Basic research methods are described, including surveys; observational studies; experimental and quasi-experimental design; and use of primary and secondary data. Also covered are statistical techniques for analyzing and interpreting data, including descriptive statistics, hypothesis testing, probability, sampling, tests of significance, chi-square analysis, correlation, linear regression, and multiple regression. The course knowledge enables the student to interpret and critique current health care management articles.
from the literature. In addition, students will use Excel and SPSS for data manipulation and analysis, and they will analyze selected administrative data to identify findings and implications for an organization.

**MHA 6130 Health Economics (3 sem. cr.)**
This course examines the application of economic principles to health care managerial decision-making regarding the amount, structure, and distribution of health care resources and services. Because of the complexity and uncertainty of the health care system, as well as the scope of resources consumed by health and health-related organizations, managers must appreciate the economic implications of decisions regarding allocation of resources. In this course, students will advance their knowledge of economic principles as reflected in the population demand for health; the demand for health care and medical care; the supply of health organizations and practitioners; the role of insurance, moral hazard and adverse selection; the practice of cost-shifting; the structure, competitive nature, and dynamics of markets; differing objectives of for-profit and non-profit organizations; variation in consumer access to and utilization of services; roles of uncertainty and information asymmetry; strategies for consumer cost-sharing; and the challenges health care organizations face in the pricing, production, allocation, and distribution of health and medical services. Special attention is devoted to understanding how health services differ in a variety of competitive markets.

**MHA 6145 Health Policy (3 sem. cr.)**
This course provides an understanding of health policy, which reflects authoritative decisions and the process of decision-making carried out at the federal, state, and local levels, which affect personal health and access to and delivery of health services in the United States. Health policy is based on laws, rules, and regulations to implement legislation or on legal standards established through judicial decisions. Students will gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time. Key health policy initiatives to address health issues in the U.S. are explored, including Medicare and Medicaid; access to care and the uninsured; disease-specific efforts such as concern HIV/AIDS and organ transplantation programs; emerging infectious diseases such as MRSA and the re-emergence of tuberculosis; and terrorism and emergency preparedness. Funding issues associated with health policy are discussed. The impact on health care organizations and the role of management in shaping and responding to health policy are addressed.

**MHA 6160 Financial Management (3 sem. cr.)**
This course introduces the terminology, theory, concepts, and techniques used in the accounting and finance functions in health care organizations. Students gain an understanding of the important role of finance in health care organizations, as well as learn various techniques to develop, manage, and control finances. Using an applied approach in learning about health care finance, the course enables students to learn how to develop, apply, and interpret various financial tools, including budgets, sources of revenue and reimbursement by payer, income statements, balance sheets, dashboards, statements of cash flow, pro formas, return on investment analysis, financial ratios, capital budgeting, debt service and borrowing, depreciation, and cost allocation and cost accounting techniques. Students will develop portions of a business/financial plan using these techniques and will analyze the viability of their business/financial plans using accepted financial management tools.

**MHA 6175 Management Aspects of Clinical Service Delivery (3 sem. cr.)**
This course provides the student with an understanding of the provision and delivery of clinical services to patients within health care organizations. The course builds upon the knowledge gained in the Foundations of Health Care Administration course and provides a detailed understanding of the relationship of patient disease to care providers and the organizational arrangements to ensure that appropriate, effective, and efficient care is provided. Importantly, the relationship between health care management and clinical delivery of services is made explicit in this course, and the implications of
management and clinical staff working together to ensure appropriate, effective, and efficient services are examined. Emphasis is given to learning about different perspectives and expectations held by clinicians. An applied approach is used in the course to help the student gain understanding and experience with clinical and support functions in health care organizations that impact the delivery of clinical services. These include shadowing and observing clinical and nonclinical operations in health care organizations such as dietary, radiology, nursing, and pharmacy.

**MHA 6190 Organizational Development and Leadership (3 sem. cr.)**

This course addresses the unique structures of health care organizations and organizational behaviors within these organizations that impact organizational performance. The roles and responsibilities of management within health care organizations are addressed in this context, and include the macro (organizationwide) perspective and micro (individual and team performance) perspective. Key concepts of management—including understanding organizational values, mission, and vision—are addressed, as are the key concepts of defining the work to be carried out, as well as the arrangements to effectively deliver services within health care organizations. The course addresses both the theory of organizational design and governance and alternative organizational structures. The theory and practice of managing individuals and groups through motivation, communications, teamwork, leadership, power, organizational change, coalition-building, negotiation, and conflict management and resolution are considered. Development of student self-awareness and management style through group work and personal assessment is a key component of this course.

**MHA 6205 Health Law and Ethics (3 sem. cr.)**

This course provides the student with an understanding of law, regulation, and court decisions that affect health care organizations, as well as the ethical underpinnings and principles that health care organizations follow in the delivery of services. A review of key federal and state laws is provided, including regulatory oversight and licensing of facilities and practitioners; credentialing requirements and processes; scope of practice for practitioners; admission and discharge processes; privacy and confidentiality of patient information; patient protection, including advanced directives, right to die, informed consent, malpractice, and content of and access to patient records; organizational liability; apparent agency liability; fraud and abuse; safe harbor; conflict-of-interest legislation; anti-trust law; contract law governing relationships with employed physicians and other providers; risk management; and organizational governance issues. In addition, accreditation as a form of regulation will be addressed. Key ethical principles underpinning health care organizations will be considered, as will recent court decisions that impact health care organizations and management roles.

**MHA 6220 Human Resources Management (3 sem. cr.)**

This course addresses the role of human resources in health care organizations and the recruitment, retention, management, and development of these resources. Students gain an understanding of the key roles of human resource personnel in establishing goals and expectations regarding organizational performance, and how individuals contribute to effective performance in terms of controlling costs, improving quality, and providing excellent customer service. Major federal and state legislation that impacts human resources is reviewed. Key management functions within workforce planning and recruitment are addressed, as well as functions within workforce retention. Specific attention is devoted to administrative and strategic aspects of managing human resources, with particular attention given to managing clinical and direct care practitioners whose perspectives and expectations differ from that of management. Employment and contract labor law are reviewed, as well as benefits; job pricing and compensation strategies; pay for performance; staffing models; labor relations; designing and administering employee performance appraisals; approaches to managing employee turnover; and strategies for ensuring employee engagement, motivation, and satisfaction.
MHA 6235 Operations Analysis (3 sem. cr.)
The emphasis in this course is to help the student understand the need for performance in health care organizations, measures of performance within health care organizations, factors that affect performance, and methods to monitor, adjust, and improve performance. As such, the course will address the nature of inefficiencies and problems in the coordination and delivery of care that arise in health care organizations, and the techniques and tools used to identify, analyze, and resolve problems. Important concepts to be addressed include: understanding productivity and efficiency; understanding patient care and nonpatient care processes within the health care organization through flowcharting of steps in the process; taking a systems perspective on the organization and delivery of services; identifying problems using Fishbone and root cause analytical techniques; and monitoring performance data to identify trends and variation. Special emphasis will be given to understanding re-engineering, Six Sigma, Lean Organization, and Baldrige Criteria, as applied in health care organizations in order to monitor, report, and improve organizationwide performance.

MHA 6250 Quality Assessment and Improvement (3 sem. cr.)
Health care organizations are increasingly concerned about providing high quality and safe services. This course introduces the student to the basis for quality and patient safety, and provides an overview of health care quality, methods of assessing quality, and techniques for improving quality. Key terminology and concepts will be addressed, including defining quality care; measuring quality in terms of the structure-process-outcomes model; distinguishing between clinical quality and customer service quality; identifying techniques to avoid adverse clinical events such as medication errors, misdiagnoses, surgical errors and complications, health care organization-acquired infections, unexpected mortality, and post-surgical mortality; and exploring customer service quality in terms of defining, measuring, and improving patient satisfaction. Additional emphasis will be placed on student understanding of the roles of governmental agencies in promoting and reporting quality information regarding hospitals and other health organizations; agencies that review and accredit health care organizations and health plans; and recent initiatives of government and private payers to pay and/or reimburse health care providers and organizations for performance. The roles of quality assurance and quality improvement in improving clinical and service quality in health care organizations will also be addressed with consideration of the 5 Million Lives Campaign.

MHA 6265 Health Informatics and Technology (3 sem. cr.)
This course addresses the importance of information systems and information technology in improving decision-making in health care organizations. The student will be exposed to the need for and uses of information technology in health care organizations and how integrated, computer-based information systems can lead to decisions that improve and better coordinate care; allow for better management of medical records and orders; increase the timeliness of care; improve cost controls; enhance supply inventory and management; and improve vendor contracting and management. Such systems will enable the assessment of cost and quality of health care and assist health care organizations in documenting and demonstrating costs and quality. Specific aspects of health care informatics to be addressed in this course include: electronic medical records and computerized physician order entry; linked information systems across episodes of care; integrated financial and clinical information systems; linkages between telephone, computer and other electronic information access systems; Web-based systems for increasing consumer knowledge and relationship-building within health care organizations; confidentiality and security of information systems; and organizational compliance with external reporting requirements related to cost and quality. Students will become familiar with administrative data sets and information technology used in decision support.

MHA 6280 Strategic Planning and Implementation (3 sem. cr.)
The purpose of this course is to help the student understand the importance and process of formulating, implementing, and evaluating a strategic plan for the health care organization. This is an applied course in
College of Social and Behavioral Sciences

School of Psychology

M.S. in Psychology

Specializations

- Crisis Management and Response
- Media Psychology
- Leadership Development and Coaching

Degree Requirements

Crisis Management and Response

- 56 or 63 credits
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Capstone (5 cr.) or Thesis (12 cr. minimum)
- Minimum GPA 3.0

Media Psychology

- 56 or 63 credits
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Capstone (5 cr.) or Thesis (12 cr. minimum)
- Minimum GPA 3.0

Leadership Development and Coaching

- 56 or 63 credits
- Foundation course (1 cr.)
- Core courses (50 cr.)
- Capstone (5 cr.) or Thesis (12 cr. minimum)
- Minimum GPA 3.0
Curriculum

Crisis Management and Response

*Foundation Course (1 cr.)*
PSYC 6001  Foundations for Graduate Study in Psychology (1 cr.)

*Core Courses (50 cr.)*
PSYC 6211  Contemporary Issues in Psychology (5 cr.)
PSYC 6205  History and Systems of Psychology (5 cr.)
PSYC 6740  Disaster, Crisis, and Trauma (5 cr.)
PSYC 6701  Culture and Psychology (5 cr.)
PSYC 6305  Statistics (5 cr.)
PSYC 6310  Research Design (5 cr.)
PSYC 6741  Psychology of Terrorism (5 cr.)
PSYC 6331  Interviewing and Observational Strategies (5 cr.)
PSYC 8722  Counseling and Psychotherapy Theories (5 cr.)
PSYC 6742  Conflict Management, Negotiation, and Peace (5 cr.)

*Capstone (5 cr.) or Thesis (12 cr.)*
PSYC 6393  Capstone (5 cr.)

OR

PSYC 6390  Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Media Psychology

*Foundation Course (1 cr.)*
PSYC 6001  Foundations for Graduate Study in Psychology (1 cr.)

*Core Courses (50 cr.)*
PSYC 6211  Contemporary Issues in Psychology (5 cr.)
PSYC 6205  History and Systems of Psychology (5 cr.)
PSYC 6760  Modern Communication Technologies (5 cr.)
PSYC 6245  Social Psychology (5 cr.)
PSYC 6305  Statistics (5 cr.)
PSYC 6310  Research Design (5 cr.)
PSYC 6761  Psychology of Effective Communication (5 cr.)
PSYC 6701  Culture and Psychology (5 cr.)
PSYC 6762  Psychology of Communication and Power (5 cr.)
PSYC 8700  Psychology and Social Change (5 cr.)
Capstone (5 cr.) or Thesis (12 cr.)
PSYC 6393 Capstone (5 cr.)

OR

PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)

Leadership Development and Coaching

Foundation Course (1 cr.)
PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)

Core Courses (50 cr.)
PSYC 6211 Contemporary Issues in Psychology (5 cr.)
PSYC 6205 History and Systems of Psychology (5 cr.)
PSYC 6005 Business Concepts for the Organizational Development Professional (5 cr.)
PSYC 6305 Statistics 1 (5 cr.)
PSYC 6750 Leadership Development (5 cr.)
PSYC 6310 Research Design (5 cr.)
PSYC 6331 Interviewing and Observational Strategies (5 cr.)
PSYC 6216 Dynamics of Contemporary, International, and Virtual Organizations (5 cr.)
PSYC 6751 Leadership Coaching: Process and Practice (5 cr.)
PSYC 6752 Leadership Coaching: Application (5 cr.)

Capstone (5 cr.) or Thesis (12 cr.)
PSYC 6393 Capstone (5 cr.)

OR

PSYC 6390 Thesis (12 cr. minimum—6 cr. per term for minimum 2 terms)
Course Descriptions

Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to ensure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

PSYC

**PSYC 6001 Foundations for Graduate Study in Psychology (1 cr.)**
This course introduces students to Walden University and to the requirements for successful participation in an online curriculum. It provides a foundation for academic and professional success as a scholar-practitioner and as a social change agent. Topics include the relation of mission and vision to professional goals; development of the program of study and professional development plan; strategies for online success; introduction to the online library; and introduction to critical thinking, professional writing, and academic integrity. Course assignments focus on practical application of writing and critical-thinking skills and promote professional and academic excellence.

**PSYC 6393 M.S. Psychology Capstone (5 cr.)**
During this course, students work on a capstone project during which they complete a major, integrative paper on a topic related to their specialization, incorporating theoretical and practical knowledge as well as social scientific research skills acquired throughout the program. Other capstone projects may be approved by the instructor.

**PSYC 6740 Disaster, Crisis, and Trauma (5 cr.)**
This course defines natural and human-made disasters such as war, violence, genocide, and terrorist activities, and reviews how they affect the psychology of individuals and groups. Topics include theories of trauma; actions and behaviors following a disaster; stress, coping, and adjustment difficulties; psychological disorders (such as post-traumatic stress disorder); and available resources to deal with the trauma. The course emphasizes the importance and development of culturally appropriate service delivery programs and interventions for individuals affected and traumatized by disaster(s).

**PSYC 6741 Psychology of Terrorism (5 cr.)**
This course will examine the history, philosophy, and techniques of terrorism, and countermeasures to terrorist threats to public safety. Topics include aspects of international and domestic terrorism, with an emphasis on its roots, viewed from the broadest possible political, sociological, and cultural perspectives; factors and catalysts related to the terrorism phenomenon—including poverty, psychology (for example, motivational factors and antisocial behaviors), social injustice, oppression, and religion; and the effect of media and technology in aiding and countering terrorist activities.

**PSYC 6742 Conflict Management, Negotiation, and Peace (5 cr.)**
This course represents a study of conflict resolution within the broad social context. Topics include historical, socioecological, and theoretical frameworks that influence current views and practices related to conflict resolution; peace and conflict theory; political, religious, and economic conflicts as well as major peace movements; conflict resolution in practice; and ethical issues in conflict resolution. Topics are presented in a cultural context, including examination of cultural differences and cross-cultural/multicultural approaches for successful negotiation and mediation.
**PSYC 6750 Leadership Development (5 cr.)**
Great leadership is enhanced by understanding the psychological principles of leader development. The purpose of this course is to introduce students to the psychology of leadership and leader development. Topics include psychological theories of leadership, leadership styles, qualities of great leaders, and instruments used to assess leadership and leadership potential. Students apply psychological theories to understanding their own capacity for leadership.

**PSYC 6751 Leadership Coaching: Process and Practice (5 cr.)**
Mentoring requires an understanding of different models and theories that support the development of effective leaders; however, what is essential is an understanding of the high-level skills and competencies that a mentor/coach needs to develop an effective leadership mentoring relationship. This course will help students understand and practice skills that will help achieve effective mentoring through the relationship between coach and client. Skills such as active listening, learning, empowering clients, providing feedback, enabling change, and the use of assessment to facilitate understanding and development will be reviewed. Students will have the opportunity to observe best practices through the use of videos.

**PSYC 6752 Leadership Coaching: Application (5 cr.)**
Effective business coaches who are also leader-mentors need to be fully capable of working with clients immersed in different organizational cultures and facing unique challenges. In this course, students will experience the actual application of skills, models, and processes in individual and group business coaching settings. Topics include executive and leadership development, business acumen, strategic approaches to personal and professional growth, working with clients remotely and as members of distributed or virtual teams, life-work blending, and career transition. Students will have the opportunity to develop their own models of leadership coaching and will be exposed to case studies and videos.

**PSYC 6760 Modern Communication Technologies (5 cr.)**
This course will review leading theories of communications and the relationship of psychological theory to modern communications. Topics include international trends and cultural differences in communication; communicating health, political, educational, and clinical information; preferred methods of communicating different kinds of information; and communication styles and technologies throughout the world and how to interact with these styles to relay information effectively. Emphasis will be on variation of modes of communication and communication strategies by culture.

**PSYC 6761 Psychology of Effective Communication (5 cr.)**
This course will explore methods of communication and how communication can most effectively produce attitude change. Topics include discourse analysis, narrative psychology, and positioning theory; social influence tactics and their variation by culture; and the use of statistics and research to communicate ideas and change opinions.

**PSYC 6762 Psychology of Communication and Power (5 cr.)**
This course will investigate how communication of information can affect social trends, stereotypes, individual preferences and behaviors, and sociopolitical movements. Topics include media influences on individual trends and behaviors, ethical responsibility of the media in affecting attitudes and behaviors, access to information through various technologies, technology as a potential source of power for those who have access, and methods of improving access to communication technologies. Generational, cultural, gender, socioeconomic, and other individual differences will be explored in terms of the utilization of and access to communication technologies and information.
Addendum to the Catalog for the M.S. Degree Program in Clinical Research Administration

Effective for Students Who Start Their Program on or After Sept. 2, 2008
College of Health Sciences

School of Health Sciences

M.S. Degree Program in Clinical Research Administration

The Master of Science degree program in Clinical Research Administration is designed to provide students with the knowledge and skills required for effective clinical research administration and management, including a detailed understanding of the regulatory environment and the following specialized, targeted skills: clinical project management, scientific protocol development, ethical and regulatory standards, budget management, statistics, FDA regulatory compliance and submission preparation, publication in specific drug class and peer journals, R&D/Marketing interface, and the overall management and training of new clinical research personnel. Clinical research administrator positions are found in a variety of organizations, including pharmaceutical, consumer products, health care, biotech, and medical device companies, as well as contract clinical research organizations (CROs), government/regulatory organizations, and university research settings. This program is designed for students who have a broad social science or health background and little or no clinical trials experience. Specific emphasis is placed on providing state-of-the-art understanding of clinical research execution and management through analysis of the day-to-day operations in clinical testing activities. A culminating practicum provides field experiences in a clinical trial setting.

Degree Requirements

- 36 semester credits
- Minimum 3 semester credits per 8-week term enrollment

Curriculum

Core Courses (30 sem. cr.)
CLRA 6100  Introduction to Clinical Research (3 sem. cr.)
CLRA 6115  Pathophysiological Basis of Clinical Research (3 sem. cr.)
CLRA 6130  Ethical, Legal, and Regulatory Considerations in Clinical Investigations (3 sem. cr.)
CLRA 6145  Design and Conduct of the Clinical Protocol (3 sem. cr.)
CLRA 6160  Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials (3 sem. cr.)
CLRA 6175  Biostatistics (3 sem. cr.)
CLRA 6190  Information and Data Management (3 sem. cr.)
CLRA 6205  Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries (3 sem. cr.)
CLRA 6220  Health Economics and Financial Management in Clinical Research Administration
CLRA 6235  Epidemiology (3 sem. cr.)

**Practicum and Capstone (6 sem. cr.)**
CLRA 6550  Practicum (3 sem. cr.)
CLRA 6560  Capstone (3 sem. cr.)

**Course Sequence**
Students take these courses in a prescribed sequence.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Weeks 1-8)</td>
<td>CLRA 6100  Introduction to Clinical Research (3 sem. cr.)</td>
</tr>
<tr>
<td>1 (Weeks 9-16)</td>
<td>CLRA 6115  Pathophysiological Basis of Clinical Research (3 sem. cr.)</td>
</tr>
<tr>
<td>2 (Weeks 1-8)</td>
<td>CLRA 6130  Ethical, Legal, and Regulatory Considerations in Clinical Investigations (3 sem. cr.)</td>
</tr>
<tr>
<td>2 (Weeks 9-16)</td>
<td>CLRA 6145  Design and Conduct of the Clinical Protocol (3 sem. cr.)</td>
</tr>
<tr>
<td>3 (Weeks 1-8)</td>
<td>CLRA 6160  Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials (3 sem. cr.)</td>
</tr>
<tr>
<td>3 (Weeks 9-16)</td>
<td>CLRA 6175  Biostatistics (3 sem. cr.)</td>
</tr>
<tr>
<td>4 (Weeks 1-8)</td>
<td>CLRA 6190  Information and Data Management (3 sem. cr.)</td>
</tr>
<tr>
<td>4 (Weeks 9-16)</td>
<td>CLRA 6205  Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries (3 sem. cr.)</td>
</tr>
<tr>
<td>5 (Weeks 1-8)</td>
<td>CLRA 6220  Health Economics and Financial Management in Clinical Research Administration (3 sem. cr.)</td>
</tr>
<tr>
<td>5 (Weeks 9-16)</td>
<td>CLRA 6235  Epidemiology (3 sem. cr.)</td>
</tr>
<tr>
<td>6 (Weeks 1-8)</td>
<td>CLRA 6550  Practicum (3 sem. cr.)</td>
</tr>
<tr>
<td>6 (Weeks 9-16)</td>
<td>CLRA 6560  Capstone (3 sem. cr.)</td>
</tr>
</tbody>
</table>
Note about prerequisites: Students are encouraged to carefully evaluate the prerequisites for each course to make sure they are properly prepared. Descriptions of courses in sequenced programs may not list all of the preceding courses in the prescribed sequence. Students should review the program description section of the catalog carefully and direct any questions concerning prerequisites to an academic advisor.

CLRA

CLRA 6100 Introduction to Clinical Research (3 sem. cr.)
This course provides an overview of the clinical research enterprise from a historical and evolutionary perspective, including examples of landmark studies and controversies. Students consider the context in which human clinical study is designed and implemented, with a focus on the components, general principles, and issues in clinical research; types and classification of research studies; formulation of research objectives and outcomes; definition and phases of clinical trial protocols; and the roles and responsibilities of the clinical research team and also of study sponsors. The course facilitates understanding of key medical terminology, including basic knowledge of health, wellness, and disease. The course also emphasizes development of critical thinking, as well as written, verbal and interpersonal communication skills with attention to building competencies needed for student success within an online environment. Students will begin developing a portfolio based on assigned learning activities that include a journal of interaction/interviews with clinical research administrators, an assessment of an organization’s culture, and the identification of management challenges in clinical research.

CLRA 6115 Pathophysiological Basis of Clinical Research (3 sem. cr.)
This course provides basic knowledge of normal and pathophysiological mechanisms of disease, providing the foundation for clinical assessment, decision-making, and management of clinical trials. Attention is given to interpretation of the rationale and procedures underlying the clinical research protocol in order to adequately assess the subject’s response to therapeutic interventions.

CLRA 6130 Ethical, Legal, and Regulatory Considerations in Clinical Investigations (3 sem. cr.)
This course explores the ethical, legal, and regulatory dimensions of human clinical research, as well as the variety of issues that arise in the conduct of clinical investigations. Ethical codes of conduct, regulatory requirements, and existing laws that govern clinical research are examined in the context of historical events that contributed to their development. Topics include recruitment and protection of human subjects; diversity and vulnerable populations in research; informed consent; privacy/confidentiality; the role of independent review committees (IRBs, IECs); and reporting of serious adverse events (SAEs). Other areas addressed are scientific integrity and misconduct, international research, relationships with industry, conflict of interest, intellectual property, and publications and authorship. Social and ethical implications of genetic technologies and research will be discussed.

CLRA 6145 Design and Conduct of the Clinical Protocol (3 sem. cr.)
This course provides an introduction to the basic elements of research design for clinical inquiry. Consideration is given to methods and goals of clinical research; formulation of the research objective and hypothesis; identification of outcome measures; issues of reliability and validity; specification of the study population with identification of exclusion and inclusion criteria; sample size calculation; randomization procedures; and documentation requirements, as well as data collection, analysis and interpretation. Practical aspects of clinical trial management are presented, including the design of the
Case Report Form (CRF), clinical laboratory management, outsourcing, and management of multicenter trials. The influence of health disparities and cultural diversity as factors that affect participation of subjects in clinical trials research are also addressed.

**CLRA 6160 Good Clinical Practice (GCP) in Managing and Monitoring Clinical Trials (3 sem. cr.)**

This course introduces the process and procedures of managing and monitoring a clinical trial from study initiation to closeout of the clinical study. The course examines essential elements of good clinical practice (GCP), how regulations relate to this concept, and how GCP impacts the practical elements of conducting clinical studies. The basic tenets of GCP, including historical considerations, compliance, and recruitment of study participants are addressed, with a focus on quality assurance and data safety monitoring boards (DSMBs), as well as the practical challenges of multicenter or large-scale trials; protocol management and amendments; audits; and various considerations for reporting requirements. The course describes risk assessment and risk management, as well as adverse event reporting and premature discontinuation of clinical studies. Official guidance on GCP from the U.S. Food and Drug Administration (FDA) will be emphasized as well as operational imperatives of GCP.

**CLRA 6175 Biostatistics (3 sem. cr.)**

This course addresses the application and interpretation of biostatistics in clinical research, including descriptive methodologies; commonly used statistical tests; confidence intervals; statistical inference and probability; analysis of variance; and considerations in powering a study. Basic concepts of data collection and analysis are presented using a statistical computer package such as SPSS. Development of the Statistical Analysis Plan (SAP), preparation of the statistical report and integration in the Clinical Study Report (CSR) are also addressed.

**CLRA 6190 Information and Data Management (3 sem. cr.)**

This course examines the importance of information systems and information technology in increasing efficiencies in the management of clinical research data. Consideration is given to the application of legal and ethical principles with attention to the development of a data collection and management plan that promotes information archiving and access as well as edit and query management. Issues of confidentiality and security of information systems are addressed. The course also examines emerging technology that facilitates the capture and analysis of clinical study results, such as electronic data capture (EDC) and electronic case reporting forms (eCRF).

**CLRA 6205 Product Development in the Pharmaceutical, Biotechnology, and Medical Device Industries (3 sem. cr.)**

This course examines current trends and issues in the pharmaceutical, biotechnology, and medical device industries with a focus on how the commercial enterprise uses clinical research to bring products to market through the clinical development and regulatory process. Topics include the process by which discoveries become new drugs or medical devices, the pre-clinical process, and the development of the clinical research plan. Consideration is given to new drug and medical device applications, pre-market approvals, and marketing authorizations and post-marketing surveillance, as well as pharmacogenomics; pharmacoepidemiology; recent safety concerns of regulators; globalization; politics of drug pricing and healthcare reimbursement; product life-cycle management; outsourcing of studies to developing countries; patent strategies; and accelerated approval of medications. Case studies representing several therapeutic categories will be analyzed from business, medical, scientific, ethical, regulatory, and bio-medical engineering perspectives.

**CLRA 6220 Health Economics and Financial Management in Clinical Research Administration (3 sem. cr.)**
This course provides the foundations for economic evaluation and financial management in clinical research administration with a focus on the development, analysis, and communication of economic and financial data in the context of clinical research. Special attention is given to health economic issues in the competitive global marketplace such as resource scarcity and choice in the clinical research environment; cost/benefit considerations in study design and in evaluation of the clinical intervention; opportunity costs; quality of life considerations; valuation of research outcomes; and case studies from the National Institute of Clinical Excellence (NICE). In addition, the course considers financial management aspects of clinical research, including estimating the full cost of a clinical protocol; the decision to outsource; calculation of direct clinical costs vs. research administrative costs and institutional overhead; and developing and negotiating clinical trial budgets and payment terms with sponsors.

**CLRA 6235 Epidemiology (3 sem. cr.)**
This course provides an epidemiological approach to the study of incidence, prevalence, and etiology of disease and patterns of injury in populations, as well as the efficacy and effectiveness of prevention and intervention strategies to be considered in clinical trials. Key sources of data for epidemiological purposes are identified. Students will learn to calculate basic epidemiological measures and to draw appropriate inferences from epidemiological data and reports.

**CLRA 6550 Practicum (3 sem. cr.)**
The Practicum provides an opportunity for applying and integrating in a clinical research setting the knowledge and skills acquired throughout the M.S. degree program in Clinical Research Administration and for further development of key professional competencies. This field experience is in alignment with the student’s academic and professional goals, proceeds under the supervision of faculty, and can occur at a clinical site where a research study is being conducted or with a research sponsor where a study is being planned or facilitated. Supervision by an on-site preceptor involved in the planning or conduct of a clinical research study is a critical component of the practicum. Students begin a 200-hour practicum, participate in an accompanying online seminar course, and begin development of a professional portfolio based on assigned professional development activities, including a journal of interactions/interviews with clinical research administrators, an assessment of the research culture, and the identification of key management challenges in research administration. Ongoing monitoring and evaluation of student performance is provided by the on-site supervisor and the course instructor.

**CLRA 6560 Capstone (3 sem. cr.)**
The Capstone is a continuation of the Practicum and provides an opportunity for students to complete the number of hours required for their Practicum in Clinical Research Administration, and to synthesize the practicum experience and the accompanying learning. Students also complete their professional portfolios based on their practicum experience as well as a substantive written paper or project in clinical research administration.