Walden University[SM]

America's Premier Online University

2002-2003 Catalog

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Ph.D. in Education

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

Degree Requirements

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

Specializations and Focus Areas

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

Curriculum

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

Core Curriculum

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

Core Knowledge Area Module I: Principles of Societal Development *(14 cr.)*

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

Core Knowledge Area Module II: Principles of Human Development *(14 cr.)*

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

Core Knowledge Area Module III: Principles of Organizational and Social Systems *(14 cr.)*

KAM III asks you to examine social systems theory to see how different parts of a system interact and to better analyze and understand education in the context of the larger society. The primary models of structured system theories are presented as a background and theoretical framework for other knowledge areas.

Foundation Research Sequence Courses *(14 total quarter credits)*

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

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

Core Curriculum: Knowledge and Learning Management

The core curriculum for the Knowledge Management and Learning Management specializations consists of 56 credit hours of course work. Please refer to the curriculum below.

Specialized Curriculum

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

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

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

General Program in Education

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

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

Specialized Knowledge Area Module V: Theories of Intelligence, Learning and Motivation *(14 total credit hours)*

This KAM examines theoretical foundations of the learning process with its associated phenomena such as intelligence, cognition, motivation, and their implications for educators. Students demonstrate mastery of classical and contemporary theory and research knowledge as background for use in teaching to, and learning facilitation of, students in a range of educational settings.

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

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

Critical issues in the organization and planning of learning institutions. Students research and identify principles of effective practice, identify and sharpen skills in planning and implementing instructional programs, and develop educational leadership abilities.

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

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

Students integrate and apply earlier learning to a specific situation or setting. By choosing and analyzing a specific case, students demonstrate proficiency in applying knowledge of the institution, its setting, the internal and external dynamics that affect education and economic and political factors that cause or inhibit productive change. Students critique proposed or actual solutions and diagnose what occurred and what might have been.

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

Dissertation ***(30 credit hours)***

EDUC 9000	Dissertation

Self-Designed Specialization

Some educators are interested in fields that are just emerging and are not as yet recognized as areas of specialization. The Self-Designed specialization, working within the rubric provided by the General Program, allows such individuals to create a program of study that is clearly focused on new and emerging ideas and practices. Refer to the complete description of the Self-Designed Specialization, p. 129.

Adult Education Leadership Specialization

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

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

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

Theory and Practice of Adult Learning Courses *(15 credit hours)*

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

Organizational Perspectives on Adult Education Courses ***(13-20 credit hours)***

EDUC 8615 (D512)	Seminar in Forms and Forces of Adult Education *(5 cr.)*
EDUC 8625 (D613)	The Diagnostic Procedure in Adult Education *(Prerequisite: D500, D506, D512, or D625) (5 cr.)*

Choose one or two:

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

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

Research Applications in Adult Education Courses *(14 credit hours)*

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

Dissertation *(30 credit hours)*

EDUC 9000	Dissertation

Early Childhood Education Specialization

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

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

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

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***EDUC 8123*** Theoretical Foundations of Early Childhood Program Practices *(5 cr.)*
Application:	***EDUC 8133*** Theory to Practice: Curriculum Contrasts and Implementation *(4 cr.)*

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

Breadth:	***SBSF 8210*** Theories of Human Development *(5 cr.)*
Depth:	***EDUC 8223*** Current Research: Psychological Foundations of Early Childhood Growth and Development *(5 cr.)*
Application:	***EDUC 8233*** Psychological Considerations in Application to Early Childhood Programs *(4 cr.)*

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

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***EDUC 8323*** Early Childhood Education: Implications for Social and Organizational Systems *(5 cr.)*
Application:	***EDUC 8333*** Professional Practice in Organizational and Social Contexts *(4 cr.)*

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

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

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

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

Critical issues are explored in the organization and planning of early childhood programs including theoretical perspectives on ECE organization, developmentally appropriate practices, environmental and advocacy issues in early childhood organizational contexts. Depth and application sections examine licensure and accreditation standards; role of federal and state governments; policy and resource allocation; cultural diversity; ramifications of current brain research for program development; and application of ECE programs with focus on theory, design, execution, and evaluation.

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

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

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

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

Dissertation ***(30 credit hours)***

EDUC 9000	Dissertation

Educational Technology Specialization

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

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

Learning and Teaching Courses *(12 credit hours)*

EDUC 6150 Critical Survey of Technology *(4 cr.)*
EDUC 6400 Cognition and Technological Instruction *(4 cr.)*

Electives *(4 credit hours)*

Choose one:

EDUC 6100 Learning Theories, Motivation and Relationship to Technology *(4 cr.)*
EDUC 6210 Seminar: Family and Societal Factors in Education *(4 cr.)*
EDUC 6220 Seminar: Survey of Educational Reform Initiatives *(4 cr.)*
EDUC 8806 Educational Measurement and Evaluation *(4 cr.)*
EDUC 8807 Curriculum Theory and Design *(4 cr.)*

Education in Organization Courses *(17 credit hours)*

EDUC 6250 Seminar: Computer Technology and Multimedia in Education *(4 cr.)*
EDUC 6440 Seminar: Management of Technology for Education *(5 cr.)*

Electives *(8 credit hours)*

Choose two:

EDUC 6310 Seminar: Change Theory and Human Behavior *(4 cr.)*
EDUC 6140 Organizational Behavior and Systems Theory *(4 cr.)*
EDUC 6340 Seminar: Economics of Education in an Environment of Change (4 cr.)
EDUC 6240 Seminar: Resource Development for Educators (4 cr.)
EDUC 6230 Seminar: Educational Structures and Decision-Making Processes (4 cr.)

Research Application Courses *(13 credit hours)*

EDUC 6420 Seminar: Integration of Technology in the Curriculum (5 cr.)
EDUC 6450 Seminar: Course Development and Delivery Using Technology* (6 cr.)
EDUC 8740 Practicum: Evaluation and Reflective Analysis (2-4 cr.)

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

Dissertation *(30 credit hours)*

EDUC 9000 Dissertation

Higher Education Specialization

During the 21st century, America's colleges and universities will undergo profound changes as the student population shifts predominantly to mature, working adults and as the methods of teaching and learning change to electronic modes and other distance approaches. You will develop proficiency in knowing how individuals, particularly adults, learn most effectively, what tools and strategies best promote learning and in what contexts, and how educational systems and policies can be changed to create focused learning opportunities. The core KAM curriculum in the foundation social and behavioral sciences emphasizes several different themes: how individuals, particularly adults, learn most effectively; what tools and strategies best promote learning and in what contexts; and how educational systems and policies can be changed to create focused learning opportunities. Contexts for the study of higher education include community colleges; private and public liberal arts colleges; distance learning institutions; regional and state universities; proprietary, technical and trade schools; state and federal agencies and national professional associations.

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

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***EDUC 8127*** Current Research in Higher Education, Social Change, and Development *(5 cr.)*
Application:	***EDUC 8137*** Professional Practice and Emerging Trends in Higher Education *(4 cr.)*

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

Breadth:	***SBSF 8210*** Theories 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 Knowledge Area Module III: Principles of Organizational and Social Systems *(14 total credit hours)*

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***EDUC 8327*** Current Research in Social Systems and Change in Higher Education *(5 cr.)*
Application:	***EDUC 8337*** Professional Practice in Social Systems and Change: Higher Education *(4 cr.)*

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

Specialized Knowledge Area Module V: Adult Learning in the Higher Education Context *(14 total credit hours)*

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

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

Specialized Knowledge Area Module VI: Effectiveness of Higher Education Organizations *(14 total credit hours)*

This is a review and analysis of major efforts to demand and demonstrate effectiveness in higher education from the perspectives of constituents, providers, and regulators/evaluators. The focus will be on quality improvements called for by external constituents and the improvement strategies initiated by internal participants. The evaluation of evidence for the efficacy of various approaches to improvement will be emphasized.

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

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

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

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

Dissertation *(30 credit hours)*

EDUC 9000	Dissertation

K-12 Educational Leadership Specialization

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

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

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

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

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***EDUC 8128*** Strategic Leadership in Education and Societal Development *(5 cr.)*
Application:	***EDUC 8138*** Professional Practice in Strategic Leadership and Societal Development *(4 cr.)*

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

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

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

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***EDUC 8328*** Current Research in Organizational and Social Systems: K-12 Education *(5 cr.)*
Application:	***EDUC 8338*** Professional Practice in K-12 Educational Organization *(4 cr.)*

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

Electronically Delivered Courses in Topical Areas of Educational Leadership *(28 total credit hours)*

EDUC 8801	Educational Law, Public Policy and Political Systems *(4 cr.)*
EDUC 8802	Supervision, Evaluation and Human Resources in Education *(4 cr.)*
EDUC 8803	Student Personnel Services *(4 cr.)*
EDUC 8804	School Financial Management *(4 cr.)*
EDUC 8805	Reflective Instructional Practice *(4 cr.)*
EDUC 8806	Educational Measurement and Evaluation *(4 cr.)*
EDUC 8807	Curriculum Theory and Design *(4 cr.)*

Practicum in Educational Leadership *(For advanced students seeking an administrative certificate or license.) (14 total credit hours)*

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

This is a school-site or agency-based practicum providing opportunities for advanced doctoral students to participate in and complete an applied leadership project or activity under the direction and supervision of an on-site administrator and Walden University practicum supervisor. Application of theoretical educational leadership constructs to the critical problems, issues, and activities faced by school and/or agency leaders in the workplace. Demonstration of competency required in each of the three specified areas-professional development and human resources, interpersonal relations, and technology and information-with an additional specialization area selected by the student and based on identified career goals.

Specialized Knowledge Area Module VII: Research Case Study in Educational *Leadership (14 total credit hours)*

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

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

Dissertation *(30 credit hours)*

EDUC 9000	Dissertation

Knowledge Management or Learning Management Specialization

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

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

Core Courses *(18 total credit hours)*

EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management *(4 cr.)*
EDUC 8821 Principles of Knowledge Management *(4 cr.)*
EDUC 8822 Principles of Learning Management *(4 cr.)*
EDUC 8899 Capstone Seminar *(6 cr.)*

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

Knowledge Management Specialization
(16 total credit hours)

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

Electives

Elect two courses from Learning Management
(8 total credits)

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

Dissertation *(30 credit hours)*

EDUC 9000 Dissertation

Learning Management Specialization
(16 total credit hours)

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

Electives

Elect two courses from Knowledge Management
(8 total credits)

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

Dissertation *(30 credit hours)*

EDUC 9000 Dissertation

Special Education Specialization

Most K-12 educators are strong advocates for improved services for exceptional/disabled individuals. Unfortunately, resources for the delivery of these services are often far less than schools and school districts desire. This specialization guides advanced students in the acquisition of knowledge and resources necessary to provide leadership in the special education field and to better assist your own students in the self-actualization process. Emphasis is on services to exceptional/disabled individuals and to the related areas of special education administration including law, finance and ethics. The core KAM curriculum in the foundation social and behavioral sciences emphasizes learning for exceptional/disabled individuals and incorporates the related areas of special education administration including law, finance and ethics.

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

Breadth: ***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth: ***EDUC 8121*** Current Research in Societal Development: Special Education *(5 cr.)*
Application: ***EDUC 8131*** Professional Practice and Societal Development: Special Education *(4 cr.)*

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

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

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

Breadth: ***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth: ***EDUC 8321*** Individuals with Special Needs: Social, Legal, Political and Economic Systems in Context *(5 cr.)*
Application: ***EDUC 8331*** Professional Issues in Organizations and Systems: Special Education *(4 cr.)*

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

Specialized Knowledge Area Module V: Theories of Learning, Motivation and Intelligence, and Implications for Persons with Special Needs *(14 total credit hours)*

The KAM covers traditional, current, and emerging theoretical underpinnings and principles of learning and exceptionality and related facets as well as implications for educators within the context of inclusive or categorical settings.

Breadth: ***EDUC 8511*** Theories and Principles of Human Learning and the Human Side of Exceptionalities *(5 cr.)*
Depth: ***EDUC 8521*** Educators as Facilitators of Inclusive Learning in Varied Educational Environments *(5 cr.)*
Application: ***EDUC 8531*** Educational Practice Grounded in Principles/Theories of Learning, Diversity and Inclusion *(4 cr.)*

Specialized Knowledge Area Module VI: Institutional Contexts for Special Education: Leadership, Learning and Accommodation *(14 total credit hours)*

Delivery models for special education services and their administration are reviewed. Attention is focused on the dynamics of IEP team operation, eligibility criteria, assessment procedures, and community support systems with particular reference to compliance with law. Alternative and innovative models of leadership for special education programming will be explored.

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

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

A demonstration of conceptual and pedagogical knowledge is required through case study research with emphasis on special needs. Individuals with exceptionalities and related contexts and curriculum issues are among the variables available for investigation.

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

Dissertation *(30 credit hours)*

EDUC 9000 Dissertation

Self-designed Specialization

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

Declaring a Self-designed Specialization

Students in the Self-designed Specialization should complete the Program of Study using the Education General Program Specialization course numbers for the breadth, depth and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student's own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

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

Completing a Self-designed Specialization

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

School of Education Course Descriptions

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

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

EDUC 5998 Continuing Studies *(no credit)*
Program director permission required.

EDUC 6000 Success Strategies in the Online Environment *(no credit)*
This is an orientation to the Master's program. Internet tools, e-mail, electronic mailing lists, Web browsers, the Program of Study exercise, and other critical tools and skills for success in a distance-learning environment are covered.

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

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

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

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

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

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

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

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

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

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

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

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

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

EDUC 6420 Integration of Technology in the Curriculum *(5 cr.)*
This course covers how to create curriculum materials and courses that integrate technology allowing for access to new information, development of new learning skills, and the empowerment of students. It also covers learning styles and the student as the center of learning and explores the role of technology and its incorporation within the learning curriculum for students and teachers. *(Prerequisite: EDUC 6120).*

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

EDUC 6450 Course Development and Delivery Utilizing Technology *(6 cr.)*
This laboratory course analyzes instructional design principles and procedures including performance analysis, needs assessment, objectives, task analysis, and criterion test design. It covers the development of guidelines to inform decision-making processes that accompany the design, development, production, utilization, and evaluation of course materials that use computer-based and other technologies. The course includes a ten-day laboratory offered summers at Indiana University at Bloomington. *(Prerequisite: EDUC 6150).*

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

EDUC 6510 Young Adolescent Development and Implications in a Global Society
(3 sem. cr.)
Students gain understanding of early adolescence in contemporary society and knowledge of the social, emotional, physical, intellectual and moral devel-

opment of early adolescence. Students apply major concepts, principles, theories, and research in teaching and interactions with young adolescents.

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

EDUC 6530 The Middle Grades Curriculum Continuum *(3 sem. cr.)*
This course covers the curriculum of middle school and the process by which it is designed, integrated, implemented and evaluated. Students will learn major concepts, principles, theories, models, standards, and research related to middle level curriculum to use in classrooms.

EDUC 6540 Pedagogy and Exemplary Practices for Learning in the Middle Grades *(3 sem. cr.)*
Current pedagogical theories, instructional strategies and best practices for teaching young adolescents in middle grades are the focus of the course. Also highlighted are best practices in teaching applied in the context of previous learning regarding characteristics of young adolescents and effective middle level schools.

EDUC 6550 Assessment and Evaluation as Tools for Student Success *(3 sem. cr.)*
Students investigate and evaluate the theory of middle level assessment. They also research, create and evaluate methods of assessment and evaluation for the middle level classroom. Students acquire comprehensive understanding of major concepts, principles, theories, and research related to middle level assessment. They apply knowledge in the classroom, school, and community. Emphasis is on performance assessment and evaluation strategies, rubrics and Multiple Intelligence Theory.

EDUC 6561 Mathematics for Middle Level Teachers *(3 sem. cr.)*
This course is designed to increase the content knowledge of middle level teachers while increasing understanding of how middle level students best learn mathematics.

EDUC 6562 Understanding and Teaching the Language Arts *(3 sem. cr.)*
This course focuses on principles and content standards defined and described by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). It assumes content of the English language arts cannot be "separated from the purpose, development, and context of language learning." It presumes that English language arts be taught in manners consistent with the constructivist view of learning and teaching within a culturally diverse and global society.

EDUC 6563 Science for Middle Level Teachers *(3 sem. cr.)*
This course is designed to increase the content knowledge of middle level teachers while increasing understanding of how middle level students best learn science.

EDUC 6564 Understanding and Teaching the Social Studies *(3 sem. cr.)*
This course covers the principles and standards underlying essential characteristics of "powerful social studies" described by National Council of Social Studies (NCSS, 1997). It assumes social studies will be taught in a manner consistent with the constructivist view of learning and teaching within a culturally diverse and global society.

EDUC 6565 Arts Education for the Middle Level Educator *(3 sem. cr.)*
This course focuses on basic knowledge and skills in the arts. Each arts discipline adds richness to the learning environment. There is instruction with, through, and about music, dance, drama, and visual arts and how to weave the arts through middle level curriculum.

EDUC 6610 Teacher as Professional *(3 sem. cr.)*
This course encourages teachers to engage in introspection and reflection and develop skills that will enable them to perform at peak levels. Teachers acquire and model positive attitudes and problem solving techniques. They learn strategies to promote social responsibility, respect and cooperation among students, and how to build these strategies into daily lessons and activities.

EDUC 6615 Effective Teaching Using Learning Styles and Multiple Intelligences *(3 sem. cr.)*
This course expects teachers to design effective instruction to enable all students to learn. Two

learning models, learning styles and multiple intelligences are explored and integrated into instruction, curriculum and assessment.

EDUC 6620 Collaborative Action Research *(3 sem. cr.)*
This course provides a foundation for educators to become primary managers of classroom research. Acting as teacher-researchers and collegial-coaches, educators will move from isolated instruction to instruction that is enhanced by collaboration with colleagues. Methodology for sequencing tasks, beginning with problem formulation, data collection from numerous sources, analysis and action planning, is covered.

EDUC 6625 Habits of Mind: Thinking Skills to Promote Self-Directed Learning *(3 sem. cr.)*
This course helps teachers to develop skills and strategies to prepare students for living and learning productively in today's society. Teachers learn how to help students manage, motivate and modify their own learning as a continuing lifelong process.

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

EDUC 6635 Classroom Management to Promote Student Learning
Explores the relationships between behavior management, classroom instruction, and student learning. Teaches foundational principles and strategies for preventing behavior problems. Teachers learn to establish classroom rules and procedures and enlist parent support for their behavior management efforts. A framework for fostering cooperation, social skills, and a sense of community in the classroom is presented. Guidelines for teaching conflict resolution and peer mediation are included.

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

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

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

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

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

EDUC 6661 Exploring New Technologies: The Impact on Society, Work and Education *(3 sem. cr.)*
This course provides the theoretical set up for why technology and learning is both a timely and important topic. It covers a brief history of educational technology, the communication revolution, the impact of this revolution on society, what this means for schools, the impending paradigm shift for the teacher, the need to develop students as critical consumers of information and constructors of knowledge, and the development of a new, fuller sense of literacy.

EDUC 6662 Multimedia Tools: How to Research, Plan and Communicate with Technology *(3 sem. cr.)*
Participants begin to develop their understanding of and proficiency with technology on a personal

and professional level. This course focuses on learning how to effectively use several key tools, which the participant will later be able to build upon and use in the classroom. Teachers will learn how to use software tools such as word processors, spreadsheets, presentation programs and image editors. They will also explore online tools, such as e-mail, listservs, electronic publications and Web sites.

EDUC 6663 Integrating Technology in the Curriculum, Part 1 *(3 sem. cr.)*
This course guides participants in exploring the use of technology with their students. The shift in pedagogy introduced in the first course is further explored, with particular focus placed on how technology can support multiple modes of learning. Participants will investigate specific models for integrating the Internet into their curriculum, including WebQuests, telecollaborative projects, Internet workshops and research or inquiry projects. After exploring and evaluating ready-made examples of each, participants will try their hand at designing their own.

EDUC 6664 Integrating Technology in the Curriculum, Part 2 *(3 sem. cr.)*
This course continues the exploration of technology in the classroom, with a focus on its use in the standards-based environment. Participants will learn how to design technology-infused projects that help students meet specific curricular standards. They will explore the use of technology in assessment, including software that helps align curriculum to standards and facilitates the grading and reporting process. Participants will explore how to manage technology in the classroom, including the need to work with limited resources, varying skill levels, and differentiated instruction.

EDUC 6665 Technology, Leadership and a Vision for the Future *(3 sem. cr.)*
This course prepares participants to become agents of change beyond their classrooms in the field of technology and learning. Participants will consider how to develop grants, manage a technology budget and provide leadership within one's district. The course will pose issues to be addressed, explore roadblocks to maneuver past, and provide troubleshooting advice. Participants will use and evaluate a variety of software and hardware tools to determine which are essential to have on hand in every classroom and on every school campus. For example, software for multimedia authoring, concept mapping, and "office" productivity will be explored. Likewise, instructional use of hardware tools such as digital cameras, PDAs, and investigative probes will be investigated. Finally, the course will explore promising trends for the future, such as individualized instruction through the use of technology and virtual schools.

EDUC 6671 Designing Curriculum, Instruction, and Assessment, Part I *(3 sem. cr.)*
Introduces curriculum, instruction, and assessment in the context of standards and accountability and their relationships to student learning. Teachers explore inter-relationships among curriculum, instruction, and assessment: importance of alignment; connection to learning theory and learner variables; and need for differentiation to meet diverse student needs. Teachers examine and make sense of their academic standards and investigate history, role, and types of curriculum and instruction. Teachers analyze, evaluate, modify, and/or design curriculum and instruction for specific content and purposes.

EDUC 6672 Designing Curriculum, Instruction, and Assessment, Part II *(3 sem. cr.)*
Examines history, purposes, and methods of assessment and explores curriculum, instruction, and assessment implementation issues. Teachers analyze, evaluate, modify, and/or design assessments for specific content and purposes. They align assessments to curriculum and instruction as part of the design of instructional units and lessons. Presents methods of record keeping, grading, and reporting; use of assessment data; and test preparation. Addresses implementation issues related to accountability, planning, and collaboration.

EDUC 6673 Literacy and Learning in the Information Age *(3 sem. cr.)*
Redefines literacy to include the access, evaluation, understanding, and application of information available in print and non-print resources. Processes and strategies for integrating literacy when designing curriculum, instruction, and assessments are presented. Teachers learn to develop their own and their students' literacy skills (listening, speaking, reading, writing, viewing, and visually representing) via traditional and contemporary information technologies, such as the Internet, software programs, and multimedia tools.

EDUC 6674 Designing Curriculum, Instruction, and Assessment for Students with Special Needs *(3 sem. cr.)*
Emphasizes the need for all students, including students with special needs, to achieve high academic standards. Examines the learning challenges of students who by definition of federal law have disabilities, as well as students who have significant difficulty with learning but do not qualify for special education services. Teachers learn how to adapt/modify curriculum, instruction, and assessment to maximize learning for students with special needs.

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

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science *(4 cr.)*
This seminar covers the philosophy of science and social science: Construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. Completion within first three quarters of enrollment is required.

EDUC 8427 Foundation Research Seminar II: Research Design in Education *(5 cr.)*
Topics include: theory and hypothesis testing; variable definition and measurement; correlational, survey, observational, and nonexperimental designs; experimental design; language, logic, and execution of qualitative designs; integrated qualitative and quantitative designs. Attendance at a designated Walden residency required. *(Prerequisite: SBSF 8417).*

EDUC 8437 Foundation Research Seminar III: Data Analysis in Educational Research *(5 cr.)*
Topics include: descriptive statistics; statistical inference; quantitative techniques including analysis of variance and covariance; multiple linear regression; and various nonparametric techniques; software for data analysis; qualitative data reduction and analysis; data management techniques; and integrating qualitative and quantitative data for analysis. Attendance at a designated Walden residency is required. (Prerequisite: SBSF 8417).

EDUC 8515 (D500) Introduction to Adult Education Theory *(5 cr.)*
This course studies the writings of major adult education theorists, including Grundvig, Lindeman, Knowles, Bergevin and Friere. Students learn adult education theories of practice in historical perspective and develop and defend their personal theories of practice.

EDUC 8525 (D506) The Adult as a Client of Education II *(5 cr.)*
This course analyzes contemporary adult life with emphasis on the individual as related to the professional discipline of adult education and the development of educational programs for adults. It analyzes the theories and research methods in designing comprehensive adult education programs.

EDUC 8535 (D600) Seminar in the Teaching-Learning Transaction in Adult Education *(5 cr.)*
This course enables the student to critically inquire into the theory of adult learning activities. It includes a review of current research in the adult teaching-learning transaction and the design and evaluation of individualized instruction for adults. *(Prerequisite: D506, D512, or consent of instructor).*

EDUC 8615 (D512) Seminar in Forms and Forces of Adult Education *(5 cr.)*
This course covers the history and current status of adult education in the United States; the nature, scope, purpose, and historical development of adult education institutions and program areas.

EDUC 8625 (D613) The Diagnostic Procedure in Adult Education *(5 cr.)*
This course covers how to identify the educational needs of adults with major emphasis on the theory and practice of the diagnostic procedure and the use of diagnostic skills for effective adult education program development. *(Prerequisite: D500, D506, D512, or D625).*

EDUC 8632 (D521) Participation Training *(3 cr.)*
Students learn team building in groups; collaborative program planning and implementation; application of the design to appropriate settings; training in roles of group leader, observer, and recorder; recognition and treatment of dysfunctional behaviors in group settings. The emphasis is on func-

tional aspects of group cohesion, consensus decision-making, shared leadership, and program evaluation. Brief residency required at Indiana University, Purdue University, Indianapolis.

EDUC 8634 (D523) Small Group Theory in Adult Education *(5 cr.)*
This course covers theory undergirding small group practices in adult education; emphasis on conditions of collaborative effectiveness in decision-making groups and learning groups; leadership roles, styles, and strategies; consideration of major models of group formation and development; and implications of theory for social practice. Brief residency required at Indiana University, Purdue University, Indianapolis.

EDUC 8625 (D613) The Diagnostic Procedure in Adult Education *(5 cr.)*
This course covers how to identify the educational needs of adults with major emphasis on the theory and practice of the diagnostic procedure and the use of diagnostic skills for effective adult education program development. *(Prerequisite: D500, D506, D512, or D625).*

EDUC 8636 (D660) Readings in Adult Education *(2-10 cr.)*
Guided individual study is designed to meet the professional individual needs of advanced graduate students. Consultations with instructor are required. *(Prerequisite: Consent of student's faculty mentor).*

EDUC 8715 (D620) Data Analysis in Adult Education *(5 cr.)*
This course is a systematic study of current issues and problems related to the theory and practice of program development and research in adult education.

EDUC 8725 (D625) Topical Seminar: Applied Research in Adult Education *(5 cr.)*
Students discuss and systematically study current issues and problems related to the theory and practice of program development and research in adult education.

EDUC 8740 Practicum: Evaluation and Reflective Analysis *(2-4 cr.)*
This course provides a practicum in applied research for doctoral students specializing in Educational Technology.

EDUC 8750 (D650) Internship in Adult Education *(4 cr.)*
This course relates theory to practice through supervised field experiences and faculty appraisal and guidance. Students plan, conduct and evaluate adult education programs in various institutional and community settings. *(Prerequisite: D500, D506, D613, D625 or consent of instructor).*

EDUC 8801 Educational Law, Public Policy and Political Systems *(4 cr.)*
This course covers an overview of the interconnections and impact of educational policy, politics, and law upon student welfare, ethical decision-making, equitable distributions of rewards and sanctions, and community relations in a diverse, global environment. Students synthesize these domains within the theoretical and problem-based context of political environments, organizational structures, policy research, legal mandates, institutional climate, culture, diversity, and local, state and federal influences. Selected topical readings and case studies bridging policy management, political strategies and statutory and regulatory standards are covered.

EDUC 8802 Supervision, Evaluation and Human Resources in Education *(4 cr.)*
This course covers the role of the educational leader in human resources management in schools and school districts. Emphasis is on the assumptions that underlie the human resource leader's functions and behavior, the forces influencing the implementation of those functions, and the evaluation of contemporary professional development, supervisory, and personnel evaluation models, strategies, and methods. It also focuses on strategic planning in human resources development and school effectiveness and its relationship with the school system. The course also covers development of a model for supervision and evaluation of a human resources development program.

EDUC 8803 Student Personnel Services *(4 cr.)*
This course covers addresses the legal, organizational, and ethical foundations of school leadership practices in student personnel affairs and services. It explores administrative practices in educational programming, staff and student personnel functions, community relations and communication. Students develop an awareness of the global and diverse nature of school communities and best practices in providing student services that meet district needs. It also covers educational goal set-

ting, program planning, development, implementation, and evaluation of student related activities and enhancements.

EDUC 8804 School Financial Management *(4 cr.)*
This course provides a theoretical and practical examination of issues in school financial management with an emphasis on budgeting, budget construction, purchasing, financial planning, school-site and facilities material management, and management of capital outlay programs. It gives an overview of revenue sources; federal, state, and local allocations systems and tax configurations; cost-benefit relationships and operational finance. Students consider the social, economic, legal and political aspects in the allocation of tax dollars for public school financing.

EDUC 8805 Reflective Instructional Practice *(4 cr.)*
Construction of a framework for instructional decision-making and development of reflective strategies for continuous instructional improvement is central to this course. It investigates decisions teachers make in designing effective instruction and examines various planning models. Emphasis is on analyzing and improving instruction using reflective critique.

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

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

EDUC 8810 Practicum: Professional Development and Human Resources, Interpersonal Relations, and Technology and Information Systems *(14 cr.)*
A school-site or agency-based practicum provides opportunities for advanced doctoral students to participate in and complete an applied leadership project or activity under the direction and supervision of an on-site administrator and Walden practicum supervisor. Students apply theoretical educational leadership constructs to the critical problems, issues, and activities faced by school and/or agency leaders in the workplace. Students must demonstrate competency in each of three specified areas -- professional development and human resources, interpersonal relations, and technology and information systems -- with an additional specialization area selected by the student and based on identified career goals. *(Prerequisites: EDUC 8801, EDUC 8802, EDUC 8803).*

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives *(4 cr.)*
This course examines how the emerging concepts of Knowledge Management are integrated with other strategic initiatives including total quality, ISO 9000, Malcolm Baldrige, process reengineering, benchmarking Six Sigma, lean development and organizational change. It provides an opportunity for students to understand the major change initiatives and how Knowledge Management leverages these organizational initiatives.

AMDS 8811 Advanced Knowledge Management Concepts *(4 cr.)*
This course reviews the merging roles of chief knowledge officers and chief learning officers. It explores the future direction of Knowledge Management based on the history of knowledge, the demands of global competition, the needs of 21st century organizations, and the views of futurists looking at both organizational change and organizational learning.

AMDS 8812 Expert Systems *(4 cr.)*
This course examines the role of expert systems in Knowledge Management including the use of artificial intelligence, neural systems and other advanced concepts in the creation, retrieval and competitive use of knowledge.

AMDS 8813 e-systems *(4 cr.)*
This course examines the role of e-systems, Internet, e-commerce, e-business, B2B with Knowledge Management. It examines the new languages, html and other emerging applications.

EDUC 8820/AMDS 8800 Epistemology and the Practice of Knowledge and Learning Management *(4 cr.)*
This course reviews the history of knowledge from the early contributors including Plato and Aristotle to contemporary writers. It reviews the evolution of major movements including rationalism, empiricism, functionalism, structuralism and behaviorism. It covers contemporary authors involved with knowledge, learning and change management including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles and Rogers. The course provides a broad foundation for the study of knowledge and learning management. Completion is required in the first four quarters of enrollment.

EDUC 8821/AMDS 8335 Principles of Knowledge Management *(4 cr.)*
This course examines how information systems enable organizations to systematically identify, acquire, store, analyze, distribute and reuse information and knowledge from all sources (e.g. internal and external, explicit and tacit) in order to enhance organizational productivity and competitiveness. It examines how information technology supports the organizational knowledge process. Completion is required in the first four quarters of enrollment. *(Note: six week course).*

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

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

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

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

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

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

School of Health and Human Services

M.S. in Public Health

The M.S.P.H. curriculum in community health assumes a strong multicultural perspective, reflecting the diverse public health client population base. The program seeks to foster an academic environment that values diversity and the scholarship of inquiry and application. Students develop specialized skills to assess health behavior and to design and deliver health promotion and risk prevention/reduction services. Successful solutions to community health problems depend on understanding how complex local, regional, national and global factors influence public health practice. Future public health leaders will generate new information from interdisciplinary studies and develop it into unique, community-based public health programs.

Degree Requirements

50 quarter credits (55 credits for students taking PUBH 6620 Field Practicum)
PUBH 6000 Orientation (noncredit)
Program of Study
7 Core courses (24 credits)
6 Concentration courses (26 credits)
Thesis or research project
Minimum 3.0 GPA
Continuing registration

Curriculum

The core curriculum is required of all students. Core courses provide students with the five foundational knowledge areas for public health practice:

- biostatistics
- epidemiology
- environmental health sciences
- health services administration
- social and behavioral sciences

Core Courses

The core courses below must be completed before enrolling in concentration courses. Exceptions will be granted on a case-by-case basis by the program director.

PUBH 6000 Strategies for Success in the Online M.S.P.H. Environment *(no credit)*
PUBH 6100 Introduction to Public Health *(4 cr.)*
PUBH 6105 Social and Behavioral Dimensions of Health *(4 cr.)*
PUBH 6110 Principles of Biostatistics *(4 cr.)*
PUBH 6120 Principles of Epidemiology *(4 cr.)*
PUBH 6130 Health Care Organization, Policy, and Administration *(4 cr.)*
PUBH 6140 Fundamentals of Environmental Health and Risk Assessment *(4 cr.)*

Community Health Concentration Curriculum

The Community Health concentration-level courses provide advanced knowledge and skills in three areas that emphasize the important relationship between a community's sociopolitical and economic viability and the health of its citizens:

- factors influencing biopsychosocial health outcomes;
- assessment and intervention strategies for healthful adaptation or change; and the
- integration of public health theory, research, and practice.

Within the Community Health concentration, students select courses that emphasize the areas in which they are particularly interested and suit their career objectives.

With the assistance of faculty advising, all students must select and successfully complete a minimum of six courses from the advanced knowledge areas listed below. Advanced knowledge areas will support students' individualized academic and professional goals.

Advanced Knowledge Area Concerning Factors Influencing Biopsychosocial Health Outcomes

PUBH 6200 Advanced Psychosocial Theories of Health and Health Behavior *(4 cr.)*
PUBH 6210 High-Risk Health Behaviors: Strategies for Reduction, Prevention, and Amelioration *(4 cr.)*
PUBH 6220 Ethnic and Cultural Diversity in Health Behavior *(4 cr.)*
PUBH 6230 Biopsychosocial Aspects of Aging *(4 cr.)*
PUBH 6240 Sociocultural Perspectives on International Health *(4 cr.)*
PUBH 6250 U.S. and International Health Care Systems *(4 cr.)*

Advanced Knowledge Area Concerning Assessment and Intervention Strategies for Healthful Adaptation or Change

PUBH 6400 Principles of Maternal, Child, and Adolescent Health *(4 cr.)*
PUBH 6410 Principles of Occupational Health *(4 cr.)*
PUBH 6420 Principles of Community Health *(4 cr.)*
PUBH 6430 Social and Behavioral Research Methods *(4 cr.)**
PUBH 6440 Public Health Ethics *(4 cr.)*
PUBH 6450 Design and Evaluation of Community Health Promotion and Prevention Programs *(4 cr.)*
PUBH 6460 Health Education and Community Advocacy *(4 cr.)*
PUBH 6470 Sociobehavioral Epidemiology *(4 cr.)*
PUBH 6920 Health Services Financial Management *(4 cr.)*

Advanced Knowledge Area Concerning the Integration of Public Health Theory, Research, and Practice*

PUBH 6610 Thesis in Community Health *(6 cr.)*
PUBH 6615 Research Project in Community Health *(6 cr.)*
PUBH 6620 Field Practicum in Community Health *(5 cr.)*
PUBH 6630 Directed Readings in Community Health *(1-4 cr.)*

**All students must take PUBH 6430 Social and Behavioral Research Methods and PUBH 6610 Thesis in Community Health or PUBH 6615 Research Project in Community Health to satisfy degree requirements.*

Field Practicum

The one-quarter Field Practicum is designed for students with minimal community health-related work experience (generally less than three years). An "add-on" course, the Practicum cannot substitute for another concentration-level course, including PUBH 6610 and PUBH 6615. Practicum students must earn a minimum of 55 quarter credits to complete the program. With faculty guidance, students must arrange for supervised practice in a local area community health setting that complements their academic and professional goals.

Matriculation into Ph.D. Program

The M.S. in Public Health provides an academic pathway to those who, in the future, may wish to earn the doctoral degree in Health Services or Human Services. Public health master's students may apply for contingent admission to the Walden Ph.D. program in Health Services or Human Services following completion of 44 quarter credit hours in the master's program.

Ph.D. in Human Services

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

Degree Requirements

128 credit hour, KAM-based program
Orientation teleconference and New Student Orientation Residency
Professional Development Plan and Program of Study
WIN 1 Orientation
Minimum 10 quarters enrollment
6 KAMs and Foundation Research Sequence (98 credits)
Proposal, dissertation, and oral presentation (30 credits)
32 residency units

Specializations

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

Curriculum

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

General Program in Human Services

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

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

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

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

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

Basic theories and current research on biological, psychosocial, cognitive and affective human development including normal developmental patterns and crises that may occur. Students explore developmental questions in the context of both chronological time and underlying physical, social, and psychological experiences.

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

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

Introduction to systems theories from various disciplines. The primary models of structured system theories are presented as a background and theoretical framework for the other knowledge areas. Also studied are theories that impact micro and macro levels of social, political, and economic systems.

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

Foundation Research Sequence *(14 total credit hours)*

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

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

HUMN 8427 Foundation Research Seminar II: Design in Human Services Research *(5 cr.)*
Theory and hypothesis testing; variable definition and measurement; correlational, survey, experimental, quasi-experimental, non-experimental, factorial, and single-subject designs. Language, logic, and execution of qualitative designs (inductive and quasi-deductive). Interfacing qualitative and quantitative designs. *(Offered fall and spring quarters. Prerequisite: SBSF 8417 and completion of two core KAMs.)*

HUMN 8437 Foundation Research Seminar III: Data Analysis in Human Services Research *(5 cr.)*
Descriptive statistics; statistical inference; quantitative techniques including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Software for data analysis. Qualitative data reduction, data displays, and conclusion drawing/verification. Data management techniques. Interfacing qualitative and quantitative data for analysis. *(Offered winter and summer quarters. Attendance at a designated Walden residency required. Prerequisite: SBSF 8417, HUMN 8427, and completion of two core KAMs).*

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

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

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

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

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

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

Dissertation *(30 credit hours)*

HUMN 9000 Dissertation

Clinical Social Work Specialization

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

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

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

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

Breadth:	***HUMN 8517*** Theories and Models of Human Behavior for Professional Practice: Clinical Social Work *(5 cr.)*
Depth:	***HUMN 8527*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Clinical Social Work *(5 cr.)*
Application:	***HUMN 8537*** Integrating Theory and Practice in Human Services: Clinical Social Work *(4 cr.)*

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

Breadth:	***HUMN 8617*** Advanced Theories of Intervention in Human Services: Clinical Social Work *(5 cr.)*
Depth:	***HUMN 8627*** Human Services Delivery Systems and Ethical Considerations: Clinical Social Work *(5 cr.)*
Application:	***HUMN 8637*** Integrating Intervention Strategies and Ethical Practice: Clinical Social Work *(4 cr.)*

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

Breadth:	***HUMN 8717*** Theories of Case Study Research and Applied Change in Human Services: Clinical Social Work *(5 cr.)*
Depth:	***HUMN 8727*** Relating Case Studies to Applied Change in Human Services: Clinical Social Work *(5 cr.)*
Application:	***HUMN 8737*** A Case Study of Applied Change in Human Services: Clinical Social Work *(4 cr.)*

Dissertation *(30 credit hours)*

HUMN 9000 Dissertation

Counseling Specialization

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

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

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

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

Breadth:	***HUMN 8515*** Theories and Models of Human Behavior for Professional Practice: Counseling *(5 cr.)*
Depth:	***HUMN 8525*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Counseling *(5 cr.)*
Application:	***HUMN 8535*** Integrating Theory and Practice in Human Services: Counseling *(4 cr.)*

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

Breadth:	***HUMN 8615*** Advanced Theories of Intervention in Human Services: Counseling *(5 cr.)*
Depth:	***HUMN 8625*** Human Services Delivery Systems and Ethical Considerations: Counseling *(5 cr.)*
Application:	***HUMN 8635*** Integrating Intervention Strategies and Ethical Practice: Counseling *(4 cr.)*

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

Breadth:	***HUMN 8715*** Theories of Case Study Research and Applied Change in Human Services: Counseling *(5 cr.)*
Depth:	***HUMN 8725*** Relating Case Studies to Applied Change in Human Services: Counseling *(5 cr.)*
Application:	***HUMN 8735*** A Case Study of Applied Change in Human Services: Counseling *(4 cr.)*

Dissertation ***(30 credit hours)***

HUMN 9000	Dissertation

Criminal Justice Specialization

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

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

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

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

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

Breadth:	***HUMN 8512*** Theories and Models of Human Behavior for Professional Practice: Criminal Justice *(5 cr.)*
Depth:	***HUMN 8522*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Criminal Justice *(5 cr.)*
Application:	***HUMN 8532*** Integrating Theory and Practice in Human Services: Criminal Justice *(4 cr.)*

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

Breadth:	***HUMN 8612*** Advanced Theories of Intervention in Human Services: Criminal Justice *(5 cr.)*
Depth:	***HUMN 8622*** Human Services Delivery Systems and Ethical Considerations: Criminal Justice *(5 cr.)*
Application:	***HUMN 8632*** Integrating Intervention Strategies and Ethical Practice: Criminal Justice *(4 cr.)*

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

Breadth:	***HUMN 8712*** Theories of Case Study Research and Applied Change in Human Services: Criminal Justice *(5 cr.)*
Depth:	***HUMN 8722*** Relating Case Studies to Applied Change in Human Services: Criminal Justice *(5 cr.)*
Application:	***HUMN 8732*** A Case Study of Applied Change in Human Services: Criminal Justice *(4 cr.)*

Dissertation ***(30 credit hours)***

HUMN 9000	Dissertation

Family Studies and Intervention Strategies Specialization

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

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

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

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

Breadth:	***HUMN 8518*** Theories and Models of Human Behavior for Professional Practice *(5 cr.)*
Depth:	***HUMN 8528*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Family Studies and Intervention Strategies *(5 cr.)*
Application:	***HUMN 8538*** Integrating Theory and Practice in Human Services: Family Studies and Intervention Strategies *(4 cr.)*

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

Breadth:	***HUMN 8618*** Advanced Theories of Intervention in Human Services *(5 cr.)*
Depth:	***HUMN 8628*** Human Services Delivery Systems and Ethical Considerations: Family Studies and Intervention Strategies *(5 cr.)*
Application:	***HUMN 8638*** Integrating Intervention Strategies and Ethical Practice: Family Studies and Intervention Strategies *(4 cr.)*

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

Breadth:	***HUMN 8718*** Theories of Case Study Research and Applied Change in Human Services *(5 cr.)*
Depth:	***HUMN 8728*** Relating Case Studies to Applied Change in Human Services: Family Studies and Intervention Strategies *(5 cr.)*
Application:	***HUMN 8738*** A Case Study of Applied Change in Human Services: Family Studies and Intervention Strategies *(4 cr.)*

Dissertation *(30 credit hours)*

HUMN 9000 Dissertation

Human Services Administration Specialization

Individuals in this specialization study theoretical foundations of organizational behavior and the practice of management and planning with special attention to their sociopolitical, technical, and interpersonal dimensions. Topics for inquiry include program development and implementation, leadership, creating and sustaining 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 enhance social welfare.

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

Core KAMs I, II, III and Foundation Research Sequence

(as described under the General Program)
(56 credit hours)

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

Breadth: ***HUMN 8514*** Theories and Models of Human Behavior for Professional Practice: Human Services Administration *(5 cr.)*

Depth: ***HUMN 8524*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Human Services Administration *(5 cr.)*

Application: ***HUMN 8534*** Integrating Theory and Practice in Human Services: Human Services Administration *(4 cr.)*

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

Breadth: ***HUMN 8614*** Advanced Theories of Intervention in Human Services: Human Services Administration *(5 cr.)*

Depth: ***HUMN 8624*** Human Services Delivery Systems and Ethical Considerations: Human Services Administration *(5 cr.)*

Application: ***HUMN 8634*** Integrating Intervention Strategies and Ethical Practice: Human Services Administration *(4 cr.)*

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

Breadth: ***HUMN 8714*** Theories of Case Study Research and Applied Change in Human Services: Human Services Administration (*5 cr.)*

Depth: ***HUMN 8724*** Relating Case Studies to Applied Change in Human Services: Human Services Administration *(5 cr.)*

Application: ***HUMN 8734*** A Case Study of Applied Change in Human Services: Human Services Administration *(4 cr.)*

Dissertation *(30 credit hours)*

HUMN 9000 Dissertation

Social Policy Analysis and Planning Specialization

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

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

Core KAMs I, II, III and Foundation Research Sequence

(as described under the General Program)
(56 credit hours)

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

Breadth:	***HUMN 8516*** Theories and Models of Human Behavior for Professional Practice: Social Policy Analysis and Planning *(5 cr.)*
Depth:	***HUMN 8526*** Contextual Evaluation of Contemporary Theories and Models in Human Services: Social Policy Analysis and Planning *(5 cr.)*
Application:	***HUMN 8536*** Integrating Theory and Practice in Human Services: Social Policy Analysis and Planning *(4 cr.)*

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

Breadth:	***HUMN 8616*** Advanced Theories of Intervention in Human Services: Social Policy Analysis and Planning *(5 cr.)*
Depth:	***HUMN 8626*** Human Services Delivery Systems and Ethical Considerations: Social Policy Analysis and Planning *(5 cr.)*
Application:	***HUMN 8636*** Integrating Intervention Strategies and Ethical Practice: Social Policy Analysis and Planning *(4 cr.)*

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

Breadth:	***HUMN 8716*** Theories of Case Study Research and Applied Change in Human Services: Social Policy Analysis and Planning *(5 cr.)*
Depth:	***HUMN 8726*** Relating Case Studies to Applied Change in Human Services: Social Policy Analysis and Planning *(5 cr.)*
Application:	***HUMN 8736*** A Case Study of Applied Change in Human Services: Social Policy Analysis and Planning *(4 cr.)*

Dissertation ***(30 credit hours)***

HUMN 9000	Dissertation

Self-designed Specialization

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

Declaring and Completing a Self-designed Specialization

Students in the Self-designed Specialization should complete the Program of Study using the General Program course numbers for the breadth, depth, and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student's own unique self-designed specialization. In the specialized KAMs, the titles of the Breadth component must also reflect the unique self-designed specialization. Students selecting this specialization must first complete core KAMs I, II, III, and SBSF 8417 Human Inquiry and Science from the General Program. Students then submit a completed Intent to Declare a Specialization and Plan of Study for the Specialized KAMs in Human Services form (available on the program web site) to their faculty mentor. The faculty mentor reviews and signs the form before forwarding it to the program director. The program director reviews the form, ensures that the student is appropriately prepared to undertake a self-designed specialization, and notifies the student within 10 business days of the results of this review. After receiving notification of approval from the program director, 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.

Ph.D. in Health Services

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

Degree Requirements

127-128 credit hour program (depending on the specialization)
Orientation teleconference and New Student Orientation Residency
Professional Development Plan and Program of Study
WIN 1 Orientation
Minimum 10 quarters enrollment
Core KAMs and the Foundation Research Sequence (56 credits)
Specialized KAMs (42 credits) or course work (41 credits)
Proposal, dissertation, and oral presentation (30 credits)
32 residency units

Specializations

General Program
Community Health
Health Administration
Health and Human Behavior
Health Education and Promotion
Self-designed

Curriculum

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

General Program in Health Services

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

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

Theory and research-based public policy analysis of an important health services issue.

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

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

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

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

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

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

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

Foundation Research Sequence *(14 total credit hours)*

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

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

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

HLTH 8427 Foundation Research Seminar II: Design in Health Services Research *(5 cr.)*
Demographic, biometric, epidemiologic, health econometric, health operations, and evaluation/outcome-based research. Theory and hypothesis testing; variable definition and measurement; correlational, survey, experimental, quasi-experimental, non-experimental, factorial, and single-subject designs. Cross-sectional, case-control, prospective, clinical trials, and technology assessment. Language, logic, and execution of qualitative designs. Interfacing qualitative and quantitative designs. *(Offered fall and spring quarters. Prerequisite: SBSF 8417 and two core KAMs).*

HLTH 8437 Foundation Research Seminar III: Data Analysis in Health Services Research *(5 cr.)*
Descriptive statistics; statistical inference; quantitative techniques including analysis of variance and covariance, multiple linear regression, and nonparametric techniques. Software for data analysis. Qualitative data reduction, data displays, and conclusion drawing/verification. Data management techniques. Interfacing qualitative and quantitative data for analysis. *(Offered winter and summer quarters. Attendance at a designated Walden residency required. Prerequisite: SBSF 8417, HLTH 8427, and two core KAMs).*

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

An analysis of issues surrounding contemporary health services within the context of community health, health administration, or health and human behavior. Contemporary concepts and methods of community health and human behavior, strategic management of health services, or alternative health care. Application of selected concepts, methods, and the student's professional role within a specific theoretical and applied context in health services.

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

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

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

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

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

Examination of methods and techniques employed in case studies and applied change in a health services setting. Analysis of current and upcoming social problems in a specific area of health services and their corresponding change interventions and implications. Design, execution, and evaluation of a case study demonstrating the process of planned change in a health services setting.

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

Dissertation *(30 credits)*

HLTH 9000	Dissertation

Community Health Specialization

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

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

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

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

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

Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of community health care through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on a community health profession or type/setting of service delivery. Theory and research-based public policy analysis of an important community health issue.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dissertation *(30 credits)*

HLTH 9000	Dissertation

Health Administration Specialization

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

The Functional Management concentration includes the following categories:

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

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

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

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

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

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

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

Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of health administration through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on the health administration profession or a health services organization or industry. Theory and research-based public policy analysis of an important health services issue.

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

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

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

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

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

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

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

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

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

An analysis of issues surrounding contemporary health services within the context of their administration. Understanding the contemporary concepts and methods of the strategic management of health services. Application of selected concepts, methods, and the student's professional role in the theoretical and applied context of health administration.

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

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

An analysis of contemporary and future issues in health administration and their implications as viewed from the perspective of various ethical paradigms. Examination of a selected issue in health administration from the perspective of various ethical decision-making models. Application of theory and research-based ethical models to health administration.

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

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

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

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

Dissertation *(30 credits)*

HLTH 9000	Dissertation

Health and Human Behavior Specialization

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

Health and Healing
- Psychosocial/anthropological aspects and implications of health services
- Spiritual/religious/pastoral dimensions of health care
- Health and Organizational Behavior
- Consulting in the health care industry
- Evaluation of health programs

Health and Professional Behavior
- Education and training of health professionals

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

Health and the Life Span
- Gerontology
- Quality of life

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dissertation *(30 credits)*

HLTH 9000	Dissertation

Health Promotion and Education Specialization

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

Internal Transfer Requirements

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

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

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

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

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

Public Health Behavioral Science Foundation Courses *(16 credits)*

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

PUBH 6105	Social and Behavioral Dimensions of Health *(4 cr.)*
PUBH 6200	Advanced Psychosocial Theories of Health and Health Behavior *(4 cr.)*
PUBH 6450	Design and Evaluation of Community Health Promotion and Risk Prevention Programs *(4 cr.)*
PUBH 6460	Health Education and Community Advocacy *(4 cr.)*

Core Knowledge Area Modules I, II, III *(42 credit hours)*

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

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

Critical analysis of classic and contemporary theories of social and cultural change. Examination of the social history of health promotion and education through literary classics from the humanities. Research-based analysis of the present and projected impact of societal forces on the health promotion and education profession or type/setting of service delivery. Theory and research-based public policy analysis of an important health promotion and education issue.

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***HLTH 8125*** Current Research in Societal Development: Health Promotion and Education *(5 cr.)*

Application: ***HLTH 8135*** Professional Practice and Societal Development: Health Promotion and Education ***(4 cr.)***

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

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

Breadth: ***SBSF 8210*** Theories of Human Development *(5 cr.)*

Depth: ***HLTH 8225*** Current Research in Human Development: Health Promotion and Education *(5 cr.)*

Application: ***HLTH 8235*** Professional Practice and Human Development: Health Promotion and Education *(4 cr.)*

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

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

Breadth: ***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*

Depth: ***HLTH 8325*** Current Research in Organizational and Social Systems: Health Promotion and Education *(5 cr.)*

Application: ***HLTH 8335*** Professional Practice and Organizational and Social Systems: Health Promotion and Education *(4 cr.)*

Foundation Research Sequence *(14 credit hours)*

Application may be made for transfer of up to 14 credits from equivalent graduate level courses. All three courses must be completed prior to enrolling in HLTH 8808.

Advanced Specialization Courses *(25 credits)*

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

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

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

HLTH 8806 Policy Design and Implementation *(5 cr.)*

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

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

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

Dissertation *(30 credit hours)*

HLTH 9000 Dissertation

Self-designed Specialization

The focus of the self-designed specialization must be in an area in which the student has at least three years of professional experience (work-related, volunteer, academic degree). A self-designed specialization must fit within the existing KAM curriculum structure of the general program. A self-designed specialization must be developed in consultation with program faculty and approved by the program director. Students in the Self-designed Specialization should complete the Program of Study using the General Program course numbers for the breadth, depth, and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student's own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

Declaring a Self-designed Specialization

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

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

Completing a Self-designed Specialization

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

School of Health and Human Services Course Descriptions

PUBH 5998 Continuing Studies *(no credit)*
Program Director permission required.

PUBH 5999 Continuing Project/Thesis *(no credit)*
Registration for this non-credit course requires the permission of the M.S.P.H. Program Director.

PUBH 6000 Strategies for Success in the Electronic M.S.P.H. Environment *(no credit)*
This noncredit course provides students with an introduction to the technology used in the M.S.P.H. program. It also familiarizes students with the transfer of credit procedure; Program of Study form; online registration process for courses; and provides a general orientation to the University's academic support services and the M.S.P.H. program.

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

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

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

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

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

PUBH 6140 Fundamentals of Environmental Health and Risk Assessment *(4 cr.)*
A study of the major human activities and natural events that lead to release of hazardous materials into the environment as well as the causal links between chemical, physical, and biological hazards in the environment and their impact on human health. The basic principles of toxicology are presented, including dose-response relationships,

absorption, distribution, metabolism, and excretion of chemicals. The overall role of environmental risks in the pattern of human disease, both nationally and internationally, is covered. The engineering and policy strategies, including risk assessment used to evaluate and control these risks, are also introduced.

PUBH 6200 Advanced Psychosocial Theories of Health and Health Behavior *(4 cr.)*
This multidisciplinary conceptual grounding in theoretical approaches to health and health behavior emphasizes the use of psychosocial theories in health-related practice, policy-making, and research. Ecological and biopsychosocial models designed to integrate these theoretical perspectives are also addressed.

PUBH 6210 High-Risk Health Behaviors: Strategies for Reduction, Prevention, and Amelioration *(4 cr.)*
Students study behaviors that increase an individual's risk of morbidity and mortality. The course focuses on the epidemiology of smoking, alcohol abuse, drug abuse, poor nutrition, interpersonal violence, accidental injury, and unsafe sex. Emphasis is also placed on psychosocial and environmental factors that support these behaviors, as well as individual and community strategies for reduction and prevention. This course draws on content from the core courses in epidemiology and social and behavioral dimensions of health.

PUBH 6220 Ethnic and Cultural Diversity in Health Behavior *(4 cr.)*
With a focus on ethnic and cultural diversity in health behavior as a basis for public health programs, this course also considers ethnic-minority groups and cultural groups in non-Western societies. Health status and behavior, examined in context of relevant social and anthropological theory (social class, gender-sexual orientation, acculturation, political economy), are explicated. The influence of sociocultural background on concepts of health, illness, and health-seeking behavior, and implications for planning public health programs and policies are discussed.

PUBH 6230 Biopsychosocial Aspects of Aging *(4 cr.)*
This course introduces students to a range of social, psychological, and ethical issues related to human aging. It examines the role public health should play in addressing the consequences of population aging, and how an understanding of social and psychological factors can inform that role. Topics for consideration include: institutionalized perceptions of aging and the elderly, productivity and vitality in late life, successful vs. usual patterns of aging, psychosocial intervention, and how social and psychological factors such as social networks and resiliency impact the health and functioning of the elderly. National and international policy issues (i.e., long-term care, home care, forced retirement, etc.) are addressed.

PUBH 6240 Sociocultural Perspectives on International Health *(4 cr.)*
A review of the relevance of sociocultural factors and an elaboration of the contributions of medical anthropology, its concepts and methods, to international public health. A sociocultural conceptual framework for the analysis of community health is demonstrated. Topics include health-seeking behavior, professional and public health education, and the anthropological approaches to challenges of specific health risks, complementing traditional epidemiologic and biological approaches. A wide range of international case studies are utilized for instruction.

PUBH 6250 U.S. and International Health Care Systems *(4 cr.)*
This course examines the new organizations, structures, and relationships that are developing as national and international health care systems reform themselves. Detailed analysis of health system delivery entities and their purposes, advantages, and disadvantages is presented. The influence of corporate and governmental agencies on the delivery and financing of health services is a primary topic of study. There is a strong emphasis on the legal issues confronting health care institutions. Students examine the market, fiscal, and public policy forces on national and international health systems and investigate the opportunities and challenges facing the management of community-based health care organizations.

PUBH 6400 Principles of Maternal, Child, and Adolescent Health *(4 cr.)*
Students learn an integrated approach to issues, programs, and policies in the field of maternal, child, and adolescent health. The following concepts are explored and addressed in depth: 1) the foundations of maternal, child, and adolescent

health (MCAH), including an overview of the field, history, and foundation of MCAH practice and programs; 2) MCAH data sources, uses of data, and related issues; and 3) research, policies, and practice in MCAH. The major health problems facing women, children, and adolescents are explored, including effective community-based interventions.

PUBH 6410 Principles of Occupational Health *(4 cr.)*
A survey of current issues in occupational health: the scope of hazards faced by workers; an overview of social, legal, and political forces that impact occupational safety and health; community health education programs designed to prevent occupational illness and injury; and practical skills for planning and implementing effective occupational health programs. Work site intervention studies are reviewed, including school settings. Violence at the work site is also addressed.

PUBH 6420 Principles of Community Health *(4 cr.)*
An overview of issues and challenges associated with development and assessment of innovative public health interventions in community settings. Topics include multidisciplinary and multicultural participation, developing health priorities in community settings, and the role of partnerships in program development. Instruction focuses on overcoming obstacles to implementation of broad-based, community-directed, public health interventions. Implications for health policy and political action are discussed.

PUBH 6430 Social and Behavioral Research Methods *(4 cr.)*
This course provides a broad overview of social and behavioral research methodology, including experimental, quasi-experimental and qualitative research designs; measurement, sampling, data collection; and testing theories and developing grounded theory. Through the use of case studies, methodological readings, discussion, and written assignments, students learn to design social and behavioral research, including program evaluation.

PUBH 6440 Public Health Ethics *(4 cr.)*
Students focus on the analysis of on-going ethical and professional issues in public health research and practice (i.e., informed consent, privacy and confidentiality, dignity and rights of participants, deception, coercion, risks to vulnerable populations, research fraud, and misuse of ideas, against the background of actual dilemmas and experiences of public health professionals).

PUBH 6450 Design and Evaluation of Community Health Promotion and Risk Prevention Programs *(4 cr.)*
This course presents the study of concepts, methods, rationale, and uses of design theory and evaluation research as they apply to the design and evaluation of public health education and promotion programs. Special attention is paid to the following types of evaluations: an evaluation audit, a critical review and re-analysis, a research synthesis, and a meta-analysis.

PUBH 6460 Health Education and Community Advocacy *(4 cr.)*
Selected social and behavioral change theories and the translation of those theories into specific health education policies and interventions are studied. Readings and discussions center on the development of theory-based strategies with an emphasis on issues of control, participation, efficacy, and empowerment. Principles of citizen participation and empowerment are highlighted. Effectiveness of coalition and partnership models, including media advocacy and marketing strategies, are reviewed. Case examples of health programs designed to address community health issues and social inequalities add to the analysis process.

PUBH 6470 Sociobehavioral Epidemiology *(4 cr.)*
This course presents a critical review and discussion of biological, social, and psychological factors that impact the distribution of disease in the U.S. and in selected international populations. The course will especially focus on those risk factors that have been studied most extensively in the transmission of communicable and infectious diseases. Special emphasis will be given to the explication of methodological and research design issues and problems in definition and assessment. Detailed attention will also be paid to the biological and environmental pathways that link psychosocial factors and human biological functions.

PUBH 6610 Thesis in Community Health *(6 cr.)*
This course engages students in the development of a research proposal and a thesis, which represents a summary expression of the knowledge they have achieved and integrated from their previous learning experiences in the program. It requires stu-

dents to focus on an area of interest in community health; define a problem; review the literature on this subject, including appropriate theoretical and conceptual frameworks; detail the methodology for data collection and analysis; collect the data; indicate the findings; and discuss implications and potential solutions for future public health practice or research. Students must complete the core curriculum and PUBH 6430, Social and Behavioral Research Methods, before enrolling in this course.

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

PUBH 6620 Field Practicum in Community Health *(5 cr.)*
The one quarter Field Practicum is for students with less than one year of health-related experience. Usually, students who enroll in this course will have less than three years of related work experience. The course includes both site-based and online learning experiences. Supervision by an on-site training preceptor is a critical component of this experience. Students communicate as a class at least twice a week in the CourseInfo instructional environment. Evaluation is provided by the on-site supervisor and course instructor. Students must complete the core curriculum before they can begin their practicum.

PUBH 6630 Directed Readings in Community Health *(1–4 cr.)*
Students design an individualized learning agreement to investigate a topic of interest in community health, under the direction of a faculty member. The content of the agreement should address the examination of theoretical, research, and professional practice literature. This course, which is usually taken after completion of the core curriculum, may be selected only once during a student's program of study.

PUBH 6920 Health Services Financial Management *(4 cr.)*
This is a foundational course in the financial management of the health care service industry. Student will learn the functional role of the health care finance manager, and the basic tools of health care financial decision-making, including: financial reporting statements, analyzing financial statements, cost concepts and decision making, budgeting techniques, cost variance analysis, time valuing of money procedures, capital acquisition, debt and equity financing, and working capital cash management. The course will emphasize application and case study use.

HLTH 8804 Organizing Community Action for Health *(5 cr.)*
This course focuses on leadership in the effective organization of communities, inter-agency collaborative efforts and work sites for collective action to bring about change in conditions and factors that influence population health and risk factors at the community, worksite, local, state, national and international level.

HLTH 8805 Mass Media and Marketing Campaigns for Health *(5 cr.)*
This course focuses on leadership in the persuasive use of mass communications media and targeted marketing strategies to promote health, reduce risk factors, and influence community leadership to support healthful conditions. Emphasis on effective design of mass media campaigns, targeting markets, working with and responding to new media, including broadcast, print, World Wide Web and other electronic communication media.

HLTH 8806 Policy Design and Implementation *(5 cr.)*
Student develop leadership in reviewing and applying scientific data in the formulation of policy recommendations, drafting legislation and ordinances to promote equitable distribution of health resources, healthful living conditions and products and to reduce risk factors. Leadership strategies for effective lobbying of decision makers and community leaders.

HLTH 8807 Health Promotion in Communities of Diverse Populations *(5 cr.)*
This course addresses leadership in planning and organizing health promotion programs for underserved, economically disadvantaged and underrepresented populations of diversity, including racial and ethnic groups, women, gay and lesbians, people with disabilities, children and older adults. Designing programs to promote health that consider the social, economic and medical conditions influencing the health status of diverse populations.

HLTH 8808 Design and Analysis of Community Trials *(5 cr.)*
Students conduct controlled experiments of health promotion and education programs and disease prevention interventions with communities as units of analysis, including neighborhoods, schools, and geopolitical communities. In depth study of techniques for randomization, multi-center coordination, data management, team building, statistical analysis, models for community assessment (i.e. APEX or PATCH), publication, and ethics. *(Prerequisites: successful completion of SBSF 8417, HLTH 8427 and 8437).*

School of Management
Master of Business Administration

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

Degree Requirements

68 quarter credit hours
MMBA 6000 Success Strategies (noncredit)
Core Curriculum (44 cr.)
Specialized Curriculum (12 cr.)
Electives (12 cr.)
Minimum 3.0 GPA
Continuous registration and course participation

Specializations

e-Business
Finance/Risk Management/ Insurance
Global Business
Health Services
Human Resource Management
Knowledge Management
Learning Management
Marketing
Management of Technology
Non-profit Management

Orientation

MMBA 6000 Successful Strategies in the Online Environment

Curriculum

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

** Note: Students must have access to Microsoft Office in order to take full advantage of the MBA curriculum*

Core Curriculum

"Core A" - Basic Core Courses

MMBA 6100 Management Practices *(4 cr.)*
MMBA 6105 Organizational Behavior *(4 cr.)*
MMBA 6110 Management Information Systems *(4 cr.)*
MMBA 6120 Business Statistics *(4 cr.)*

"Core B" - Advanced Core Courses

MMBA 6130 Fundamentals of Marketing *(4 cr.)*
MMBA 6140 Managerial Accounting *(4 cr.)*
MMBA 6150 Managerial Economics *(4 cr.)*
MMBA 6160 Financial Management *(4 cr.)*
MMBA 6170 Global Management *(4 cr.)*
MMBA 6180 Legal and Ethical Issues for Managers *(4 cr.)*

"Core C" - Capstone Course

MMBA 6190 Strategic Management and Planning *(4 cr.)*

e-Business Specialization

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

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

Finance Specialization

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

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

Finance/Risk Management/Insurance Specialization

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

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

Global Business Specialization

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

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

Health Services Specialization

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

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

**Note: 12- week courses*

Human Resource Management Specialization

This specialization provides students with expertise in areas in recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations.

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

Knowledge Management or Learning Management Specializations

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

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

Select one additional course from the Knowledge and Learning Management Specializations:*

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives
AMDS 8811 Advanced Knowledge Management Concepts
AMDS 8812 Expert Systems
AMDS 8813 e-systems
EDUC 8830 Adult Learning
EDUC 8831 Life-Long Learning
EDUC 8832 Education for Adult Learners
EDUC 8833 Integrating Knowledge and Learning Management with Strategic Educational Initiatives

**Note: all 12-week courses*

Marketing Specialization

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

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

Management of Technology Specialization

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

MMBA 6261 Management of Technology *(4 cr.)*
MMBA 6262 Organizational Performance *(4 cr.)*
MMBA 6263 Case Study: Project Management *(4 cr.)*

Non-profit Management Specialization

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

MMBA 6291 The Third Sector: Governance, Entrepreneurship, and Social Change
MMBA 6292 Fund Raising and Marketing in Non-Profit Organizations
MMBA 6293 Non-Profit Management

**12 week course*

Ph.D. in Applied Management and Decision Sciences Program

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

Degree Requirements

KAM-based Specializations: 128 quarter credit hours
Orientation activities
Professional Development Plan and Program of Study
Six KAMs (84 cr.)
FRS Seminars (14 cr.)
Dissertation (30 cr.)
32 residency units
Minimum 10 quarters enrollment
KAM/Course-based Specializations: 128 quarter credit hours
Orientation activities
Professional Development Plan and Program of Study
Coursework (42 credits)
Three KAMs (42 cr)
FRS seminars (14 cr.)
Dissertation (30 cr.)
32 residency units
Three KAMs (42 cr)
Minimum 10 quarters enrollment

Specializations

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

Curriculum

The AMDS curriculum offers an interdisciplinary approach to the study of management, using both the KAM and combined KAM-course models in the Information Systems Management Specialization and the Knowledge or Learning Management Specializations. Students may elect the general program, choose a specialization that fits a personal/career objective, or design a individualized specialization.

General Program

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

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

Perspectives in social and behavioral sciences as they influence human values and lifestyles, communication, social networks, and forecasting alternative futures area addressed. Students begin to integrate theoretical constructs into practical applications for their own interest areas.

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

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

This KAM covers basic theories and current research on biological, psychosocial, cognitive, and affective human development, including normal developmental patterns and crises that may occur. Students explore developmental questions in the context of both chronological time and underlying physical, social, and psychological experiences.

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

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

This is an introduction to systems theories from various disciplines. The primary models of structured system theories are presented as a background and theoretical framework for the other knowledge areas. Also considered are theories that impact micro- and macro-levels of social, political, and economic systems.

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

Foundation Research Sequence *(14 total credit hours)*

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

SBSF 8417 Foundation Research Seminar I: Human Inquiry and Science *(4 cr.)*
Topics in Seminar I include: philosophy of science and social science; construction, use, and verification of concepts, models, theories, and frameworks for inquiry; ethical, social, and political aspects of knowledge production. Completion within first three quarters of enrollment is required.

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

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

Specialized Knowledge Area Module V: Organizational Dynamics and Development *(14 total credit hours)*

Breadth:	***AMDS 8510*** Theories of Organizational Dynamics and Development *(5 cr.)*
Depth:	***AMDS 8520*** Contemporary Research and Issues in Theories of Organizational Dynamics and Development *(5 cr.)*
Application:	***AMDS 8530*** Professional Practice Application of a Theory of Organizational Dynamics and Development *(4 cr.)*

Specialized Knowledge Area Module VI: Decision Sciences *(14 total credit hours)*

Breadth:	***AMDS 8610*** Decision Theory and Analysis *(5 cr.)*
Depth:	***AMDS 8620*** Current Research in Decision Sciences *(5 cr.)*
Application:	***AMDS 8630*** Models for Decision Making *(4 cr.)*

Specialized Knowledge Area Module VII: Advanced Case Study in Applied Management *(14 total credit hours)*

Breadth:	***AMDS 8710*** Case Study Research *(5 cr.)*
Depth:	***AMDS 8720*** Current Case Study Research *(5 cr.)*
Application:	***AMDS 8730*** Case Study in Applied Management *(4 cr.)*

Dissertation *(30 credit hours)*

AMDS 9000 Dissertation

Engineering Management Specialization

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

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

Specialized Knowledge Area Module V: Engineering Management Quality
(14 total credit hours)

Breadth:	***AMDS 8514*** Global Total Quality Management (5 cr.)
Depth:	***AMDS 8524*** Methods and Tools for Managing Quality Improvement (5 cr.)
Application:	***AMDS 8534*** Reliability and Cost of Quality (4 cr.)

Specialized Knowledge Area Module VI: Engineering Management of Globally Competitive Goods and Services
(14 total credit hours)

Breadth:	***AMDS 8614*** Management for World Class Products *(5 cr.)*
Depth:	***AMDS 8624*** Collaborative/ Concurrent Engineering Management *(5 cr.)*
Application:	***AMDS 8634*** Product Life Cycle Cost and Time-to-Market *(4 cr.)*

Specialized Knowledge Area Module VII: Advanced Studies in Engineering Management *(14 total credit hours)*

This KAM is intended to fit the particular educational needs of the student and provide an opportunity for the student to more fully manage his or her educational program. This can be achieved through any of three alternatives:

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

Dissertation *(30 credit hours)*

AMDS 9000 Dissertation

Finance Specialization

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

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

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***AMDS 8123*** Current Research in Societal and Cultural Development (Finance) *(5 cr.)*
Application:	***AMDS 8133*** Professional Practice in Societal and Cultural Development (Finance) *(4 cr.)*

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

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

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

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***AMDS 8323*** Current Research in Organizational and Social Systems and Systems Engineering (Finance) *(5 cr.)*
Application:	***AMDS 8333*** Professional Practice in Organizational and Social Systems (Finance) *(4 cr.)*

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

Specialized Knowledge Area Module V: Corporate Financial Theory *(14 total credit hours)*

Breadth:	***AMDS 8513*** Theory of Corporate Finance *(5 cr.)*
Depth:	***AMDS 8523*** Current Research in Corporate Finance *(5 cr.)*
Application:	***AMDS 8533*** Professional Practice: Application of Corporate Finance *(4 cr.)*

Specialized Knowledge Area Module VI: Investment and International Finance (*14 total credit hours)*

Breadth:	***AMDS 8613*** Theory of Investments and International Finance *(5 cr.)*
Depth:	***AMDS 8623*** Current Research in Investments and International Finance *(5 cr.)*
Application:	***AMDS 8633*** Professional Practice: Application of Investments and International Finance *(4 cr.)*

Specialized Knowledge Area Module VII: Applied Business Finance Case Analysis *(14 total credit hours)*

Breadth:	***AMDS 8713*** The Case Study as a Research Technique *(5 cr.)*
Depth:	***AMDS 8723*** Current Case Study Research in Finance/Financial Management *(5 cr.)*
Application:	***AMDS 8733*** Professional Practice: Finance/Financial Management Case Study *(4 cr.)*

Dissertation *(30 credit hours)*

AMDS 9000	Dissertation

Leadership and Organizational Change Specialization

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

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

Breadth:	***SBSF 8110*** Theories of Societal Development *(5 cr.)*
Depth:	***AMDS 8122*** Cross-Cultural Aspects of Organizational Change *(5 cr.)*
Application:	***AMDS 8132*** Professional Practice and Organizational Change *(4 cr.)*

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

Breadth:	***SBSF 8210*** Theories of Human Development *(5 cr.)*
Depth:	***AMDS 8222*** Leadership and Human Development *(5 cr.)*
Application:	***AMDS 8232*** Professional Practice in Leadership and Human Development *(4 cr.)*

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

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***AMDS 8322*** Current Research in Organizational Systems *(5 cr.)*
Application:	***AMDS 8332*** Professional Practice and Organizational Systems *(4 cr.)*

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

Specialized Knowledge Area Module V: Leadership Development *(14 total credit hours)*

Breadth:	***AMDS 8512*** Classical and Emerging Paradigms of Leadership *(5 cr.)*
Depth:	***AMDS 8522*** Current Research on Leadership Development *(5 cr.)*
Application:	***AMDS 8532*** Professional Practice Application of a Theory of Leadership Development *(4 cr.)*

Specialized Knowledge Area Module VI: Organizational Change Models *(14 total credit hours)*

Breadth:	***AMDS 8612*** Model of Organizational Change and Development *(5 cr.)*
Depth:	***AMDS 8622*** Current Research on a Model of Organizational Change *(5 cr.)*
Application:	***AMDS 8632*** Professional Practice Application of an Organizational Change Model *(4 cr.)*

Specialized Knowledge Area Module VII: The Case Study *(14 total credit hours)*

Breadth:	***AMDS 8712*** The Case Study as a Research Technique *(5 cr.)*
Depth:	***AMDS 8722*** Current Case Study Research in Leadership and Organizational Change *(5 cr.)*
Application:	***AMDS 8732*** Professional Practice Application: Leadership or Organizational Change Case Study *(4 cr.)*

Dissertation (*30 credit hours)*

AMDS 9000	Dissertation

Operations Research Specialization

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

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

Breadth:	***SBSF 8111*** Theories of Societal and Cultural Development *(5 cr.)*
Depth:	***AMDS 8121*** Current Research in Societal and Cultural Development (Operations Research) *(5 cr.)*
Application:	***AMDS 8131*** Professional Practice and Societal and Cultural Development (Operations Research) *(4 cr.)*

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

Breadth:	***SBSF 8210*** Theories of Human Development *(5 cr.)*
Depth:	***AMDS 8221*** Current Research in Human Development - Decision Analysis (Operations Research) *(5 cr.)*
Application:	***AMDS 8231*** Professional Practice and Human Development - Applied Decision Analysis (Operations Research) *(4 cr.)*

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

Breadth:	***SBSF 8310*** Theories of Organizational and Social Systems *(5 cr.)*
Depth:	***AMDS 8321*** Current Research in Organizational and Social Systems - Systems Engineering (Operations Research) *(5 cr.)*
Application:	***AMDS 8331*** Professional Practice and Organizational and Social Systems - Applications of Systems Engineering and Analysis (Operations Research) *(4 cr.)*

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

Specialized Knowledge Area Module V: Deterministic Operations Research Techniques *(14 total credit hours)*

Breadth:	***AMDS 8511*** Theory of Deterministic Methods *(5 cr.)*
Depth:	***AMDS 8521*** Current Research in Deterministic Methods *(5 cr.)*
Application:	***AMDS 8531*** Professional Practice: Application of Deterministic Methods *(4 cr.)*

Specialized Knowledge Area Module VI: Stochastic Operations Research Techniques *(14 total credit hours)*

Breadth:	***AMDS 8611*** Theory of Stochastic Methods *(5 cr.)*
Depth:	***AMDS 8621*** Current Research in Stochastic Methods *(5 cr.)*
Application:	***AMDS 8631*** Professional Practice: Application of Stochastic Methods *(4 cr.)*

Specialized Knowledge Area Module VII: The Case Study *(14 total credit hours)*

Breadth:	***AMDS 8711*** The Case Study as a Research Technique *(5 cr.)*
Depth:	***AMDS 8721*** Current Case Study Research in Operations Research *(5 cr.)*
Application:	***AMDS 8731*** Professional Practice: Operations Research Case Study *(4 cr.)*

Dissertation *(30 credit hours)*

AMDS 9000	Dissertation

Information Systems Management Specialization

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

Core Courses *(42 total credit hours)*

MMBA 6110 Management Information Systems *(4 cr.)*

Technology Management:

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

Information Technology:

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

Managing Emerging Technologies:

AMDS 8315 Emerging Technology Assessment and Risk Management *(4 cr.)*
AMDS 8325 e-Commerce Strategies *(4 cr.)*
AMDS 8335 Knowledge Management *(4 cr.)* or
AMDS 8300 Advanced Individual Studies *(4 cr.)*

Core Capstone

AMDS 8300 Advanced Individual Studies *(2cr = 42 cr. Total)*

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

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

Dissertation *(30 credit hours)*

AMDS 9000 Dissertation

Knowledge Management or Learning Management Specializations

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

Core Courses

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

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

Knowledge Management

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

Two courses from Learning Management
(8 total credits)

Three appropriate KAMs *(42 total credits)*

Dissertation *(30 credits)*

AMDS 9000 Dissertation

Learning Management

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

Two courses from Knowledge Management ***(8 total credits)***

Three appropriate KAMs ***(42 total credits)***

Dissertation ***(30 credits)***

AMDS 9000	Dissertation

Self-designed Specialization

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

Declaring a Self-designed Specialization

Students wishing to pursue a program of study that reflects a self-designed specialization must declare the specialization by the end of their second quarter of enrollment. Students exercising this option design and declare the specialization in conjunction with the Professional Development Plan. The Professional Development Plan must clearly reflect how the student intends to integrate the Self-designed Specialization into the depth and application sections of all the KAMs, as well as the dissertation. The breadth component of the specialized KAMs must also support the specialization; however, the breadth component of the core KAMs is not used to support specializations. Students in the Self-designed Specialization should complete the Program of Study using the General Program course numbers for the breadth, depth, and application components of each KAM. The depth and application components should include a subtitle that reflects the focus of the student's own unique self-designed specialization. In the specialized KAMs, the titles of the breadth component must also reflect the unique self-designed specialization.

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

Completing a Self-designed Specialization

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

Master of Public Administration

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

Degree Requirements

52 quarter credit hours
MMPA 6000 Introduction to Online Learning (noncredit)
Core Curriculum (40 cr.)
Specialized Curriculum (12 cr.)
Portfolio

Specializations

General Program
Non-profit Management
e-Government
Public Policy
Health Services

Curriculum

The MPA curriculum consists of 40 credits of core courses divided into three content areas: foundations, public management, and policy and administration. Students advance to the 12 credit specialized curriculum after the completion of the core curriculum. A specialization comprises three courses in a designated field or by completing a general program by taking any combination of three courses from the specializations offered. The MPA curriculum culminates in a portfolio of a student's work.

Core Courses

Foundation

MMPA 6100 Historical Foundations and Professional Development *(4 cr.)*
MMPA 6110 Organizational Theory and Behavior *(4 cr.)*
MMPA 6120 Managing at the Boundaries *(4 cr.)*

Public Management

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

Policy and Administration

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

General Program

A general program is created by taking three courses in any of the MPA specializations offered.

Non-profit Management Specialization

This specialization prepares students to apply to apply entrepreneurial ideas and concepts that have proven effective in the private sector to the non-profit arena as they assume a leadership role in the rapidly changing non-profit sector. As a result of the immense corporate and individual wealth that has built up over the last decade, competition among fundraising organizations for donations is more sophisticated than ever. Fundraising that was once done by individuals has become a formal marketing activity.

MMPA 6260 The Third Sector: Governance, Entrepreneurship, and Social Change *(4 cr.)*
MMPA 6261 Fund-raising and Marketing in Non-profit Organizations *(4 cr.)*
MMPA 6262 Non-profit Management *(4 cr.)*

e-Government Specialization

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

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

Public Policy Specialization

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

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

Health Services Specialization

In this specialization, students will learn about health delivery systems, health policy, health administration, and health finance centers so they can manage effectively and successfully in this unique environment. Americans have seen radical changes in the health care industry over the past several years. They've watched it go from an independent structure to a collection of major business enterprises, which in turn have changed the way health care is delivered. As the health care environment changes, managers must quickly adapt to succeed.

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

**This is a 12-week course*

Ph.D. in Public Policy and Administration

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

Degree Requirements

128 quarter credit hours
Orientation activities
Professional Development Plan and Program of Study
Core course curriculum (32 cr.)
Elective courses (10 cr.)
FRS seminars (14 cr.)
Specialized KAM curriculum (42 cr.)
Dissertation (30 cr.)
32 residency units
Minimum enrollment of 8-9 quarters depending on the transfer of credits awarded

Specializations

Public Policy Administration
Public Policy
Democratic Institutions

Curriculum

The Ph.D. in Public Policy and Administration curriculum combines a course-based core curriculum divided into three concentration areas: Foundations, Public Management, and Policy and Leadership. Courses from the MPA program comprise the core curriculum for the PPA program. The Foundation Research Sequence seminars are the same as the AMDS program. Electives are chosen from courses within the Management School, or students may register for individual studies. The three specializations all have several concentrations and utilize a common KAM curriculum with topic areas chosen by the student in KAM VII. Students generally complete both the core courses and FRS seminar requirements before moving onto the elective courses and specialized KAMs.

Public Administration Specialization

Public management is under reform. Public managers are held more accountable and sophisticated computer and telecommunications technology is increasingly being utilized in a variety of e-government solutions. Public services are being delivered through alternative nongovernmental institutions, and citizens and their elected officials are expecting more from those who manage public and non-profit institutions. The Public Administration specialization prepares scholar-practitioners to lead reform in public administration. Students may concentrate in state and local government, public finance, or health administration.

Public Policy Specialization

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

Democratic Institutions Specialization

Investment in social capital is as important as investment in physical and human capital. Without constant attention to democratic and social institutions, a society and its individuals cannot prosper. Recently, considerable attention has been paid to the decline in social capital in the United States and to declining participation in many social institutions. The Democratic Institutions specialization investigates these issues and prepares you to become knowledgeable social change agents through scholarly inquiry, applied research and effective participation in these institutions. Students may concentrate in citizen participation, governance of nonprofit organizations or strategic planning.

Core Curriculum *(32 total credit hours)*

MMPA 6000 Introduction and Orientation to Online Learning *(no credit)*

Foundations

MMPA 6100 Historical Foundations and Professional Development *(4 cr.)*
MMPA 6110 Organizational Theory and Behavior *(4 cr.)*
MMPA 6120 Managing at the Boundaries *(4 cr.)*

Public Management

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

Policy and Leadership

MMPA 6170 Professional Leadership and Ethics *(4 cr.)*
MMPA 6180 Policy Analysis *(4 cr.)*

Elective Courses *(10 total credit hours)*

Any of the elective courses in the PPA program
-or-
AMDS 8300 Advanced Individual Studies

Foundation Research Sequence *(14 total credit hours)*

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

See the Ph.D. in Applied Management and Decision Sciences program for seminar descriptions.

Specialized Curriculum *(42 total credit hours)*

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

Specialized Knowledge Area Module V: Democratic Governance *(14 total credit hours)*

Breadth: ***PPPA 8510*** Theories of Democratic Governance *(5 cr.)*
Depth: ***PPPA 8520*** Contemporary Research and Issues in Democratic Governance *(5 cr.)*
Application: ***PPPA 8530*** Professional Practice Application of Democratic Governance *(4 cr.)*

Specialized Knowledge Area Module VI: Organizational Leadership and Change *(14 total credit hours)*

Breadth: ***PPPA 8612*** Classical and Emerging Paradigms of Leadership and Organizational Change *(5 cr.)*
Depth: ***PPPA 8622*** Current Research on Leadership and Organizational Change *(5 cr.)*
Application: ***PPPA 8632*** Professional Practice Application of a Theory of Leadership and Organizational Change *(4 cr.)*

Specialized Knowledge Area Module VII: Specialization Topics *(14 total credit hours)*

Breadth: ***PPPA 8710*** Theories in Selected Specialization Topic *(5 cr.)*
Depth: ***PPPA 8720*** Current Research in Specialization Topic *(5 cr.)*
Application: ***PPPA 8730*** Professional Practice Application of Specialization Topic *(4 cr.)*

Dissertation *(30 credit hours)*

PPPA 9000 Dissertation *(30 cr.)*

School of Management Graduate Course Descriptions

MMBA 6000 Success Strategies in the Online Environment *(noncredit)*
This is a non-credit six-week course that introduces the student to Walden University, CourseInfo, and the M.B.A. program. The course prepares the student to use not only CourseInfo but also Internet tools, e-mail, Web browsers, techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical thinking skills, group work skills and to finalize their course of study. The course is required of all students and is a prerequisite for taking any other course in the M.B.A. program. Following successful completion of this orientation, the student will be admitted to the first class.

MMBA 6100 Management Practices *(4 cr.)*
This basic management course covers the theory and practice of management, with emphasis on application of concepts. After an introduction to management, learners study the management functions of planning, organizing, leading, and controlling. Contemporary issues of ethics, diversity, and globalization are integrated into the study of management functions. In this course, learners analyze case studies from major companies and use interactive tools on the Internet to further enhance their skill, knowledge, and application.

MMBA 6105 Organizational Behavior *(4 cr.)*
In Organizational Behavior the three levels of analysis are: Individual, Group and Organization System. This course investigates the individual and the foundations of individual behavior, including personality and emotions, motivation and decision making. The course examines the foundations of group behavior; work teams; communication; leadership and creating trust; power and politics; and conflict and negotiation. Finally, the course examines the foundations of organization structure; technology and work design; performance appraisal and reward systems; organizational culture; and organizational change and development. Three contemporary topics will also be studied: diversity, globalization and ethics.

MMBA 6110 Management Information Systems *(4 cr.)*
This course is designed to deliver an in-depth understanding of information resources in organizations and their business implications. Ceaseless developments in the IT world are forcing management to totally rethink their approach to business and to explore new ways of structuring the organization to respond efficiently to the demands of customers and employees.

MMBA 6120 Business Statistics *(4 cr.)*
This course examines the applications to business of the fundamentals of probability, descriptive and inferential statistics, hypothesis testing, and regression and correlation analysis.

MMBA 6130 Fundamentals of Marketing *(4 cr.)*
This course surveys the fundamental concepts and processes involved in marketing products and services in today's competitive, dynamic marketplace. Major decisions relating to market segmentation and targeting and the development of a marketing mix are examined within a conceptual framework that helps organizations plan, implement and control the sum total of their marketing activities.

MMBA 6140 Managerial Accounting *(4 cr.)*
This course prepares students to use the language of business accounting. Students learn to examine financial statements to check the company's profitability, liquidity, solvency, and return to shareholders. Students learn to use accounting data to make decisions in business, such as product pricing, cost cutting, new equipment acquisition and new enterprise start up.

MMBA 6150 Managerial Economics *(4 cr.)*
This is a basic economics course that covers applied economic theory, practice and thinking. It emphasizes selected micro- and macroeconomic topics that are pertinent to contemporary business decision making. Students learn to use fundamental economic concepts by applying them to specific real-world problems or events. The evaluation of current issues, such as government regulation, e-commerce, monetary policies, energy shortages and international trade, is incorporated into the course through student research that builds on the concepts presented in the course and on information obtained from the Internet and other publicly available data sources.

MMBA 6160 Financial Management *(4 cr.)*
This course applies introductory finance principles to solving realistic personal and corporate financial problems using the EXCEL spreadsheet program. The course covers the "three pillars" of financial management: the time value of money, asset valuation and risk management. The time value of money is applied to solving problems in corporate capital budgeting and for personal financial planning. Asset valuation methods are applied to valuing stocks, bonds, investment projects, and futures and options contracts. Risk management first identifies sources of business risk and quantifies that risk. Second, it reduces risk by diversifying assets, by hedging risk through futures contracts and/or insuring against risk through the purchase of option contracts.

MMBA 6170 Global Management *(4 cr.)*
This course examines the scope of business expansion to a multinational and beyond to a global level. It discusses how government, diplomacy and operations of international organizations facilitate the integration of national markets into a global market. It also contrasts international with domestic risk management including hedging foreign exchange exposure, translating foreign earnings to domestic financial statements, dealing with international taxation and investors' exposures to political interference with business in diverse countries (sovereign risk). Moreover, it identifies and discusses cross-cultural factors that affect business strategies, investment decisions, operations, marketing and human relations. Finally, it considers some of the more prominent U.S. laws that reach beyond U.S. borders to affect the operations of U.S. based global firms including legislation on corrupt practices.

MMBA 6180 Legal and Ethical Issues for Managers *(4 cr.)*
Through class group case discussion, this course analyzes applied legal and ethical decision-making across a broad spectrum of companies and subjects pertinent to the modern business organization. This course will introduce and explore with participants a range of ethical theories, concepts and ideas about organizational decision making with the intent of making MBA participants more ethically aware decision-makers and effective and thoughtful senior leader-managers. The course will seek to help students develop their own values and ethical philosophies thereby assisting in their professional growth and development.

MMBA 6190 Strategic Management and Planning (Capstone) *(4 cr.)*
This is an integrative, capstone course in strategic management and business policy for those about to complete their MBA graduate study. The course focuses on long-range, strategic problems faced by a CEO and top management team of the organization. Strategy implementation problems faced by department or division level managers are also considered. The course builds on and synthesizes students' prior course work and knowledge in different functional areas and applies this integrated understanding of business and management issues to real-world case problems and business decisions.

MMBA 6201 Corporate Finance *(4 cr.)*
This course applies financial tools to investigate practical problems using real-world data sets and case studies. The practical problems investigated include finding hurdle rates for investment decisions, measuring returns on investments, evaluating financial structure decisions, defining the dividend policy, and valuing operations.

MMBA 6202 Financial Institutions and Markets *(4 cr.)*
A broad range of financial institutions and services is covered. The course evaluates the reaction of financial institutions in meeting the demands of retail customers and how these institutions accommodate resulting risks. The course evaluates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. The course also covers the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds.

MMBA 6203 Case Study: Financial Modeling *(4 cr.)*
This course uses Excel models to accomplish financial analyses of key business decisions including: valuation, leasing and leverage leases, portfolio models with and without short sales, option pricing models and portfolio insurance, real options for valuation, and calculations for bond returns and durations.

MMBA 6213 Case Study: Risk Management and Insurance *(4 cr.)*
The course uses risk management concepts to evaluate potential corporate exposure including (1) identifying and analyzing loss exposures, (2) selecting alternative techniques to reduce exposures, (3)

selecting appropriate techniques to reduce risks, and (4) implementing and monitoring the selected technique. The course explores non- traditional risk management techniques such as risk financing through market instruments, contractual transfers, and captive insurers. Students develop a risk assessment instrument that can be applied to evaluate future risks of any organization.

MMBA 6221 Advanced Marketing Management *(4 cr.)*
The course investigates advanced management concepts in the areas of market segmentation, multiple market channels, competitive intelligence, integrated marketing, and e-business. Students work together in teams to develop a comprehensive management-marketing plan for one new product or service chosen by the team at the beginning of the course.

MMBA 6222 International Marketing *(4 cr.)*
The course covers global visions, global marketing management, international pricing, political environment, legal aspects, and business ethics. Students work in teams to develop a comprehensive international marketing plan.

MMBA 6223 Case Study: Services Marketing *(4 cr.)*
The course evaluates the differences between product and services marketing. Examines the service marketing mix, total quality management, customer perceptions of services, pricing of services, and relationship marketing. Students apply critical service marketing concepts to real-world situations using team case studies.

MMBA 6241 E-business Technology *(4 cr.)*
The course provides an in-depth understanding of how to integrate an end-to-end e-business technology plan into an enterprise infrastructure and how to determine its business value. The focus is supply chain management (SCM) and the necessary concepts associated with the infrastructure including: networks, security, back-end processes, EDI, VANs, ISPs, and portals. The course covers the issues of system planning, performance, capacity planning, testing, and system management.

MMBA 6242 E-business Marketing *(4 cr.)*
The course focuses on customer relationship management (CRM) for both traditional firms and digital startups. Traditional and e-marketing practices are compared and contrasted with a focus on the important elements of the user interface.

MMBA 6243 Case Study: E-business Strategy *(4 cr.)*
The course addresses business-to-business (B2B) issues with an overview of business strategies. Examines case studies of business process fundamentals and processes improvements. The course includes a business plan outline, a strategy handbook for the Internet, and insights into the criteria used by investors to make funding decisions for new companies. Students develop a comprehensive strategic plan for an E-business.

MMBA 6251 International Trade *(4 cr.)*
The course investigates the relationship of microeconomics and the special characteristics of trade. The course covers trade policy, politics, emerging considerations among developed and developing countries, and the analyses of trade and investment decisions.

MMBA 6252 International Finance *(4 cr.)*
The course addresses open economy, macro-economic models, and policies. The course covers the asset approach to foreign exchange rates, implications for economic policies of fixed and flexible exchange rate systems, current examples of alternative exchange rate regimes, corporate risk management, optimum currency areas, the euro, exposure to developing countries, financial crises, and international debt forgiveness policies.

MMBA 6253 Case Study: International Business Strategy *(4 cr.)*
The course investigates case studies of multinational corporate management issues including: choosing between international and global competition, strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions.

MMBA 6261 Management of Technology *(4 cr.)*
The course examines the key concepts in management of information technology and the role of technology managers. The course presents Management of Technology from both a process and system perspective, and investigates major technical issues involved in innovation and implementation.

MMBA 6262 Organizational Performance Improvement *(4 cr.)*
The concepts of performance improvement and

process reengineering are addressed. The course investigates the achievement of organizational performance improvements through redesigned business processes and the use of information. Students benchmark and analyze current best practices in organizational performance improvement.

MMBA 6263 Case Study: Project Management *(4 cr.)*
The course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Students develop a comprehensive strategic plan for managing technology using a project management approach.

MMBA 6271 Human Resources Management *(4 cr.)*
The course addresses the functional areas of the professional human resource management including strategic role, employment policies, legal and environmental regulations, interviewing and hiring, rewards and recognition, pay and benefits, diversity, job assessment, health and safety, ethics, negotiating and bargaining, and communications.

MMBA 6272 Human Resource Development and Change *(4 cr.)*
The course addresses the area of individual development including: motivation, organizational design, knowledge management, 360 degree feedback, identifying and developing leaders, and the future direction of human resources.

MMBA 6273 Case Study: Applications in Human Resource Management and Professional Practice *(4 cr.)*
The course fosters further evaluation of the human resource function through the active assessment of a number of mini-cases studies focusing on regulatory issues, job assessment, recruiting and orientation, health and safety, and labor relations.

MMBA 6291 The Third Sector: Governance, Entrepreneurship, and Social Change *(4 cr.)*
This course provides an overview and history of the third sector in American society, featuring governance and nonprofit corporations. The course covers the relationship between the Board and the executive director, ethics, fiduciary responsibility, human resources, and Board organizational structures. The course examines the role of non-profit organizations in fostering social change and the emerging trend toward entrepreneurship in non-profits. *(Note: This is a 12-week course).*

MMBA 6292 Fund Raising and Marketing in Non-Profit Organizations *(4 cr.)*
This course examines the history of philanthropy and the philosophy of giving in the non-profit sector in the U.S. Provides an understanding of the many fundraising techniques and funding sources that generate financial support for non-profits as well as the context in which these methods may be used. *(Note: This is a 12-week course).*

MMBA 6293 Non-Profit Management *(4 cr.)*
This course provides the basis for understanding nonprofit management issues and how management in the non-profit sector differs. The course addresses mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment. *(Note: This is a 12-week course).*

MMPA 6000 Introduction and Orientation to Online Learning *(non-credit)*
This is a non-credit four-week course that introduces the student to the university, CourseInfo and the MPA program. It is required of all students and is a prerequisite for taking any other course in the program. It prepares the student to use CourseInfo as well as Internet tools, e-mail and Web browsers. In addition, it provides basic instruction in techniques of online communication and interaction, time and stress management, APA formatting, writing skills, critical thinking skills and group work.

MMPA 6100 Historical Foundations and Professional Development *(4 cr.)*
This course familiarizes students with the historical and contemporary roles and relationships of the public and nonprofit sectors in the U.S. It provides a scholarly perspective on public policy and administration that traces major theories associated with the field and the political, social and economic context within which they developed. Students are encouraged to reflect upon their career experiences and prior education as a basis for integrating theory and practice and for establishing specific academic objectives to help them achieve individual professional goals. This is intended to make a strong connection between the student's own professional development and development of the major theories and concepts of public administration.

MMPA 6110 Organizational Theory and Behavior *(4 cr.)*
This course focuses on behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. Skills and abilities essential for effective management in changing organizational contexts are emphasized. Topics examined include motivation, productivity, diversity, group development, team building, decision making and communication processes, power and politics, leadership, job design and organizational culture.

MMPA 6120 Managing at the Boundaries *(4 cr.)*
This course examines the historical and contemporary patterns of interaction between levels of government and between the public, private and nonprofit sectors in the United States. Of all the western democracies, the U.S. 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 enhance revenue in the non-profit 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/non-profit sector leaders and managers.

MMPA 6130 Applied Research *(4 cr.)*
This course is designed to introduce students to the research process as applied to problems in the public and nonprofit sectors. Beginning with an overview of the scientific method, it covers each phase of the research process including formulating the research question, model building and conceptualization, data collection and analysis, and reporting results and conclusions. In addition, the course introduces qualitative methods, and assesses the strength and weaknesses of both quantitative and qualitative methods. Students are not required to have a background in quantitative methods, statistics or computer-based analysis.

MMPA 6140 Strategic Management of Information *(4 cr.)*
This course is designed for an in-depth understanding of information resources and their implications for the public and non-profit sectors.
Advancements in information technology, which are making e-Government a reality and are causing administrators to rethink their approach to service delivery, are explored as well as new ways of structuring organizations for greater productivity. The human systems and organizational culture impacts of information technology are also examined.

MMPA 6150 Budgeting and Fiscal Management *(4 cr.)*
This course examines government and non-profit budgeting policies and practices as well as the fiscal climate within which these organizations have to operate. Students will gain a better understanding of the role of finance in public and nonprofit organizations, the theories underlying major fiscal policy debates, how to construct budgets and capital improvement plans, and how to successfully generate funds to support non-profit sector organizations.

MMPA 6160 Human Resource Management *(4 cr.)*
This course is a survey of philosophy, approaches, and systems of managing people in government and non-profit organizations. It includes historical developments, personnel management practices and behaviors, and current issues. It examines recruitment, classification, compensation, training, evaluation and labor-management relations functions.

MMPA 6170 Professional Leadership and Ethics *(4 cr.)*
This course examines the ethical issues of public and non-profit sectors. It provides conceptual tools to clarify moral dilemmas and analyzes individual decision-making strategies and organizational programs from an ethical perspective.

MMPA 6180 Policy Analysis *(4 cr.)*
This course provides a broad perspective on the policy process, recognizing that both public and nonprofit administrators are intimately involved in executive and legislative/ board policy and decision-making. It focuses on how policy is initiated, researched, shaped for decision-making, decided, implemented and then evaluated. Balanced attention is given to the dynamics of the policy making process itself, as well as the analytical and communications tools that equip professionals at many levels in organizations to be effective actors in this process.

MMPA 6190 Capstone Seminar *(4 cr.)*
This course is intended to integrate learning from

all the master's courses to demonstrate a stronger, more intellectually cohesive understanding of public and non-profit administration. It may focus on governance, policy, or leadership and management in either the public or non-profit sectors, or it may take a cross-sector comparative perspective.

MMPA 6260 The Third Sector: Governance, Entrepreneurship, and Social Change *(4 cr.)*
This course provides an overview and history of the third sector in American society, featuring governance and non-profit corporation law. Government and business are the first two sides of the sector triangle. The relationships between the Board and the executive director are covered. Ethics topics typical to non-profit organizations such as conflict of interest, fiduciary responsibility, human resources, and Board organizational structures are examined in depth. The role of non-profit organizations in fostering social change is a major component of this course. The emerging trend toward entrepreneurship in non-profits is examined in detail.

MMPA 6261 Fund-raising and Marketing in Non-profit Organizations *(4 cr.)*
This course examines the history of philanthropy and the philosophy of giving, and their relationship to the non-profit sector in the U.S. The principles of development and their relationship to organizational mission, governance, and capacity are a core part of the course. The course provides an understanding of the many fund-raising techniques and funding sources that generate financial support for nonprofits as well as the contexts of their use.

MMPA 6262 Non-profit Management *(4 cr.)*
This course provides the basis for understanding non-profit management issues and for understanding how management in the non-profit sector differs from both public and business administration and includes special issues of non-profit management such as mission, budgeting, financial management, strategic planning, and outcome evaluation and assessment.

MMPA 6270 e-Government: An Introduction to Digital Government *(4 cr.)*
This introductory class is geared to offer the generalist an overview of "big picture" of the field e-government. Some of the major areas covered in the class materials include: definitions of key terms, the current national and international context, a framework of six types of e-government opportunities, identification of the major stages of e-government, and both the major reasons for and the major potential customers of e-government. Much of the class material and examples will be drawn directly from relevant federal, state and local web sites. The intended outcome of the class is to have participants leave with a good familiarity with the field of e-government and with a sense of the reasons for doing e-government and criteria for a good e-government project. Course assignments will include postings to the class web site, responding to other participants contributions and completing assignments on approximately a weekly basis.

MMPA 6271 e-Government: Promising Practices and Emerging Trends *(4 cr.)*
The Promising Practices class delves more deeply into emerging trends and leading edge work in the field of online public services. Some of the areas covered include web page organization around customer segments and customer needs, use of expert systems to facilitate users access to complex sets of information, and access tactics to including advanced work in intelligent voice recognition and web-enhanced wireless telephones. Also covered are approaches to strategic planning for e-government including three main strategies for "making the case" for an e-government approach in public services. The intended outcome of the class is to have participants be aware of emerging trends and promising practices and how these might be useful in a specific federal, state or local government agency. Course assignments will include postings to the class web site, responding to other participants contributions and completing assignments on approximately a weekly basis. The major project will be developing a list of promising practices for use in an applied project.

MMPA 6272 e-Government: Applications and Case Studies in Public Services *(4 cr.)*
This class is centered on participants developing a project plan for an e-government initiative at the federal, state or local level using knowledge gathered in the first two classes and from additional sources. One project outcome would be a "persuasive memo" to potential project "authorizers" on the rationale for a project with an attached process outline for developing a project. The format of the project resembles a strategic plan with an assessment of potential customers, rationale for the proj-

ect, technology assessment, and a plan of action. Course assignments will include postings to the class web site, responding to other participants contributions and completing assignments on approximately a weekly basis. The major project will be developing a project plan with a cover memo for an e-government initiative.

MMPA 6280 Policy and Politics in American Political Institutions *(4 cr.)*
This course introduces students to the crafts of policy making and analysis in the American democratic system. The course covers the policy process—agenda setting, using policy analysis tools, managing the political process, implementing policy, and evaluation and feedback. Students will develop skills in policy and economic analysis as well as their skill in determining the political feasibility of proposed policies. Regulation as a policy choice will be discussed. Last, students will enhance their abilities to develop alternatives and to assess strategies, which are proposed to achieve certain policy objectives. Policy arena of interest to students will form the foundation of this course and may include communications, immigration, social, transportation, housing, labor, arts, and environmental policies.

MMPA 6281 Program Evaluation *(4 cr.)*
This course provides an introduction to the tools used by policy makers and policy analysts to evaluate the impact of government policies. The course includes framing the evaluation question, using quantitative and qualitative tools to measure effectiveness, impact and output evaluations, formulating evaluation reports and feedback to decision makers, and determining appropriate changes in policy options and operations at all levels. Information technology as a factor in evaluation will be examined. This course will include methods for evaluating policies and programs funded by the public sector but implemented by the private and nonprofit sectors. Knowledge of economics and finance is helpful.

MMPA 6282 Public Policy and Finance *(4 cr.)*
This course covers both micro and macro economic models used in policy formulation and how public finance influences policy choices as well as implementation alternatives. Secondly, students will examine tax policies and tax incentive models, budgeting, public/private models, market influences on policy, the impact of government expenditures on income redistribution, and economic considerations of welfare, food stamps, worker's compensation, and social security. Outsourcing of public programs will also be examined.

AMDS 8115 Management of Technology *(4 cr.)*
This course examines the key concepts in management of information technology and the role of technology managers. Management of technology is presented from both a process and system perspective. The major technical issues involved in innovating and implementing technology are presented.

AMDS 8125 Organizational Performance Improvement *(4 cr.)*
This course is designed to provide students with the concepts of performance improvement and process reengineering. Achieving high level improvements in organizational performance through redesigned business processes, and use of information technology to reengineer an organization are central to the course.

AMDS 8135 Project Management *(4 cr.)*
This course explores the theory and practice of how to manage projects. Topics include effective project management styles, critical factors for project success, organizational support systems that enhance projects, project authority, and ethics in project execution. Cost, schedule and technical planning, and control methods Project management software is used for a typical project plan and tracking.

AMDS 8215 Systems Analysis, Design, and Implementation *(4 cr.)*
This course examines the analysis, design and development of computer-based information systems. The key characteristic 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 pro-

cessing data files are discussed. Concepts of relational database methods are covered as well as the issues of managing information in a database.

AMDS 8235 Communications and Networking *(4 cr.)*
Students learn the concepts and terminology of data communications, network design, and distributed information systems. Topics include communications equipment, protocols and architecture, transmission alternatives, communications environments, regulatory issues, and network pricing and management.

AMDS 8315 Emerging Technology Assessment and Risk Management *(4 cr.)*
This course covers issues related to the creation, acquisition, and leveraging of emerging information technologies for competitive advantage. The challenges of managing state-of-the-art technologies in organizations, the role of information technology infrastructures, conditions that facilitate innovation development, and links between technology and strategic planning are presented. Emerging Technology are assessed in the context of the risks and strategies to manage these risks are examined.

AMDS 8325 E-Commerce Strategy *(4 cr.)*
This course introduces students to the emerging theories and practices of e-Commerce strategies. Strategies associated with both sides of the electronic commerce world: e-commerce solutions for existing companies and e-business concept development for venture startups.

AMDS 8300 Advanced Individual Studies *(2 cr.)*

AMDS 8800/EDUC 8820 Epistemology and the Practice of Knowledge and Learning Management *(4 cr.)*
This is a review of the history of knowledge from the early contributors including Plato and Aristotle to contemporary writers as well as the evolution of major movements including rationalism, empiricism, functionalism, structuralism, and behaviorism. The course covers contemporary authors involved with knowledge, learning, and change management including Senge, Drucker, Deming, Nonaka, Garvin, Argyris, Knowles, and Rogers. A broad foundation for the study of knowledge and learning management is provided. *(Completion is required in the first four quarters of enrollment.)*

AMDS 8335/EDUC 8821 Principles of Knowledge Management *(4 cr.) (Six week Course)*
This course examines how information systems enable organizations to systematically identify, acquire, store, analyze, distribute, and reuse information and knowledge from all sources (e.g. internal and external, explicit and tacit) in order to enhance organizational productivity and competitiveness. The course also examines how information technology supports the organizational knowledge process. *(Completion required in the first four quarters of enrollment.)*

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

AMDS 8810 Integrating Knowledge Management with Strategic Initiatives *(4 cr.)*
This is an examination of how the emerging concepts of Knowledge Management are integrated with other strategic initiatives including total quality, ISO 9000, Malcolm Baldrige, process reengineering, benchmarking Six Sigma, lean development, and organizational change. The course provides an opportunity for students to understand the major change initiatives and how Knowledge Management leverages these organizational initiatives.

AMDS 8811 Advanced Knowledge Management Concepts *(4 cr.)*
A review of the merging roles of chief knowledge officers and chief learning officers, this course explores the future direction of knowledge management based on the history of knowledge, the demands of global competition, the needs of 21st Century organizations, and the views of futurists looking at both organizational change and organizational learning.

AMDS 8812 Expert Systems *(4 cr.)*
Expert Systems examines the role of expert systems in knowledge management including the use of artificial intelligence, neural systems, and other advanced concepts in the creation, retrieval, and competitive use of knowledge.

AMDS 8813 e-Systems *(4 cr.)*
This course examines the role of e-systems, Internet, e-commerce, e-business, B2B with knowledge management. Also under examination is the new languages, html, and other emerging applications.

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

Bachelor of Science

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

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

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

Degree Requirements

90 credits of general education courses taken prior to admission
BSBA 1000 (one-credit orientation)
Core courses (25 credits)
Major Courses (39 credits)
Concentration Courses (15 credits)
Electives (10 credits)

Specializations

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

Orientation

MGMT 1000 Success Strategies in the Online Environment

Curriculum

The B.S. program offers a diverse curriculum to maximize the learning opportunities for students' specific professional and educational needs. The core curriculum consists of basic courses, core courses, courses in the area of concentration, and electives. All courses are six weeks in duration.

General Education Requirements *(90 credits)*

Taken concurrently, or prior to admissions to the program and arrayed as follows:

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

Prerequisites

Business Administration (BA)	Information Systems (IS)
1. Statistics 2. Microeconomics 3. Macroeconomics	1. Statistics 2. Computer Applications

Non-credit Orientation Course
(1 credit/1 course)

MGMT 1000 Introduction and Orientation to Online Learning	MGMT 1000 Introduction and Orientation to Online Learning

Core curriculum common to both BA and IS
(25 credits/5 courses)

1. MGMT 3001 Management Principles
2. MGMT 3002 Marketing
3. MGMT 3003 Human Resource Management
4. MGMT 3004 Financial Management
5. MGMT 3005 Information Systems in Enterprises

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

Business Administration (BA)	Information Systems (IS)
MGMT 3101 Ethical Leadership MGMT 3102 Dynamics of Change MGMT 3103 Knowledge Management and Organizational Learning MGMT 3104 Accounting MGMT 3105 Global Business in the 21st Century MGMT 3106 Entrepreneurship/Small Business MGMT 3107 Critical Thinking and Decision Making MGMT 5101 Business Capstone Project (Strategic)	MGMT 3201 Information Systems Architecture I MGMT 3202 Information Systems Architecture II (Object Analysis-Design) MGMT 3203 Information Databases and Transaction Processing MGMT 3204 Business Process Redesign MGMT 3205 Telecommunications and Networking MGMT 3206 Distributed Systems MGMT 3207 Data Warehousing, Data Mining, and Decision Support Systems- Executive Information Systems MGMT 5201 IS Capstone

Electives
(10 credits/2 courses)

Two courses from any other concentration are required.	Two courses from any other concentration are required.

Totals

General Education	90
Orientation	1
Prerequisites	0
Core	25
Major	39
Concentration	15
Electives	10
Total	**180 quarter credits**

Business Administration Core Course Descriptions

MGMT 1000 Success Strategies in the Online Environment
After successful completion of the course, students will be prepared to use CourseInfo, e-mail, web browsers and other techniques of online communication and interaction. Students will also learn about the skills required to perform successfully in the program including writing skills, critical thinking skills, using library resources, registration, and time management. Students will be introduced to student services including financial aid and academic counseling.

MGMT 3001 Management Principles
Students will gain a working knowledge of the essential principles and concepts of management theory and practice. The course is structured so that the student examines the interrelationships among the major business disciplines and gains a comprehensive perspective with which to organize additional study in management. Practical applications of the manager's role in planning, organizing, staffing, directing and controlling are demonstrated and evaluated. (*Prereq: None).*

MGMT 3002 Marketing
Students examine basic marketing functions and the execution of successful marketing processes. They will gain a fundamental understanding of marketing concepts, practices, terminology, associated technologies, and practical applications including, Customer Relationship Management [CRM]. (*Prereq: MGMT 3001).*

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

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

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

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

MGMT 3103 Knowledge Management and Organizational Learning
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) in order 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. (*Prereq: MGMT 3001).*

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

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

MGMT 3106 Entrepreneurship/Small Business
This course examines the processes required to undertake the creation and maintenance of a successful business enterprise, with an emphasis on small business. Students will focus initially on start-up basics for a new small business followed by the details involved in the development of a business plan. Finally, the "nuts and bolts" of day-to-day business management will be examined, concentrating on issues ranging from legal matters to employment decisions. (*Prereq: MGMT 3001).*

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

MGMT 5101 Business Capstone Project [Strategic]
The student plans, completes and writes a report for a capstone project by applying and integrating a variety of skills, tools and knowledge to a complex, real-world problem. A student's capstone project report is a professional product that demonstrates what the student understands about solving complex problems. Students choose capstone topics that will benefit themselves and his/her employers. This makes the work interesting and provides the greatest return in terms of learning and professional satisfaction. Course projects are often excellent capstone topics. Many courses offer the opportunity to continue work on the same topic started in a previous course. (*Prereq: Successful completion of all other courses).*

Business Administration Concentration Course Descriptions

The concentration permits the student to develop an in-depth appreciation for a particular subject through a three-course sequence. Seven concentrations are available to students in either the Business Administration or Information Systems major.

Finance

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

MGMT 4101 Corporate Finance
Students gain an understanding of the decisions made by finance managers in organizations. These decisions include choosing between competing investment opportunities, asset valuation, measuring risk and return, financing of the firm's operations, dividend policy, capital structure decisions, and valuation of financial instruments.

MGMT 4102 Financial Institutions and Markets
This course investigates the following financial markets: money, bond, mortgage, stock, foreign exchange, and derivative security markets. Students learn about the operation and regulation of commercial banks, thrift institutions, insurance companies, securities firms, investment banks, finance companies, mutual funds, and pension funds.

MGMT 4103 International Finance
This course introduces students to the field of international finance. Primarily emphasis is on international financial markets and the macroeconomics of international financial flows. Topics include foreign exchange, international securities markets, and international banking.

Global Business

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

MGMT 4110 International Marketing
This course is designed to introduce students to the complex world of international marketing. Students gain familiarity with the cultural, legal, technology, and financial aspects of various countries. In addition, students learn to apply the tools of the marketing management process to the international environment.

MGMT 4111 International Finance
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.
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MGMT 4112 International Business Strategy
Students complete case studies to understand multinational corporate management issues including: strategies for international entry to manufacturing, service and entrepreneurial industries, alliances, partnerships, global marketing, research and development, human resources, and acquisitions.

Human Resource Management

Organizations today have only one long-term strategic competitive advantage - its people. Finding, keeping, and developing highly prized talent is critical to achieving and maintaining a competitive advantage and building future business success. Students develop insights into recruitment and selection, performance evaluation, compensation and benefits, job design, training, retention, and turnover. In addition, students explore how economic, social, psychological, legal, and cultural forces influence employment relations.

MGMT 4120 Strategic Human Resource Management
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 non-monetary rewards, are compared and contrasted. The impact on employee motivation and retention is also examined.

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

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

Knowledge and Learning Management

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

MGMT 4130 Integrating Knowledge Management with Strategic Initiatives
Students examine how the emerging concepts of knowledge management work with other strategic initiatives including total quality, ISO 9000,

Malcolm Baldrige's Performance Excellence, process reengineering, benchmarking Six Sigma, lean development, and organizational change.

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

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

Marketing

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

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

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

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

Information Systems Core Course Descriptions

MGMT 1000 Success Strategies in the Online Environment
After successful completion of the course, students will be prepared to use CourseInfo, e-mail, web browsers and other techniques of online communication and interaction. Students will also learn about the skills required to perform successfully in the program including writing skills, critical thinking skills, Library resources, registration, and time management. Students will be introduced to student services including financial aid and academic counseling.

MGMT 3005 Information Systems in Enterprises
An introduction to enterprise information systems, the course reviews their characteristics, their impact on the enterprise, how they fit in organizations, their current architectures, current enabling tools, and project cycle. (*Prereq: None).*

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

MGMT 3202 Information Systems Architecture II [Object Analysis-Design]
An introduction to the concept of information abstraction, the course examines the role of abstraction in the development of the information systems architecture. The basic types of data and information elements will be described, data structures will be developed, and the interaction of data structures and how they interact with the hardware elements of an information system will be explored. Object-oriented case studies will be used. Students will develop object-oriented applications that illuminate the impact of information abstraction. A course project will be completed. (*Prereq: MGMT 3201).*

MGMT 3203 Information Databases and Transaction Processing
Students are introduced to the concepts of data modeling and to current models with their approaches to the organization of data. The design and normalization of data for the database of choice is discussed. Query processing is presented and students exercise a query processor against a database that they have created. Students are introduced to transaction processing with the associated concurrency, integrity and recovery problems of a transaction based system. (*Prereq: MGMT 3005).*

MGMT 3204 Business Process Redesign
The concepts and methodology for business process redesign (BPR) are presented. Emphasis is placed on how information systems serve as enablers for business process redesign. Students learn how to analyze business processes and redesign them for dramatic results. The course includes case studies that provide practical application of the concepts and methodologies. (*Prereq: MGMT 3005).*

MGMT 3205 Telecommunications and Networking
Students will become familiar with and have a working knowledge of the connectivity issues, performance issues, and the standards and protocols of a variety of networking configurations. (*Prereq: MGMT 3005).*

MGMT 3206 Distributed Systems
Students explore distributed systems at the organizational level, at the user support level, and at the functional level. The goal is to produce people who can design, implement and manage a distributed system. Emphasis is placed on understanding the information components of the system and the combining of these components to meet the information needs of the organization. The issues of system reliability, performance, security and cost are addressed. (*Prereq: MGMT 3201 and MGMT 3202).*

MGMT 5201 Comprehensive Collaborative Project
A summative experience is provided for the student, incorporating a range of activities that they have prepared previous courses. Students will participate in a team activity producing working systems from real world specifications. Generally, this course will be done in collaboration with an industry system development team working on a complex systems development project. The specific course content is determined by the specifications of the system being worked on. The project selected should be of sufficient complexity to require the use of the majority of the student's undergraduate technical education as they work toward a systems solution for the project. (*Prereq: MGMT 3201 and MGMT 3202).*

Information Systems Concentration Course Descriptions

Digital Enterprise

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

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

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

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

End-User Information Systems

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

MGMT 4210 Organizational and End-user Information Systems Concepts
This course presents an overview of Organizational and End-user Information Systems (OEIS) including technologies, business processes, and worker performance. This course emphasizes methods used to plan for and implement information technologies in the workplace. Advances in information systems hardware and software and appropriate applications are discussed. Emphasis is on understanding end-user needs and how to select and design systems to address them. Work- flow and systems analysis methodology, work (re) design, organizational change, systems implementation, and management issues are covered. Basic computer literacy is assumed. (*Prereq: MGMT 3005).*

MGMT 4211 End-user Technology Solutions
This course provides a comprehensive overview of technology solutions for the Organizational and End-user Information Systems (OEIS) environment, including software packages, operating systems, and hardware considerations. Students analyze, select, and evaluate computer software and hardware to address business needs. The course emphasizes the development of business applications using software packages (word processing, spreadsheets, databases, presentation graphics, project management, and desktop publishing and accompanying documentation and help-screens). Prerequisites: computer literacy; demonstrated skill in using application software. (*Prereq: MGMT 3005).*

MGMT 3207 Data Warehousing, Data Mining, and Decision Support Systems-Executive Information Systems
This course enables students to acquire a broad understanding of business management information systems and their components while incorporating the use of data and analysis models. (*Prereq: MGMT 3201 and MGMT 3202).*

MGMT 5202 Special Topics (Capstone)
The student plans, completes and writes a report for a capstone project by applying and integrating a variety of systems skills, tools and knowledge to a real-world complex system. A student's capstone project report is a professional product that demonstrates what the student understands about complex systems. We encourage students to choose capstone topics that will benefit themselves and their employers. This makes the work interesting and provides the greatest return in terms of learning and professional satisfaction. Course projects are often excellent capstone topics. Many capstone courses offer the opportunity to continue work on the same topic started in a previous course. (*Prereq: Successful completion of all other courses).*

Baccalaureate Level Policies and Procedures

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

Admissions Policies

Contingent Admission

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

Conditional Admission

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

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

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

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

Deferred Admission

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

Transcript Evaluation

General education requirements (i.e., AA, AS or equivalent) must be met through credit earned from regionally accredited institutions. To gain a B.S. degree from Walden University, the undergraduate student must complete a minimum of 180-quarter credits totaling 90 in general education and electives and 90 at the upper division level (3000-4000). Individual degree programs may have differing credit requirements.

Minimum Credit at Walden University

Students must fulfill a minimum requirement of 45 credits within the major area through Walden

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

General Education

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

Articulation

Students who have earned an accredited AA or AS degree from a regionally accredited institution must also satisfy the general education requirements of Walden University. A transcript evaluation, prior learning evaluation, examination credit, and SOC or ACE credit review will be completed by an Enrollment Advisor with a determination made for both the 90 credit General Education and elective credit and the 90 credit major area (upper division level). Baccalaureate degree program graduates may apply for early admission in certain master's programs at the university.

Transfer of Credit

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

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

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

1. At the grade of "C" or better (2.0 on a 4.0 scale) from a regionally accredited institution.
2. Arrayed as follows within general education and elective requirements of undergraduate studies:

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

3. No pre-freshman or remedial credit will be accepted for transfer (below 1000 level).
4. Credit will not be awarded twice for the same learning.
5. Students wishing to transfer competency based or experiential learning credits from another regionally accredited institution must submit
   - Official transcripts indicating a grade of C or better.
   - Written narrative detailing the competency-based credits.
6. Prior Learning Credit is designated on the official Walden transcript with a "PLC" designation.
7. Credit must be earned in courses where the content meets the general education and elective requirements listed above, or is equivalent to the content of corresponding Walden University courses.
8. To be considered for acceptance in transfer, credits or other units from foreign institutions must satisfy the criteria above and be evaluated by an approved agency.

Prior Learning Credit

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

1. The Prior Learning Credit policy is strictly followed:
   - The university is a member of DANTES and will provide information to students allowing them to explore the option of credit by examination (CLEP/DANTES).
   - Re-taking an examination may occur only one time per subject;
   - A 6-month waiting period must be completed before re-taking an examination;
   - Credits earned by examination will be officially awarded after a student has successfully com pleted a minimum of 8 hours with Walden;
   - Walden will accept essay or non-essay versions of the CLEP English Composition Exam. The fee for challenging a course through credit by examination is paid upon application for the examination and is not refundable.
2. Walden University is a designated four-year Service Member Opportunity College (SOC) institution providing opportunities for men and women in the military service to complete educational programs by means of various modes of instruction. Transfer of such military service education programs will be in keeping with SOC guidelines.
3. The American Council on Education (ACE) has developed an approval process for offering applicable elective study in place of traditional course work. Maximum amounts of transferable ACE credit allowed are:
   - 21 approved credits for lower division level work (1000-2000)
   - 27 approved credits for upper division level work (2000-3000)
4. For the purpose of conversion of semester credits to quarter credits the applied formula is:

   X semester credits multiplied by 1.5 = X quarter credits

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

Academic Progress Standards

All baccalaureate students must meet academic progress standards. Students are advised that progress guidelines for financial aid are separate and discrete from the university's academic progress standards. Students must complete a minimum of three courses per year of enrollment.
Students must maintain an overall undergraduate GPA of 2.0 in classes taken at the university.

Undergraduate Course Grading Scale

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

Grade Point Average

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

Grades of Incomplete

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

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

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

Course Participation Policy

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

Withdrawing from a Course

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

Enrollment Standards

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

Minimum Enrollment Requirement/ Maximum Enrollment Limit

Baccalaureate students must complete a minimum of 45 credits and four (4) quarters with Walden University to receive the Walden B.S. degree. Students accepted into the B.S. degree program must transfer into his/her program a minimum of 90 undergraduate credits for admission into the minimum 180-credit program.

The maximum enrollment limit for baccalaureate students is four (4) years. The student's Program of Study will serve as the guide for the students detailing those courses accepted in transfer, including prior learning assessment and credit by examination. Upper division courses will also be detailed within the student's program of study and guide the student in attainment of his/her B.S. degree program requirements. Please note: The specific major a student may be admitted to will determine the exact number of required credits.

Academic Progress Standards

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

Minimum Standards for "Good Academic Standing"	Minimum GPA
15 credits completed (minimum three courses) per year	2.0

Maximum Registration Limit

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

School of Psychology

M.S. in Psychology

The course-based M.S. in Psychology is a comprehensive program emphasizing core knowledge and the latest theories and current research in psychology. The General Program encompasses a wide range of study from personality to human motivation in cognition and learning, students are provided with a solid foundation in psychology principles and practices. The Industrial/Organizational Psychology specialization provides a firm foundation in the psychology applied to work and the job setting.

Degree Requirements

45-55 quarter credit hour program (depending on the elective courses)
Orientation teleconference and PSYC 6000
A signed Program of Study
General Program: 7 core courses (28 cr.) 2 specialized courses (8-10 cr.)
Industrial/Organizational Psychology: 9 core courses (36 cr.) 2 specialized courses (8-10 cr.)
PSYC 6190 Thesis (9 cr.)
3.0 GPA

Specializations

General Program
Industrial/Organizational Psychology

Curriculum

Students begin the program with PSYC 6000 Success Strategies, a noncredit orientation course designed to introduce students to learning at a distance. Students must complete this course in their first quarter of enrollment. Psychology courses are offered via specific instructional modes. See the Instructional Modes description on page xx. All 6000 level courses with the exception of 6140, 6150, and 6190 are online classes.

General Psychology Specialization

Core Courses

PSYC 6010 Physiology Psychology *(4 cr.)*
PSYC 6020 History and Systems of Psychology *(4 cr.)*
PSYC 6110 Statistics in Psychology *(4 cr.)*
PSYC 6170 Advanced General Psychology *(4 cr.)*

One course from the following:

PSYC 6100 Cognitive Psychology *(4 cr.)*
PSYC 6050 Human Motivation *(4 cr.)*
PSYC 6060 Theories of Learning *(4 cr.)*

One course from the following:

PSYC 6030 Group Dynamics *(4 cr.)*
PSYC 6040 Theories of Personality *(4 cr.)*

One course from the following:

PSYC 6130 Principles of Psychological Measurement *(4 cr.)*
PSYC 6160 Research Design *(4 cr.)*

Specialized Courses

Two electives from the following:

PSYC 6120 Psychological Testing *(4 cr.).*
PSYC 6140 Intelligence and Personality Testing I *(*4 cr.) (Prerequisite: PSYC 6130)*
PSYC 6150 Intelligence and Personality Testing II *(*4 cr.) (Prerequisite: PSYC 6130)*
PSYC 6180 Independent Reading *(4 cr.)*
PSYC 8400 Health Psychology *(5 cr.)*
PSYC 8480 Organizational Psychology *(5 cr.)*
PSYC 8540 Neuropsychology *(5 cr.)*
PSYC 8560 Sports Psychology *(5 cr.)*

** Includes a required three-week, in-person class meeting convening on the Indiana University, Bloomington campus. The meeting is scheduled to coincide with Walden's summer session.*

Thesis

PSYC 6190 Thesis *(9 cr.)*

Industrial/Organizational Specialization

Core Courses

PSYC 6000 Success Strategies *(0 cr.)*
PSYC 6020 History and Systems of Psychology *(4 cr.)*
PSYC 6110 Statistics in Psychology *(4 cr.)*
PSYC 6170 Advanced General Psychology *(4 cr.)*
PSYC 6120 Psychological Testing *(4 cr.)*
PSYC 8465 Fundamentals of Industrial/ Organizational Psychology *(5 cr.)*
PSYC 8510 Psychology in the Work Place *(5 cr.)*
PSYC 8480 Organizational Psychology *(5 cr.)*
PSYC 6160 Research Design *(4 cr.)*

Specialized Courses

Two electives from the following:

PSYC 6100 Cognitive Psychology *(4 cr.)*
PSYC 6050 Human Motivation *(4 cr.)*
PSYC 6060 Theories of Learning *(4 cr.)*
PSYC 6030 Group Dynamics *(4 cr.)*
PSYC 6040 Theories of Personality *(4 cr.)*
PSYC 6130 Principles of Psychological Measurement *(4 cr.)*
PSYC 6180 Independent Reading *(4 cr.)*
PSYC 8510 Vocational Psychology *(5 cr.)*
PSYC 8530 Leadership and Process of Change *(5 cr.)*

Thesis

PSYC 6190 Thesis *(9 cr.)*

Registering for PSYC 6190 Thesis Credits

M.S. in Psychology Program students must register for a total of nine credits of PSYC 6190 Thesis over a maximum of three quarters. Prerequisites for matriculating into PSYC 6190 Thesis include the successful completion of 24 credits (including all core courses) and a formally approved thesis supervisory committee. Students may register for PSYC 6190 Thesis during any quarter in which they are working on the proposal or thesis. Registration for PSYC 6190 Thesis takes place during the regular course registration period. Students must register for a minimum of three PSYC 6190 Thesis credits per quarter. Students in the Industrial/ Organizational Psychology Specialization are recommended to make their thesis an applied study.

Matriculation into the Ph.D. Program

Admission to the M.S. program provides contingent admission to the Ph.D. program in the following specializations: Academic Psychology; Health Psychology; Organizational Psychology. Contingent admission assumes the applicant meets the Ph.D. program's admission requirements including three years of relevant professional experience. Final admission to the Ph.D. program is made upon completion of the M.S. program and the recommendation of the M.S. Program Director. Students seeking admission to the Ph.D. program's Clinical Psychology Specialization must have completed PSYC 6140 Intelligence and Personality Testing I (Cognitive Testing) and PSYC 6150 Intelligence and Personality Testing II (Personality Testing) or an acceptable comparable course elsewhere before consideration will be given for admission to these specializations upon completion of the M.S. program. Students completing the M.S. program with this course on their academic record, with the recommendation of the M.S. Program Director, and final admission, will be given priority placement in the specialization of their choice.

Ph.D. in Professional Psychology

The mission of the course-based Ph.D. in Psychology program is to prepare practicing psychologists to address important societal problems that impact the lives of individuals, families, and organizations. Both licensure and non-licensure specializations are available. The curriculum emphasizes theoretical and research-derived knowledge that guides professional practice and enhances opportunities for psychologists to serve as change agents for the betterment of society.

Specializations

Non-licensure:	***Licensure-oriented:***	***Combined:***
Academic Psychology	Clinical Psychology	Clinical or Counseling with Organizational Psychology
Health Psychology	Counseling Psychology	Clinical or Counseling with Health Psychology
Organizational Psychology	School Psychology	

Degree Requirements

Non-licensure Specializations

127 credit hours, course-based
Orientation teleconference and New Student Orientation Residency
Professional Development Plan and Program of Study (included in PSYC 8000 Professional Development)
Minimum 10 quarters enrollment
3.0 GPA
10 core courses
6 advanced courses according to specialization
5 electives
PSYC 9000 Dissertation (proposal, dissertation, and oral presentation)(27 credits)
Minimum half-time enrollment (with the exception for continuous enrollment options)
32 residency units

Licensure-oriented Specializations

127 credit hours, course-based
Orientation teleconference and New Student Orientation Residency
Professional Development Plan and Program of Study (included in PSYC 8000 Professional Development)
Minimum 12 quarters enrollment
Internship
3.0 G.P.A.
10 core courses
6-7 advanced courses according to specialization
4-5 electives
PSYC 9000 Dissertation (proposal, dissertation, and oral presentation)(27 credits)
Full-time enrollment (with the exception of continuous enrollment options)
Academic Year in Residence

Instructional Modes

Online Class

Students complete the Online Class, using communication tools available via the World Wide Web and the Walden Information Network. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus at the beginning of the quarter. At a minimum, students must participate in class discussion twice weekly. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper due on the 15th day of the last (third) month of the quarter is required in all Online Classes.

Grades for the Online Class are based on several criteria including the research paper, individual writing assignments, group projects, and participation in online class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15th day of the last (third) month of the quarter. Enrollment in Online Classes is generally limited to 20 students.

Online with In-Person Class

The Online with In-Person Class includes a meeting at an instructional center. Instructors facilitate weekly, asynchronous discussions based on assigned readings and topics posted in the syllabus at the beginning of the quarter. At a minimum, students must participate in class discussion twice weekly. Students must keep copies of their postings and all assignments. Collaborative group projects are common. A research paper due on the 15th day of the last (third) month of the quarter is required for the Online with In-Person Class. In addition to online instruction, the Online with In-Person Class courses incorporate an in-person class meeting at a designated University instructional center one weekend during the middle (second) month of the quarter. The university's instructional centers are located in various cities (presently: Bonita Springs, FL; Minneapolis, MN; Fort Dix, NJ; Phoenix, AZ; and Washington, DC.) The weekend meeting of most Online with In-Person Class courses convenes Friday evening (6 to10 p.m.) and all day Saturday (8 a.m. to 6 p.m.), or Saturday evening (6 to10 p.m.) and all day Sunday (8 a.m. to 6 p.m.). Some Online with In-Person Classes may meet at different times in conjunction with an academic residency. Dates and locations are announced prior to course registration to facilitate travel planning. Students are required to attend the in-person class meeting to receive credit for the course.

Grades for Online with In-Person Classes are based on several criteria including the research paper, individual writing assignments, group projects, attendance at the in-person meeting, and participation in online class discussions. The grade for the research paper is not the final course grade. All course materials are due on the 15h day of the last (third) month of the quarter. Enrollment in Online with In-Person Classes is generally limited to 20 students.

In-Person Class

This class is a face-to-face or one- or two-credit residency course. It may be given in conjunction with a residency or, as in the case of the advanced clinical seminar, that consist of a series of face-to-face sessions at an instructional site. Please see the description of PSYC 8610, PSYC 9201, PSYC 9202, and PSYC 9203 for more details.

Tutorial

Tutorial courses provide a one-on-one learning opportunity for the student. The student will use the syllabus developed for the course by the faculty member. A research paper due on the 15th day of the last (third) month of the quarter is required in all tutorial courses. Online communication is also common to all tutorial courses.

Students enrolled in tutorial courses are responsible for establishing an individual contact schedule with the course instructor. A minimum of ten substantive, interactive contacts between the student and instructor are required.

Curriculum

Students must successfully complete all core courses before registering for advanced courses. Elective courses may be taken at anytime. Ten courses define the core curriculum in all specializations.

Registration for PSYC 9000 Dissertation takes place during the regular course registration period. Students must register for a minimum of five credits when registering for PSYC 9000 Dissertation. Students who have completed 27 credits of PSYC 9000 and all other course requirements must register for PSYC 9999 Continuing Research until program completion.

Core Courses

PSYC 8000 Professional Development (no credit)
PSYC 8010 History and Systems of Psychology (5 cr.)
PSYC 8020 Psychology and Social Change *(5 cr.)*
PSYC 8030 Developmental Psychology *(5 cr.)*
PSYC 8050 Biological Psychology *(5 cr.)*
PSYC 8070 Psychology of Learning *(5 cr.)*
PSYC 8090 Social Psychology *(5 cr.)*
PSYC 8100 Tests and Measurements *(5 cr.)*
PSYC 8120 Quantitative Analysis ***** *(5 cr.)*
-or-
PSYC 8130 Qualitative Analysis *(5 cr.)*
PSYC 8140 Psychological Research Designs *(5 cr.)*

** Students specializing in clinical, counseling, or school psychology must pass PSYC 8120 Quantitative Analysis. All other students may choose either PSYC 8120 Quantitative Analysis or PSYC 8130 Qualitative Analysis to fulfill the core requirement. Students intending to use qualitative methodology in their dissertation research should take PSYC 8130 Qualitative Analysis.*

Non-Licensure Specializations

The Academic, Health, and Organizational Psychology Specializations prepare graduates for positions in academic settings, health care environments, business and industry, and athletic settings. Students in these specializations are generally not planning to pursue licensure as a psychologist. Curriculum requirements include the completion of 21 courses in psychology and a dissertation. Typically, students enrolled in non-licensure specializations complete core courses the first year of study, advanced and elective courses the second year, and the dissertation the last three quarters of enrollment. In addition, students in these specializations must meet the University's standard academic residency requirement for doctoral students. Students may enroll on a full-time or half-time basis and advance at their own pace within the university's standards for academic progress.

Academic Psychology Specialization

This specialization supports students who plan to teach and conduct research in psychology at institutions of higher education. Interest in the teaching of psychology, psychology of learning, educational psychology, and related areas are representative of the interests of academic psychologists. Students completing this specialization will be prepared to inform the public, impact social change, and contribute to the field through their research and teaching. Within the Academic Psychology Specialization, students focus their studies in one of four tracks.

Academic Clinical Psychology Track
10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8225	Educational Psychology *(5 cr.)*
PSYC 8230	Advanced Psychopathology *(5 cr.)*
PSYC 8235	Teaching of Psychology *(5 cr.)*
PSYC 8250	Psychological Appraisals *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Academic Counseling Psychology Track
10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8220	Abnormal Psychology *(5 cr.)*
PSYC 8225	Educational Psychology *(5 cr.)*
PSYC 8250	Psychological Appraisals *(5 cr.)*
PSYC 8235	Teaching of Psychology *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Academic General Psychology Track
10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8220	Abnormal Psychology *(5 cr.)*
PSYC 8225	Educational Psychology *(5 cr.)*
PSYC 8235	Teaching of Psychology *(5 cr.)*
PSYC 8250	Psychological Appraisals *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Academic School Psychology Track
10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8225	Educational Psychology *(5 cr.)*

PSYC 8235	Teaching of Psychology *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
PSYC 8460	Psychological Consultations *(5 cr.)*
PSYC 8590	Prevention in School Psychology *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Health Psychology Specialization

Health psychology students plan to practice in a variety of health care settings and academic institutions. Many health psychologists practice in medical centers, business and industry, or sports and fitness settings. Others teach and engage in research at colleges and universities.

10 core courses (45 cr.)

PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
PSYC 8265	Behavioral Nutrition *(5 cr.)*
PSYC 8275	Psychoneuroimmunology *(5 cr.)*
PSYC 8400	Health Psychology *(5 cr.)*
PSYC 8410	Psychopharmacology *(5 cr.)*
PSYC 8540	Neuropsychology *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Organizational Psychology Specialization

Organizational psychology students plan to work within businesses, industries, government, and universities. Organizational psychologists are interested in the role of organizational behavior as it relates to leadership, supervision, and work performance issues. Students enrolling in the Organizational Psychology Specialization complete the following curriculum:

10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
PSYC 8460	Psychological Consultations *(5 cr.)*
PSYC 8480	Organizational Psychology *(5 cr.)*
PSYC 8520	Psychology in the Workplace *(5 cr.)*
PSYC 8530	Leadership and the Process of Change *(5 cr.)*
5 electives	*(25 cr.)*
PSYC 9000	Dissertation *(27 cr.)*

Students enrolled in the course-based Ph.D. in Psychology Program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation.

Licensure-Oriented Specializations

The Clinical Psychology Specialization, Counseling Psychology Specialization, and School Psychology Specialization are designed to prepare graduates for licensure as psychologists. The curriculum meets the educational requirements of most state psychology boards. No program can guarantee licensure. Students are responsible for checking with the state board for current educational requirements. Curriculum requirements include the completion of 21 courses in psychology, an internship, and a dissertation. Typically, students enrolled in licensure-oriented specializations complete core courses the first year of study, advanced and elective courses the second year and third years, and the internship and dissertation the fourth year. Students in these specializations must meet minimum enrollment and residency requirements. In addition, students must complete an academic year in residence.

The university provides for alternatives when a student is unable to fulfill the requirements above. While this is not encouraged, students may elect the alternative in certain situations. Equivalency to an Academic Year in Residence is defined as the completion of 500 hours of face-to-face contact with faculty at residency sessions during any continuous 14 or 24 month period in addition to enrollment in courses. Psychology students are responsible for understanding specific residency requirements in their state and for any changes in those state requirements that may occur during their tenure at Walden.

Clinical Psychology Specialization

Clinical psychology students plan to seek a psychology license to practice in health care settings, community mental health centers, group practice settings, or private independent practice. Their interests include working with clients who present more severe diagnostic profiles and require thorough psychological evaluations and long-term treatment interventions.

10 core courses (45 cr.)

PSYC 8200	Psychology of Personality (5 cr.)
PSYC 8230	Advanced Psychopathology (5 cr.)
PSYC 8240	Therapeutic Psychology (5 cr.)
PSYC 8260	Ethics and Standards of Professional Practice (5 cr.)
PSYC 8270	Advanced Psychological Testing *(5 cr.)*
PSYC 8280	Practicum *(5 cr.)*
PSYC 8410	Psychopharmacology *(5 cr.)*
3 electives	*(15 cr.)*
PSYC 9000	Dissertation *(27 cr.)*
PSYC 9100	Internship *(no credit)*
PSYC 9201, 9202, 9203	Advanced Clinical Seminars *(6cr.*)*

**Students enrolling in 9201, 9202, 9203 are expected to enroll in Summer Session prior to starting 9201 and in the following Summer Session.*

Counseling Psychology Specialization

Counseling psychology students plan to practice as licensed counseling psychologists. Counseling psychologists are concerned with promoting functional relationships, work roles, career plans, and healthy life styles. As counseling psychologists, they serve clients with adjustment disorders related to marriage, family relationships, occupational change or career planning, and lifestyle behaviors.

10 core courses (45 cr.)

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8220	Abnormal Psychology *(5 cr.)*
PSYC 8240	Therapeutic Psychology *(5 cr.)*.
PSYC 8250	Psychological Appraisals *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*.
PSYC 8280	Practicum *(5 cr.)*.
4 electives	*(20 cr.)*
PSYC 9000	Dissertation *(27 cr.)*
PSYC 9100	Internship *(no credit)*
PSYC 9201, 9202, 9203	Advanced Clinical Seminars *(6 cr.*)*

**Students enrolling in 9201, 9202, 9203 are expected to enroll in Summer Session prior to starting 9201 and in the following Summer Session.*

School Psychology Specialization

School Psychology students plan to 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.

Core Courses

PSYC 8000	Professional Development *(no credit)*
PSYC 8010	History and Systems of Psychology *(5 cr.)*
PSYC 8020	Psychology and Social Change *(5 cr.)*
PSYC 8030	Developmental Psychology *(5 cr.)*
PSYC 8050	Biological Psychology *(5 cr.)*
PSYC 8070	Psychology of Learning *(5 cr.)*
PSYC 8090	Social Psychology *(5 cr.)*
PSYC 8100	Tests and Measurements *(5 cr.)*
PSYC 8120	Quantitative Analysis *(5 cr.)* -or-
PSYC 8130	Qualitative Analysis * *(5 cr.)*
PSYC 8140	Psychological Research Designs *(5 cr.)*

**8130 may only be taken if learner has graduate coursework in quantitative analysis consistent with 8120, taken within 6 years prior to matriculation, with grade of B or better)*

Advanced Courses

PSYC 8200	Psychology of Personality *(5 cr.)*
PSYC 8255	Child Psychopathology *(5 cr.)*
PSYC 8520	Multicultural Counseling *(5 cr.)*
PSYC 8260	Ethics and Standards of Professional Practice *(5 cr.)*
PSYC 8270	Advanced Psychological Testing *(5 cr.)*
PSYC 8560	Psychological Consultations *(5 cr.)*
PSYC 8590	Prevention and Intervention in Schools/Communities *(5 cr.)*
EDUC 6912	Foundations of Reading and Literacy *(5 cr.)*
EDUC 8807	Curriculum Theory and Design *(4 cr.)*
PSYC 8600	Independent Reading: The Exceptional Individual *(5 cr.)*
PSYC 8600	Independent Reading: Seminar in School Psychology *(5 cr.)*
PSYC 8280	Practicum *(5 cr.)*
PSYC 9000	Dissertation *(27 cr.)*
PSYC 9100	Internship *(noncredit)*

Additional Residency for Licensure Requirement

PSYC 9201, 9202, 9203	Advanced Clinical Seminar *(5 cr.)*

Combined Specialization in Clinical or Counseling Psychology and Organizational Psychology

Students in either the Clinical Psychology Specialization or the Counseling Psychology Specialization may complete a combined specialization that includes study in organizational psychology. The combined specialization requires students to focus on organizational issues in their internship. A practicum in an organizational setting is strongly recommended for students with no previous experience in organizational psychology. Students choosing this option complete the following courses in place of electives:

PSYC 8460	Psychological Consultations *(5 cr.)*
PSYC 8480	Organizational Psychology *(5 cr.)*
PSYC 8520	Psychology in the Workplace *(5 cr.)*
PSYC 8530	Leadership and the Process of Change *(5 cr.)*

Combined Specialization in Clinical or Counseling Psychology and Health Psychology

Students in either the Clinical Psychology Specialization or the Counseling Psychology Specialization may complete a combined specialization that includes study in health psychology. The combined specialization requires students to complete an internship in a health setting. Students choosing this option complete the following courses as electives:

PSYC 8400	Health Psychology *(5 cr.)*
PSYC 8410	Psychopharmacology (counseling students only) *(5 cr.)*
PSYC 8540	Neuropsychology *(5 cr.)*
PSYC 8265	Behavioral Nutrition *(5 cr.)*
PSYC 8275	Psychoneuroimmunology *(5 cr.)*

Year in Residence

Clinical, Counseling, and School Psychology Specializations encompass a variety of types of learning and learning outcomes. These include distance learning interactions and face-to-face interactions. Both types of interacts are important throughout the doctoral program. Certain courses have a face-to-face component as part of the course requirements. Other courses are offered entirely as face-to-face residencies, as described above. During one year (typically the second or third year), the student must fulfill the Year in Residence requirement, by participating in the following activities:

Year	Course Requirements	Face-to-Face Interaction
Year 1	Minimum of 2 courses per quarter for a minimum of 25 credits completed successfully	New Student
Year 2-3	Minimum of 2 courses per quarter including the Advanced Clinical Seminars*	Orientation Residency (NSOR)
Year 4-5	Field experiences and dissertation	Summer Session during two consecutive summers

The Advanced Clinical Seminars are entirely face-to-face.

Psychological Assessment Component (PAC)

The purpose of the PAC is to provide a framework for master's students and doctoral students in the licensure specializations (clinical, counseling, school) to develop their assessment knowledge and skill repertoire. Depending on a developmental progression (basic and advanced), at the basic level master's and doctoral students gain (a) an understanding of the assessment process and related legal, ethical, and diversity issues; (b) an understanding principles of tests and measurement; (c) a set of basic skills in the administration, scoring, and interpretation of assessment measures across domains; (d) 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 (see the Course Descriptions section for more information on each course and prerequisites):

For master's students:

PSYC 6120	Psychological Assessment: Introduction
PSYC 6130	Principles of Tests and Measurement
PSYC 6140	Psychological Assessment: Cognitive
PSYC 6150	Psychological Assessment: Personality and Social-Emotional

For doctoral students:

PSYC 8100	Tests and Measurement
PSYC 6140	Psychological Assessment: Cognitive*
PSYC 6150	Psychological Assessment: Personality and Social-Emotional*

**This is required for Clinical and School Psychology licensure specializations and for Counseling for learners planning to take PSYC 8270. This may be waived (a) with equivalent coursework with a grade of B or better taken with 6 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. These waivers are determined by the PAC Coordinator on an individual basis through Application for PSYC 8270 process).*

Advanced level courses include PSYC 8270 Advanced Psychological Assessment (required for Clinical and School; optional for Counseling) and PSYC 8250 Psychological Appraisal (required for Counseling).

Doctoral students in the counseling specialization whose professional goals do not include conducting psychological evaluations may choose an alternate assessment course sequence. An appraisal course is offered at the advanced level for students in the counseling psychology specialization in lieu of the basic and advanced (PSYC 8270) assessment courses following completion of a basic tests and measurements course. In this course, students gain an understanding of a multidimensional approach to assessment; related legal, ethical, and diversity issues; and the selection of appropriate appraisal techniques. This course does not include learning basic or advanced testing skills related to conducting psychological evaluations or learning to write an integrated psychological report.

Psychology Practicum

Practicum is one of the required, defining experiences of doctoral study for students specializing in clinical and counseling psychology. Students specializing in academic, health, organizational, and sport psychology are not required to complete a practicum but may choose to include one in their program after consultation with their faculty mentor or specialization coordinator. Adequate preparation is essential to the success of the practicum experience.

Prerequisites

To enroll in PSYC 8280 Practicum, students must meet the following prerequisites:

- Successful completion of all core courses.
- Successful completion of or concurrent enrollment in the following advanced courses.
- Receive permission to register for PSYC 8280 Practicum.

Clinical Psychology Specialization	PSYC 8230 Advanced Psychopathology
	PSYC 8260 Ethics and Standards of Professional Practice
	PSYC 8270 Advanced Psychological Testing
Counseling Psychology Specialization	PSYC 8220 Abnormal Psychology
	PSYC 8250 Psychological Appraisals
	PSYC 8260 Ethics and Standards of Professional Practice
School Psychology Specialization	PSYC 8255 Child Psychopathology
	PSYC 8260 Ethics and Standards of Professional Practice
	PSYC 8270 Advanced Psychological Testing

Completing a Practicum

Students completing a practicum must arrange for supervised practice in a setting appropriate to their specialization. Because a practicum is a site experience as well as an Online with In-Person Class, students must complete the following steps:

1. Arranging for the Practicum

As in other doctoral programs, students at Walden arrange their own practicum. The educational requirements for PSYC 8280 Practicum are specified in the course syllabus that appears in the Psychology Curriculum Guide. These requirements dictate that the practicum be for a minimum of 500 hours where no less than 150 hours are assigned to direct assessment services and 150 hours are assigned to direct intervention services. The remaining hours are to be devoted to individual supervision, group supervision, case management, record keeping, and related training activities. Because a practicum is a site experience as well as a university course, students must complete the following steps:

- Complete the practicum application and portfolio review and send to practicum coordinator.
- Register for PSYC 8280 Practicum.
- Execute the practicum and fulfill the course requirements for PSYC 8280 Practicum.

2. Selecting a Practicum Site

Site selection should begin early in the student's enrollment. The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet goals outlined in the PSYC 8280 Practicum syllabus.

3. Selecting a Practicum Supervisor

Selection of the supervisor is critical to ensuring the success of the practicum. The practicum supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The preferred site supervisor is a licensed psychologist. In some instances, an experienced professional from another discipline may be approved as a supervisor if the individual is competent to train in the area of specialization.

Students selecting a private practice as the practicum site may have to consider paying for supervision. This is typical in the private sector and is acceptable.

4. Writing a Supervision Contract

The student and practicum supervisor must develop a contract that establishes well-defined goals and boundaries for the practicum. The contract must be

specific, detailed, and include the following elements:

- Supervisor's name and title
- Supervisor's licensing state, license number, and type
- Description of how and when supervision will be provided and specify the following:
  - The practicum will be for a minimum of 500 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.
  - The student must be allowed to perform testing.
  - Beginning and ending dates and frequency of supervision
  - Supervisor's expectations of the trainee
  - Supervisor's approach to supervision (i.e., behavioral)
  - Signatures of the supervisor and the student

5. Developing a Practicum Training Manual

A practicum training manual describing the content of the practicum experience must exist and be endorsed by the practicum supervisor and should indicate the policies and procedures the student will be expected to follow at the practicum site. If the student uses an existing manual, an addendum must be added specifying how the practicum is compatible with the site's training manual. If such a manual does not exist at the practicum site, the student must create one in cooperation with the practicum supervisor.

Below is a suggested outline of topics for developing a practicum training manual:

- Training program description
- Outcomes/goals of training
- Site policies and procedures related to the training program or trainee (i.e., maintaining case files and notes, client confidentiality, site personnel policies)
- Linkages with/among departments or sites (if applicable)
- Supervision
- Type of supervision to be provided
- Responsibilities of the supervisor
- Evaluation of trainees
- Trainee
- Role and responsibilities of trainee
- Self-evaluation
- Adherence to ethical standards

6. Securing Student Malpractice Insurance

Student malpractice insurance is required for the practicum. Students who maintain professional liability insurance as a licensed counselor or other mental health professional should note that this type of insurance will not substitute for student malpractice insurance. The American Professional Agency and the American Psychological Association Insurance Trust provide malpractice insurance for graduate psychology students. Students may contact the American Professional Agency and ask for the student department or visit the American Psychological Association Insurance Trust Web site: www.apait.org/products/studentliability.
The practicum site and the student's university do not have to be approved by the American Psychological Association to obtain student insurance for practicum.

Completing the Practicum Application

Students must submit a practicum application no later than the first day of the quarter two quarters prior to the quarter in which the student wishes to begin the practicum. In other words, applications are due six months in advance.

Practicum Application Deadlines

Practicum Application Due	To Begin the Practicum
March 1 (spring quarter)	September 1 (fall quarter)
June 1 (summer quarter)	December 1 (winter quarter)
September 1 (fall quarter)	March 1 (spring quarter)
December 1 (winter quarter)	June 1 (summer quarter)

The Practicum Application

The practicum application includes the following documents:

- Practicum Application form
- Protocol Form created by the student, including:
- List of all completed courses with grades
- List of courses to be completed prior to the practicum

- Statement confirming the student's readiness to begin a practicum, signed by the faculty mentor
- List your e-mail address
- Student's curriculum vita
- Site brochure(s)
- Practicum supervisor's curriculum vita
- Supervision contract
- Practicum training manual: Include policy and procedure for student response to suicide ideation at your practicum site, and obtain policy and procedures from your practicum site/supervisor; verification of student malpractice insurance including a copy of the policy cover sheet; and a notarized statement from the State Police of the student's state of residence disclosing any criminal convictions or lack thereof. (Misdemeanors need not be reported).

Students must submit the entire practicum application to the faculty member who coordinates the practicum. All documents must include the student's name and email address. Approval to begin the practicum is contingent upon approval of the application and site.

Registering for PSYC 8280 Practicum

In order to execute the planned practicum experience, students must register for PSYC 8280 Practicum. This is a five credit University course, and students receive a grade of "P" (Pass) or "F" (Unsatisfactory). Registration for this course is limited to students who both meet the prerequisites and who have an approved practicum application on file.

To register for this course, students must follow regular course registration procedures. Students may register for more than one quarter of PSYC 8280 Practicum. It is not uncommon for students to register for one quarter of PSYC 8280 Practicum, receive a grade of "I" (Incomplete), and finish the practicum the following quarter.

Some states may require more than one quarter of practicum. Students are responsible for understanding the requirements of their state and should consult the Rules and Regulations of the Licensing of Psychologists from the appropriate state licensing board for psychologists.

Executing the Practicum and Fulfilling the Course Requirements for PSYC 8280 Practicum

Practicum is a site experience as well as an Online with In-Person Class. Therefore, students participate in course activities while completing the practicum.

Course requirements for PSYC 8280 Practicum include the following:

Students are expected to make weekly e-mail contact with the instructor and other students enrolled in a practicum. This contact may include a report of activities for the week and descriptions of cases or training experiences relevant to the goals of practicum. Students are expected to participate in weekly online discussions.

PSYC 8280 Practicum is always an Online with In-Person Class. Students must attend the in-person class meeting on the scheduled weekend at the designated instructional center. The instructor will create an agenda and make individual assignments in advance. Typically, this includes a case presentation and videotape of a therapy session. Attendance is mandatory.

Students are required to keep a journal of practicum activities with a minimum of two entries per week. Journal entries should focus on the practicum experience, perceived personal strengths and weaknesses, any personal insights gained through the practicum, newly developed skills, and challenges. Only the instructor for PSYC 8280 Practicum will see the journals and the information will be kept confidential. The instructor will return journals to students if a self-addressed envelope is included.

Students complete a 10 page paper summarizing the learning experience and the outcomes of the practicum. This may be presented in the form of a conceptualization paper that focuses on the client, issues, and context.

Students are responsible for ensuring 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.

Psychology Internship

An internship is required for students enrolled in the Clinical Psychology Specialization and in the Counseling Psychology Specialization. An internship is a critical part of doctoral study for students in these specializations. Students specializing in academic, health, and organizational psychology are not required to complete an internship, but may choose to include one in their program after consultation with their faculty mentor. Adequate preparation is essential to the success of the internship experience.

Prerequisites

Students must complete all other courses before beginning an internship.

Completing an Internship

Students completing an internship must arrange for supervised practice in a setting appropriate to their specialization. Because an internship is a site experience as well as a university course, students must complete the following steps:

- Arrange for the internship.
- Complete the internship application and receive approval from the internship coordinator.
- Register for PSYC 9100 Internship.
- Execute the internship and fulfill the course requirements for PSYC 9100 Internship

Arranging an Internship

Students pursuing licensure must arrange a field-based supervised internship in a setting appropriate to their specialization. The internship must be for a minimum of 1,500 hours and scheduled as either a full-time experience for one year or half-time for two years. Part-time internships may not exceed two calendar years. Licensing jurisdictions vary in their requirements for the number of hours needed and the length of time required (i.e. span of time-such as one calendar year) with more than one half of all licensing bodies requiring more than 1500 hours.

In addition, students may relocate to other jurisdictions after their completion of the Walden Program. Therefore, students are encouraged to consider extending their internship to 2000 hours over the course of a minimum of 12 months to increase the chances that their internship experience will qualify for licensure in their new location. The following URL gives the licensing requirements (to include internship requirements) for various states: http://ourworld-top.cs.com/PsycLicense/state-board.htm

In any event, students are responsible for knowing the requirements of their state's psychology board and for arranging an internship that meets those requirements. The internship must be consistent with the requirements described in the PSYC 9100 Internship syllabus.

Selecting an Internship Site

The site should supply training duties designed to expand the student's skills and provide the hours necessary to meet the goals outlined in the PSYC 9100 Internship syllabus. Students may arrange a consortium internship that involves more than one site (maximum of three) under the coordinating supervision of a licensed psychologist. The licensed psychologist does not have to work for more than one of the sites. In every case, the internship site must publicly acknowledge the student as a doctoral intern from the psychology program at Walden University.

The student must use the title of doctoral intern when signing any site report or document. The student must have approval, by signature, from

their internship supervisor for all documents signed as an intern. In every case, the facility must be prepared to publicly acknowledge the student as a doctoral intern from Walden University. All staff at the facility must recognize the student as an intern, and informed consent forms signed by clients must acknowledge the student as a doctoral intern.

Conflict of Interest

Students employed professionally may wish to convert their work setting into a practicum experience. However this entails a high potential for a conflict of interest situation that could invalidate the purpose of the practicum experience. The rules below aim to preserve the integrity of the practicum experience.

Each student should arrange for a practicum site not associated with the student's current work setting. Where it is not possible to arrange an external site, a practicum site that has a relationship with the student's current work setting may be considered for approval provided that the practicum is clearly separated from the student's prior professional position. It is expected that the student will work in a different department, under a different supervisor and with clients he/she would not see in the usual work at the agency. Other exceptions to this policy include:

- Practicum will not be approved if the student has a personal affiliation (marriage, family relationship, close friendship) with any supervisory personnel or with owners of the agency or site.
- Practicum will not be approved if the student has a supervisory position or proprietary interest in the agency or site.
- Other potential conflict-of-interest problems not specified above that, in the opinion of the practicum Supervisor, constitute an ethical problem will be grounds for disapproval of the site as a practicum.

Selecting an Internship Supervisor

Selection of the supervisor is critical to ensuring a successful internship. The internship supervisor facilitates the professional development of the student, promotes development of needed competencies, and evaluates progress and services provided. The primary supervisor must be a licensed psychologist. A secondary supervisor is recommended but not required and may or may not be a licensed psychologist.

Writing a Supervision Contract

The student and internship supervisor must develop a contract that establishes well-defined goals and boundaries for the internship. The contract must be specific, detailed, and include the following elements:

- Supervisor's name and title
- Supervisor's licensing state, license number, and type
- Description of how and when supervision will be provided
- Beginning and ending dates and frequency of supervision
- Supervisor's expectations of the trainee
- Description of how the intern will be designated at the site
- Supervisor's approach to supervision
- Signatures of the supervisor and the student

Developing an Internship Training Manual

An internship training manual describing the policies, procedures, and content of the internship must exist and be endorsed by the internship supervisor. If such a manual does not exist at the internship site, the student must create one in cooperation with the internship supervisor.

The educational requirements for PSYC 9100 Internship are specified in the course syllabus. These requirements and those listed below must be reflected in the training manual.

Below is a suggested outline of topics for developing an internship training manual:

- Training program description
- Outcomes/goals of training
- Site policies and procedures related to the training program or trainee (i.e., maintaining case files and notes, client confidentiality, site personnel policies)
- Linkages with/among departments or sites (if applicable)
- Trainee

- Designation as a Walden Doctoral Intern in title and on all documentation
- Role and responsibilities of trainee
- Self-evaluation
- Adherence to ethical standards
- Supervision
- Type of supervision to be provided
- Responsibilities of the supervisor
- Evaluation of trainee

Securing Student Malpractice Insurance

Student malpractice insurance is required for the practicum. Students who maintain professional liability insurance as a licensed counselor or other mental health professional should note that this type of insurance will not substitute for student malpractice insurance. The American Professional Agency and the American Psychological Association Insurance Trust provide malpractice insurance for graduate psychology students. Students may contact the American Professional Agency and ask for the student department or visit the American Psychological Association Insurance Trust Web site: www.apait.org/products/studentliability.
The practicum site and the student's university do not have to be approved by the American Psychological Association to obtain student insurance for practicum.

Completing the Internship Application

Students must submit an internship application no later than the first day of the quarter two quarters prior to the quarter in which the student wishes to begin the internship. In other words, applications are due six months in advance.

Internship Application Deadlines

Internship Application Due	To Begin the Internship
March 1 (spring quarter)	September 1 (fall quarter)
June 1 (summer quarter)	December 1 (winter quarter)
September 1 (fall quarter)	March 1 (spring quarter)
December 1 (winter quarter)	June 1 (summer quarter)

The Internship Application

The internship application includes the following documents:

- Internship Application form
- Current transcript or audit of all course work at Walden. Students who have not completed all course work at the time of application should indicate the quarters in which they plan to complete remaining courses.
- Student's curriculum vita including a list of clinically oriented courses taken at Walden University or any other university
- Site brochure(s)
- Internship supervisor's curriculum vitae
- Supervision contract
- Internship training manual
- Verification of student malpractice insurance including a copy of the policy
- Notarized statement from the State Police of the student's state of residence disclosing any criminal convictions or lack thereof. (Misdemeanors need not be reported). The form filed for Practicum may be used if not more than one year old.

Students must submit the entire internship application to their Walden faculty internship coordinator charged with internship coordination. Documents must include the student's name and email address. Permission to register for PSYC 9100 Internship is contingent upon approval of the application and the internship site.

Registering for PSYC 9100 Internship

In order to initiate the planned internship experience, students must register for PSYC 9100 Internship. This is a non-credit University course, and students receive a grade of "P" (Pass) or "F" (Unsatisfactory). Registration for this course is limited to students who have completed all course work and who have an approved internship application on file with the faculty member charged with internship coordination.

To register for this course, students must follow regular course registration procedures. Students must register for PSYC 9100 each quarter during the period of the internship. The internship coordinator will assign registered students to a course section. Students must complete a minimum of 1,500 hours in the internship requiring students to register for a

minimum of three quarters of PSYC 9100 Internship. Students are responsible for knowing the hour requirements for internships in their state, as some states require 2,000 hours or a full year of internship. Students residing in such states should extend their internship accordingly. Students who anticipate moving to a new jurisdiction some time in their professional career should consider extending their internship to 2000 hours and four quarters over the course of a minimum of 12 months to increase the chances that their internship experience will qualify for licensure at a new location. Students typically spend a minimum of 15 hours per week at the internship site.

Executing the Internship and Fulfilling the Course Requirements for PSYC 9100 Internship
Internship is a site experience as well as a University course. Therefore, students must complete site requirements as well as course requirements determined by the course instructor and posted in the syllabus. Students should keep copies of all internship-related materials.

Internship Requirements

(These elements must be included in the Internship Contract)

At least 45 percent of the internship must include direct participation in activities such as assessment/testing services, intervention services (individual and group), consultation services, teaching, research, interdisciplinary collaboration, etc.

A minimum of two hours of individual supervision must occur each week addressing, in part, the delivery of psychological services rendered by the intern.

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. Some state boards require a minimum of two interns be present to qualify the facility as an internship site. This is not a Walden requirement.

The student must use the title of doctoral intern when signing any site report or document. The student must have approval, by signature, from their internship supervisor for all documents signed as an intern. In every case, the facility must be prepared to publicly acknowledge the student as a doctoral intern from Walden University. All staff at the facility must recognize the student as an intern, and informed consent forms signed by clients must acknowledge the student as a doctoral intern.

Course Requirements for PSYC 9100 Internship

Students are expected to make weekly e-mail contact with the instructor and other students enrolled in PSYC 9100 Internship. This contact should include a report of activities for the week and descriptions of cases or training experiences.

Students may be required to submit samples of their work (i.e., psychological evaluation, theory summary, etc.) depending upon the instructor and the student's specialization.

Students are required to submit a progress report in the form of a narrative summary of learning experiences. Students submit a report to the instructor for PSYC 9100 Internship at the end of each quarter. The report should discuss training activities, supervision contacts, and progress toward achieving the objectives and goals of the internship.

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

- Internship assessment form signed by the site supervisor
- Internship documentation form signed by the site supervisor
- A report summarizing the internship experience

Terminating an Internship

In the event an internship is terminated prior to completion, none of the hours or activities can be transferred to another internship site without the written permission of the PSYC 9100 Internship instructor.

Dissertation

Students enrolled in the Ph.D. in Professional Psychology program must register for a total of 27 credits of PSYC 9000 Dissertation over a minimum of three quarters. Psychology students who have an approved dissertation supervisory committee may register for PSYC 9000 Dissertation during any quarter in which they are working on the proposal and dissertation. Students who do not have an approved dissertation supervisory committee, but are working on the proposal and dissertation, may register for PSYC 9000 once with the approval of the Faculty Mentor after all course work is completed or during the quarter it will be completed if needed for minimum enrollment. However, it is recommended that students have an approved supervisory committee prior to enrolling in PSYC 9000. Registration for PSYC 9000 Dissertation takes place during the regular course registration period. Students must register for a minimum of five credits when registering for PSYC 9000 Dissertation. Students who have completed 27 credits of PSYC 9000 and all other course requirements must register for PSYC 9999 Continuing Research until program completion.

Postdoctoral Psychology Certificate

The School of Psychology offers a post-doctoral Psychology Certificate. The requirements for the Psychology Certificate vary depending upon the area of specialization and the individual student. Admission to the Psychology Certificate carries with it a prescribed set of curriculum requirements tailored to fit the individual student's needs and experience.

Students seeking a certificate must enroll for a minimum of four quarters and complete at least nine courses (PSYC 8000 Professional Development and eight credit-bearing courses). Residency requirements include the completion of the New Student Orientation Residency and one core residency.

Certificate Requirements

Minimum of nine courses
Additional courses as prescribed in the offer of admission
Full-time enrollment (two courses or ten credits per quarter) for a minimum of four quarters
Maintain a 3.0 GPA
New Student Orientation Residency
One core residency
Additional residency requirements as prescribed in the offer of admission

School of Psychology Course Descriptions

PSYC 5998 Continuing Studies *(0 cr.)*
Program Director permission required.

PSYC 5999 Continuing Project *(0 cr.)*
Program Director permission required.

PSYC 6000 Success Strategies *(0 cr.)*
Orientation to the M.S. program. Internet tools, e-mail, electronic mailing lists, Web browsers, the Program of Study exercise, and other critical tools and skills for success in a distance-learning environment.

PSYC 6010 Physiological Psychology *(4 cr.)*
A study of the physiological bases of human behavior. The nervous system and its cells. Perception, sensory, and motor processes. Neurophysiological correlates of emotions, learning and memory.

PSYC 6020 History and Systems of Psychology *(4 cr.)*
An examination of the historical and contemporary schools of psychology. Emphasis on key contributors to the profession of psychology over the past two centuries in the United States.

PSYC 6030 Group Dynamics *(4 cr.)*
Examines the process of human group interaction. Group theory, empirical and naturalistic research on group interactions and group dynamics.

PSYC 6040 Theories of Personality *(4 cr.)*
Theories on personality development, personality structure, and potential for change. Major theorists and their contributions. Consideration given to factors affecting personality changes that may occur during different stages.

PSYC 6050 Human Motivation *(4 cr.)*
Survey of biological, behavioral, and cognitive approaches to motivation, including the major theorists and their theories. Stresses both conceptual understanding and practical applications of theories.

PSYC 6060 Theories of Learning *(4 cr.)*
Survey of learning theories placed in a historical perspective. Functional, associative, cognitive, and neurophysiological concepts and contributions. The relationship between learning theory and the profession of psychology is examined.

PSYC 6100 Cognitive Psychology *(4 cr.)*
Historical and current research on higher-order mental processes such as perception, learning, problem-solving, categorization, decision making, and language.

PSYC 6110 Statistics in Psychology *(4 cr.)*
Introduction to the use and application of statistics in the field of psychology. A survey of theoretical underpinnings, assumptions, uses and calculations, and interpretation of basic descriptive and inferential statistics. Introduction to probability and hypothesis testing.

PSYC 6120 Psychological Assessment: Introduction *(4 cr.)*
In this course students learn about the purposes and approaches to psychological assessment including psychological tests, interviewing procedures, behavioral observations, and case histories. Legal, ethical, and diversity aspects of psychological assessment are also presented.
(Prerequisites: PSYC 6130 or may be taken concurrent with PSYC 6130)

PSYC 6130 Principles of Tests and Measurement *(4 cr.)*
This is a survey of basic principles of test and measurement procedures such as standardization, test construction, item analysis, reliability, and validity. In addition, there is an introduction to extant measurement instruments and guidelines for selection of appropriate instruments for stated psychological objectives. Ethical issues related to test construction/use are also presented.

PSYC 6140 Psychological Assessment: Cognitive *(4 cr.)*
In this course learners develop the basic skills related to cognitive and academic achievement testing. Specifically they learn to (a) establish and maintain rapport in a testing situation; (b) administer, record, and score, measures of cognitive ability and academic achievement; (c) interpret test results; and (d) summarize results in a written report. The major emphasis is on learning the practical aspects of psychological testing. Three segments including pre-residency, residency, post-residency comprise the course. The initial segment examines theory, rationale, and practical issues in the assessment process. The second segment is a practice-based portion in which participants learn how to administer, record, score, and interpret various measures and techniques. The last segment of the course focuses on analysis, synthesis, and written reporting of inter-

preted data. PSYC 6140 and PSYC 6150 are taken concurrently and have a special residency portion given only during the three weeks of summer session. All students in this course must attend the three-week Summer Session (C-20). *(Prerequisites: admission to the Master's program or a doctoral level licensure specialization; submission to the Psychological Assessment Coordinator of a completed application for PSYC 6140/6150 in the spring quarter before the summer you intend to register for these courses; a grade of B or better in PSYC 6130/8100; a grade of B or better in a graduate course in tests and measurements taken no more than 6 six years prior to registering for PSYC 6140/6150).*

PSYC 6150 Psychological Assessment: Personality and Social-Emotional *(4 cr.)*
In this course learners develop the basic skills related to assessment of personality and social-emotional functioning. Specifically they learn to (a) establish and maintain rapport in a testing situation; (b) administer, record, and score standardized, norm-referenced measures and projective techniques of personality and social-emotional functioning; (c) interpret test results; and (d) summarize results in a written report. The major emphasis is on learning the practical aspects of psychological testing. Three segments including pre-residency, residency, post-residency comprise the course. The initial segment examines theory, rationale, and practical issues in the assessment process. The second segment is a practice-based portion in which participants learn how to administer, record, score, and interpret various measures and techniques. The last segment of the course focuses on analysis, synthesis, and written reporting of interpreted data. PSYC 6140 and PSYC 6150 are taken concurrently and have a special residency portion given only during the three weeks of summer session. All students in this course must attend the three-week Summer Session (C-20). *(Prerequisites: admission to the master's program or a doctoral level licensure specialization; submission to the Psychological Assessment Coordinator of a completed application for PSYC 6140/6150 in the spring quarter before the summer you intend to register for these courses; a grade of B or better in PSYC 6130/8100 –or- a grade of B or better in graduate course in tests and measurements taken no more than 6 six years prior to registering for PSYC 6140/6150).*

PSYC 6160 Research Design *(4 cr.)*
An examination of behavioral science assumptions as they apply to research by psychologists. Analysis of designs and methods used in investigating individuals and groups. Designs that can lead to explanations of behavior as well as those used to predict behavior are included. Legal and ethical issues involved in conducting research with human subjects.

PSYC 6170 Advanced General Psychology *(4 cr.)*
The core issues that make psychology a science. The main topics, principal characters and leading theories in the field are reviewed. Questions behavioral scientists ask and the methods they use to answer them. Students develop skills in critically evaluating claims about behavior.

PSYC 6180 Independent Reading *(1-5 cr.)*
Students design a learning agreement to address a topic of personal interest. Content should address theoretical literature as well as research literature and professional practice implications. The learning agreement must specify the objectives, reading plan, and demonstration to be created. This course may be selected once during the student's program of study. *(Prerequisite: consent of program director).*

PSYC 6190 Thesis *(9 cr.)*
Master's-level students integrate their program of study with in-depth exploration of an interest area. Students complete the thesis independently with the guidance of a committee. The thesis may be based either on library research or field work. The facts and concepts gained in thesis research must be logically and critically organized and developed. *Credit/no credit only.*

EDUC 6912 Foundations of Reading and Literacy {K-6} *(3 sem./5qtr.cr.)*
Foundational knowledge and principles that underlie the topics, issues and strategies relevant to reading and literacy instruction. *(Registration only by permission of the program director. Registration instructions provided at the time that permission is granted.)*

PSYC 7999 Continuing Advanced Studies *(no credit)*
Program Director permission required.

PSYC 8100 Tests and Measurement *(5 cr.)*
This course is an examination of the professional standards and psychometric procedures used to develop and validate educational and psychological instruments. The course focuses on test development, use, and interpretation. Attention is given to the appropriate applications of validation methods. Specific techniques used to facilitate proper inter-

pretation of test scores such as percentiles, standard error of measurement, validity and reliability indices, and derived scores are discussed. Descriptive statistical procedures are reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. The nature of more qualitative aspects of measurement are also explored.

PSYC 8250 Psychological Appraisals *(5 cr.)*
An examination of testing methods, interviewing procedures, and observational techniques associated with formulating diagnostic impressions and treatment plans. Students gain an understanding of a multidimensional approach to assessment; related legal, ethical, and diversity issues; and the selection of appropriate techniques for appraisal of cognitive, affective, social, vocational, interest/aptitude, achievement, intellectual and personality functioning. Students will be expected to demonstrate knowledge in the selection and appropriate use of appraisal techniques appropriate to their area of specialization. *(Prerequisites: PSYC 6130/8100).*

PSYC 8000 Professional Development *(no credit)*
Orientation to the Ph.D. program. Introduction to the tools and skills necessary to succeed in an online learning environment. Students complete a Professional Development Plan and Program of Study. In addition to participation in the online course, students must attend a New Student Orientation Residency.

PSYC 8010 History and Systems of Psychology *(5 cr.)*
Roots of modern psychology, including the philosophical viewpoints of the late 19th century that led to the birth of modern psychology. Major emphasis is on the schools and systems of psychology, including structuralism, functionalism, behaviorism, psychoanalysis, gestalt psychology, a "third force," and existential psychology. Other views of psychology, such as narrative and group versus individual psychology, may be investigated.

PSYC 8020 Psychology and Social Change *(5 cr.)*
Cultural and social forces influencing the practice of psychology. Issues of diversity and multiculturalism are considered. Changes in contemporary society as they relate to psychology practice and research are examined. Psychologists as social change agents and advocates. Both historical and contemporary perspectives are weighed.

PSYC 8030 Developmental Psychology *(5 cr.)*
Major developmental theorists and their perspectives on human development. Social, cultural, and societal influences on the life stages are examined. Students analyze theory and research associated with particular stages of human development and compare contrast major theories.

PSYC 8050 Biological Psychology *(5 cr.)*
Structure and function of the nervous system and the brain. Special attention given to neurotransmitter systems, the endocrine system, the relationship of cognitive and sensory processes to brain functioning, and the effects of brain damage on behavior. Learning disabilities, mental retardation, personality development, and the biological relationship of brain functioning to psychological states are appropriate areas for students to focus research efforts.

PSYC 8070 Psychology of Learning *(5 cr.)*
Analysis and description of processes used to obtain knowledge and change behavior. Students will increase their understanding of empirical and phenomenological principles that guide the acquisition of knowledge as well as behavioral, mental, emotional, developmental, and interpersonal change. Emphasis on the study of learning, knowledge acquisition and behavioral change.

PSYC 8090 Social Psychology *(5 cr.)*
The principles that guide the social influences upon an individual's psychological status. Topics include group dynamics, attitudes, prejudice, interpersonal relations, justice, attraction, and altruism.

PSYC 8100 Tests and Measurement *(5 cr.)*
An examination of the psychometric procedures used to develop and validate educational and psychological instruments. The course will focus on test development, use, and interpretation. Attention will be given to appropriate applications of validation methods. Specific techniques used to facilitate proper interpretation of test scores such as percentiles, standard error of measurement, validity and reliability indices, and derived scores will be discussed. Review of descriptive statistical procedures to facilitate the understanding of the quantitative aspects of psychological measurement. Qualitative aspects of measurement are also explored. Professional standards for test development and use are covered.

***PSYC 8120 Quantitative Analysis** (5 cr.)*
Strengths and weaknesses of several approaches to conducting quantitative research. The understanding and interpretation of statistical procedures in the published literature are examined. Specific techniques such as hypothesis testing, probability, sampling, differences between means, analysis of variance (ANOVA), and non-parametric methods are addressed.

***PSYC 8130 Qualitative Analysis** (5 cr.)*
Explores five major traditions of qualitative research methodology: phenomenology, grounded theory, ethnography, biography, and case study. In the context of each of the traditions, varying approaches to proposal planning, data collection, data analysis, aspects of quality and verification, ethical and legal issues, and interpretation and presentation of results in the narrative report are examined.

***PSYC 8140 Psychological Research Design** (5 cr.)*
Provides the bases for developing, performing, and understanding psychological research. Examines psychological research designed to provide evidence of predictability using controlled variables.

***PSYC 8200 Psychology of Personality** (5 cr.)*
The assumptions and components of the major theoretical orientations. Definition of personality, origins and development of personality throughout the life span, and possibility of personality change. Research on the strengths and liabilities of these theories is considered.

***PSYC 8220 Abnormal Psychology** (5 cr.)*
Introduces the major classifications listed in the DSM-IV. The process of defining normalcy as it relates to diagnosis and treatment will be discussed as students explore ideas about the construction of pathology. Environmental and biological factors contributing to psychological dysfunctions are considered at the theoretical and research level. Techniques for the diagnosis and treatment of cognitive, emotional, and developmental disabilities as well as psychophysiological and psychosocial difficulties.

***PSYC 8225 Educational Psychology** (5 cr.)*
Variables related to teaching and learning. Topics include teaching methods, educational achievement, learning environments, curriculum development, and characteristics of teachers and learners. Educational assessment, environmental issues, and educational research techniques are included.

***PSYC 8230 Advanced Psychopathology** (5 cr.)*
In-depth examination of major psychological disorders. Focus on dual diagnoses and the conditions that present in a more complex manner. Emphasis on how major psychological disorders present in a clinical setting and how they are diagnosed and addressed for treatment.

***PSYC 8235 Teaching of Psychology** (5 cr.)*
Basics of college/university teaching in psychology. Examines aspects of the adult development process, teaching skills, developing rapport with students, managing the course, managing the classroom, classroom communication, and ethical issues for faculty inside and outside the classroom.

***PSYC 8240 Therapeutic Psychology** (5 cr.)*
Major schools of psychotherapy and alternative approaches to the improvement of psychosocial well-being. The underlying assumptions, processes, techniques, and methods of intervention. How treatments work and how a therapist matches the treatment with the client/patient are considered.

***PSYC 8245 Psychopathology of Childhood** (5 cr.)*
Developmental and behavioral problems of children and clinical methods for assessing and treating these problems. Methods for obtaining, evaluating, and interpreting information about children's developmental and behavioral problems. Major types of children's psychological problems and their assessment, etiology, and treatment.

***PSYC 8250 Psychological Appraisals** (5 cr.)*
Testing methods, interviewing procedures, and observational techniques associated with formulating diagnostic impressions and treatment plans. Emphasis on multimodal appraisals of cognitive, affective, social, vocational, interest/aptitude, achievement, intellectual, and personality functioning. Students are expected to demonstrate knowledge in the selection and appropriate use of appraisal techniques appropriate to their area of specialization.

***PSYC 8260 Ethics and Standards of Professional Practice** (5 cr.)*
Ethical standards and legal responsibilities of psychologists. Ethical principles and their interpretation as they pertain to psychological practice and research are examined. Current laws and societal influences on the delivery of psychological services as well as responsible behavior in the practice of psychology are reviewed.

PSYC 8265 Behavioral Nutrition *(5 cr.)*
The impact of nutritional choices on symptomology and emotions, illness, and behavior. Focus on how the body's chemistry is often an intervening variable in depression, psychosis, anxiety and tension, ADHD, dementia, and substance abuse. Specific intervention techniques are discussed.

PSYC 8270 Advanced Psychological Testing *(5 cr.)*
Assessment is an in-depth examination of advanced psychological test procedures and research for the assessment of cognitive, personality, social-emotional functioning, achievement, and sensory abilities. Emphasis will be on multidimensional approach to assessment, data based diagnosis and decision making, and data based interventions or treatment. Students are expected to administer, score, record, interpret, diagnose, and make treatment recommendations using an array of assessment instruments appropriate to their specialization. In addition, they will write integrated comprehensive psychological reports. *(Prerequisites: Admission to a doctoral level licensure specialization; submission to the Psychological Assessment Coordinator of a completed application for PSYC 8270 the quarter before you intend to register for the course; PSYC 6130/8100 –or– a grade of B or better in a graduate course in tests and measurements taken no more than 6 six years prior to registering for PSYC 6140/6150 –and– a grade of B or better in PSYC 6140/6150 –or– a grade of B or better in graduate courses in cognitive and personality/social-emotional assessment taken no more than 6 six years prior to registering for PSYC 8270.)*

PSYC 8275 Psychoneuroimmunology *(5 cr.)*
Current theory and research associated with psychoneuroimmunology (PNI) is discussed: the mind-body interaction as it affects overall health through modulation of the immune system; how mind-body interventions aid patients in experiencing and expressing their illness and establishing some degree of control over symptoms, especially in the areas of neurology and immunology; how the mind can be used as a potent force in modifying the biological mechanisms in the search for health.

PSYC 8280 Practicum *(5 cr.)*
Practicum is a critical field experience and an integral part of the doctoral program. Student-arranged practicum sites and supervision that are approved by the practicum coordinator provide the basis for this class. Students communicate as a class at least twice a week on the Walden Web site and meet face-to-face as a class one weekend during the quarter. Students discuss cases and present videos of student-client sessions. Evaluation is provided by the on-site supervisor and class instructor. Permission of practicum supervisor required. *(See PSYC 8280 Practicum for details.)*

PSYC 8400 Health Psychology *(5 cr.)*
Theoretical models and supporting research for a psychology of well-being and immunocompetence. Personal and environmental factors impacting health and psychological interventions that modify them are explored including the role of stress on health.

PSYC 8410 Psychopharmacology *(5 cr.)*
Psychotropic medications and their use in the treatment of mental and behavioral disorders. The role of the psychologist in prescribing medication and the efficacy of combining medication and psychotherapy is reviewed. The use of medication in the treatment of depression, anxiety, bipolar disorder, obsessive compulsive behavior, schizophrenia, and childhood disorders.

PSYC 8420 Multicultural Counseling *(5 cr.)*
Cross-cultural factors influencing the delivery of counseling and psychological services. Diversity and identity issues and their impact on the therapeutic relationship. Major models are explored to determine how the helping relationship is affected by cultural/identity factors.

PSYC 8430 Geriatric Psychology *(5 cr.)*
A study of the elderly in terms of normal aging processes and psychological disorders. A review of diagnostic and treatment strategies related to mental health disorders, including team approaches. Surveys related research with implications for psychological interventions.

PSYC 8440 Substance Abuse Therapies *(5 cr.)*
Addiction to alcohol, prescription medication, and illegal substances. Diagnosis and models of treatment for these addictions are reviewed. Current research in the field of dependency and addiction are explored. Treatments for addictions and their efficacy will be discussed.

PSYC 8450 Marriage and Family Therapies *(5 cr.)*
Theoretical perspectives and therapeutic techniques applied to the treatment of individuals connected by close intimate relationships. Marriage and family across cultures and value systems. Current

research on how individuals in intimate relationship dyads and groups can be matched with appropriate therapeutic interventions.

PSYC 8465 Fundamentals of Industrial/ Organizational Psychology *(5 cr.)*
This course is an introduction to the field of Industrial and Organizational Psychology. The focus is on those theories and practices impacting the individual, group, and organization in any organizational setting. Students will learn to translate research and theory in practice in areas such as selection, training, performance management, team and organizational development, and change.

PSYC 8480 Organizational Psychology *(5 cr.)*
Application of psychological principles to the workplace. Considers multiple theories involving individual, group, and organizational behavior. Special attention paid to the relationship between leader and group behaviors, measuring human factors, group decision making, organizational design and culture, intervention development, and management of change.

PSYC 8460 Psychological Consultations *(5 cr.)*
History, theory, process, and methods in the field of psychological consultations. Reviews qualifications and techniques required by the psychologist to consult in a variety of settings including the courtroom, business and industry, education, and medical settings.

PSYC 8470 Community Psychology *(5 cr.)*
The community as both the subject and the client. Measuring the success of community interventions. Psychological techniques and research design as means for finding effective grass-roots solutions to sociopolitical problems such as energy conservation, delinquency, homelessness, traffic safety, health promotion, and unemployment, all of which impact the individual, family, and work group.

PSYC 8480 Organizational Psychology *(5 cr.)*
Application of psychological principles to the workplace. Considers multiple theories involving individual, group, and organizational behavior. Special attention paid to the relationship between leader and group behaviors, measuring human factors, group decision making, organizational design and culture, intervention development, and management of change.

PSYC 8490 Group Psychology *(5 cr.)*
A review of group dynamics as they pertain to clinical and counseling approaches to group therapy. Examines the theoretical foundation of different approaches to group therapy. Focus on types of groups and the efficacy of using group as the treatment method with various populations.

PSYC 8500 Humanistic Psychology *(5 cr.)*
Humanistic, existential, and transpersonal psychology. This course builds upon the base of more traditional psychology and spiritual models, integrating experiential work with a didactic overview of humanistic psychology. Phenomenology and its relationship to humanistic and existential psychology is explored.

PSYC 8510 Vocational Psychology *(5 cr.)*
Major career development theories, their assumptions, and implications for practice. Career information programs and systems are examined in terms of their application to the practice of career counseling with different age groups.

PSYC 8515 Clinical Child Neuropsychology *(5 cr.)*
This course is an introduction to clinical child neuropsychology. The intent of the course is to help general practitioners to develop an understanding of the scientific, theoretical and applied foundations of normal brain -behavior relationships in children and in those with neurological disorders. Neural, behavioral and socioemotional factors for development of higher brain functions will be emphasized. A focus of the course is to present issues of etiology, assessment and remediation of interest to general practitioners. *(Prerequisite: Permission of the instructor)*

PSYC 8520 Psychology in the Workplace *(5 cr.)*
The application of psychological theory and practices to the workplace. Successful and unsuccessful applications are identified. Focus on how current psychological principles are being applied and how theories could be applied in the future in a more productive manner.

PSYC 8530 Leadership and the Process of Change *(5 cr.)*
Prevailing leadership theories and how they impact organizations in the process of change and transition. The definition of leadership, models of leadership, its impact on the organization, how it is measured, and how it might be further developed.

PSYC 8540 Neuropsychology *(5 cr.)*
Introduction to neuropsychology including neural development, biochemical activity, and organizational structure. Cortical organization including function, anatomy, and neuropathology. Higher cortical function of memory, language, emotion, attention, and concentration. Introduction to neuropsychological assessment.

PSYC 8545 Play Therapy *(5 cr.)*
Play therapy as a therapeutic intervention for children. The various theoretical approaches to play therapy and the nature of play behavior. Toys, techniques, logistics, and settings are explored.

PSYC 8550 Delivering Psychological Services *(5 cr.)*
Social, political, and economic factors that influence the delivery of psychological services. Opportunities and threats are identified and discussed. The increased expectation for specialization training and qualification and the effects of managed health care are focal areas.

PSYC 8555 Religion and Spirituality in Counseling and Therapy *(5 cr.)*
This course is designed to assist students in understanding significant religious denominations in this country, the interactions and divergences between religion and spirituality, and how these issues can emerge in counseling or therapy. In addition, the course aims to help students understand their personal attitudes toward religion that might impede their ability to comprehend the meaning of religion in the lives of their clients. Issues of values, assessment of religious manifestations, relations with clergy, use of bibliographic materials, ways to deal with scriptural materials presented by clients, and treatment techniques will also be explored.

PSYC 8560 Sport Psychology *(5 cr.)*
History and emergence of sports psychology as a field within the psychology discipline. Early developments, major figures, and practical applications in work with individual athletes, teams, coaches, and observers.

PSYC 8565 Human Sexuality *(5 cr.)*
An exploration of human sexuality through integrated materials from psychology, sociology, biology, anthropology, medicine, public health, pubic policy, education, media, literature, and other disciplines. Considers diverse conceptualizations and perspectives including those of historians, feminists, theologians, parents, politicians, and educators. Includes critiques of cultural and sociocultural competence.

PSYC 8570 Grief Therapy *(5 cr.)*
Grief tasks, processes, and mediating factors such as type of death, character styles, age of the bereaved and deceased, and quality of the relationship with the deceased. Emphasis on selecting interventions depending on where the individual is in the grief process.

PSYC 8575 Advanced Grief Counseling *(5 cr.)*
Grief dynamics resulting from violent death, multiple death, and disasters. Acute trauma and Post-Traumatic Stress Syndrome are explored in combination with grief and loss dynamics.

PSYC 8580 Psychology of Women *(5 cr.)*
Theoretical models and studies that consider the psychosocial and developmental experience of women and girls. The relationship between the female body and social expectations for girls and women frame an investigation of theory and research into female psychological well-being.

PSYC 8585 Medical Crisis Counseling *(5 cr.)*
Stress and psychological and practical issues faced by patients and families following the diagnosis of a life threatening or chronic disease. Points in the disease process when patient and families are open to counseling, the nature of various disease processes, and appropriate interventions for patients and families are identified and discussed.

PSYC 8590 Prevention in School Psychology *(5 cr.)*
Prevention and intervention programs for children and their families. Cultural, social, psychological, family, and political factors bearing on the mental health and educational development of school-age children. Constructivist and ecological-developmental perspectives with application to individual, small group, and classroom-based settings. Basic theoretical and practical issues and a procedural framework for program design, implementation, and evaluation.

PSYC 8600 Independent Reading *(1-5 cr.)*
Students design a learning agreement to address a topic of personal interest. Content should address theoretical literature as well as research literature

and professional practice implications. The learning agreement must specify the objectives, reading plan, and demonstration to be created. This course may be selected once during the student's program of study. *(Prerequisite: consent of program director).*

PSYC 8610 Professional Psychology Seminar *(1cr.)*
This course presents Doctoral level professional seminars covering a range of topics with emphasis on new developments in the theory, practice and research in professional psychology. This course is only for the In-Person Class given in conjunction with a Walden Residency. *(Prerequisite: permission of the instructor).*

PSYC 9000 Dissertation *(27 cr.)*
An independent research project, based on psychological methods of inquiry, of a topic supported by the psychological literature in the student's specialization. *(Prerequisite: approved supervisory committee).*

PSYC 9100 Internship *(no credit)*
Students in licensure-oriented specializations are expected to arrange for field-based supervision appropriate to their specialization. The internship must meet requirements of the state psychology board to which the student intends to apply. In no case shall the internship be designed for a period of less than 1,500 hours. Internships may be designed as a part-time (minimum of 1.5 hours per week) or a full-time experience. Approval of the program director required.

PSYC 9201, 9202, and 9203 Advanced Clinical Seminar *(2 Credits)*
This seminar provides students with the opportunity to review and analyze current and critical topics in psychology. Emphasis is placed on the application of scholarship and research to practice with a particular focus on social change. Critical thinking is emphasized through the interaction with and being challenged by colleagues.

Students will sign up for three consecutive quarters beginning in the fall. 9201 refers to the fall section, 9202 to the winter and 9203 to the spring. It will not be offered during the summer as these students attend the summer residencies. The premise of the residency and the course is to provide face to face experiences to meet the needs of the students seeking licensing in those states with strict residency requirements. The goal of the residency has always been social change and the discussion of topics that are current and topical in the field of psychology. The objectives of the course reflect this emphasis.

PSYC 9999 Continuing Research *(no credit)*
Program Director permission required. See continuous enrollment policy.